Pupil premium strategy statement 2020-2021

1. Summary information 2020 - 2021					
School	Jewellery Quarter Academy				
Academic Year	2020 - 2021	Total PP budget	£335,683	Date of most recent PP Review	N/A
Total number of pupils Boys Girls	320 251	Number of pupils eligible for PP (Total 343)	196 147	Date for next internal review of this strategy	Nov 2020
Number of pupils HA/PP	93	Number of pupils MA/PP	127	Number of pupils LA/PP	43
Number of pupils PP & SEND	56	Number of pupils PP/LAC	1	Number of pupils with no KS2 but are PP	17

Breakdown by Year Group:

Year Group	Number of Pupil Premium students
7	63
8	74
9	75
10	68
11	63

2. Attainment - Year 11 2020 results	Pupils eligible for PP	Pupils not eligible for PP
Progress 8 score average	**-0.26**	**-0.23**
Attainment 8 score average	37.13	39.29
% 9-5 (English & Maths)	21	31
% 9-4 (English & Maths)	52	58
% EBACC	26	33

% NEET	0.8	1.9

3.Attendance Whole School 2019 - 2020		
	Pupils eligible for PP	Pupils not eligible for PP
Attendance	**91.1**	**92.1**
Persistent Absence	**68.21**	**25.21**
4.Exclusions Whole School 2019 - 2020		
	Number of exclusions for pupils eligible for PP	Number of exclusions for pupils not eligible for PP
Fixed Term	**137 / 181**	**44 / 181**
Permanent	**2 / 2**	**0 / 2**

1. Review of expenditure for last year's PP strategy				
Previous Academic Year		**2019-2020**		
i. Quality of teaching for all				
Desired outcome	**Chosen action / approach**	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)	**Cost**

| **Improved progress in Maths & English because of proficient numeracy and literacy development** | Professional development on the most effective teaching strategies to help DA pupils make progress in English and Maths. 24/9/19 & 23/10/19 |

Results from 2019 Year 11:

	PP	Non-PP
P8 score	-0.24	-0.69
A8 score	38.77	37.25
9-5 Eng + Ma	22%	25%
9-4 Eng + Ma	53%	48%

Results from 2020 Year 11:

	PP	Non-PP
P8 score	-0.26	-0.23
A8 score	37.13	39.29
9-5 Eng + Ma	21%	31%
9-4 Eng + Ma	52%	58%

2020 Average P8 score for English:

	Y7	Y8	Y9	Y10
All	Data not available			-0.5
PP				-0.45

2020 Average P8 score for Maths:

	Y7	Y8	Y9	Y10
All	Data not available			-0.05
PP				-0.07

The two professional development sessions that took place in September and October 2019 appear to have shown no impact on the GCSE results for English and Maths in terms of attainment. The same can be said for progress. If anything, it has lessened the PP v no-PP gap.

For numeracy, the maths department are working on developing subject knowledge further, as well as liaison with other departments to make those cross curricular links.

Consistently strong teaching with no disruptions, especially boys.	Staff receive professional development and coaching on managing behaviour and engaging pupils, especially boys, in learning. 2/10/19		

Terms:	Male	Female
Total Incidents:	2138	896
Average Incidents per day:	73.7	30.9
Total Students:	309	238
Average Incidents per Student:	6.9	3.8
C20s	1246	446
C60s	741	357
Any Other sanction:	151	93
% of Total Incidents:	70.5%	29.5%

This data is from September 2019 – March 2020.
It shows that boys continue to get a substantial number of behaviour points compared to girls.

There is no access to data from the previous year, so we cannot see whether the overall number of behaviour points has decreased or not.

HA DA pupils have a stretch and challenge task, which specifically supports the most able pupils in Year 8.	HOD receive professional development on how to stretch and challenge pupils in Quality of Education meetings Ensure HOD/Class teachers in English and Maths are implementing SOW that plan stretch and challenge activities for all DA pupils in Year 8.	**Average grade for Year 8 in English**				Unfortunately, the data is not available for Year 8. However prior attainment data for other year groups and from the summer 2020 results shows that HPA continues to be a priority for the academy.

Average grade for Year 8 in English

	All	HA	MA	LA
2019				
2020	Data not available			

Average grade for Year 8 in Maths

	All	HA	MA	LA
2019				
2020	Data not available			

Positive learning behaviours from all DA pupils in classrooms, especially boys who now make progress as expected

Ensure a new reward system is implemented to recognise positive behaviour and also improved attendance to school. Staff will be trained on the new reward system and also on positive behavioural approaches to secondary aged pupils

Average number of reward points in 2019-2020

	All	Boys	Girls	PP
7	223	99	245	0
8	173	98	267	241
9	77	37	189	0
10	30	47	90	68
11	2	2	2	0

The carrot stickers and stamps reward system had been well received by the majority of students. The data shows that the buy in from Year 11 students was minimal and the best buy in from Year 7. Girls are still getting more rewards than the boys.

Towards the end of the year, students could see that the (physical) rewards they could receive and so this academic year already shows students asking for stickers and stamps. There has been another training session for all staff, including new staff so this incentive will continue to foster good behaviours in the academy.

ii. Targeted support				
Desired outcome	**Chosen action / approach**	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)	**Cost**

| **Improved progress in Maths & English because of proficient Numeracy and Literacy development** | We will offer timetabled "working" Breakfast & Lunch clubs. We also offer enrichment opportunities for DA pupils in Maths and/or English after school and during the school holidays. English: all pupils will be baselined by use of NGRT in September 2019;

Literacy for Life curriculum from Shireland Collegiate Academy will be implemented for all pupils to accelerate progress, and ensure that all pupils are working at their chronological reading age by the end of Y7 | Reading ages based on tests completed at the start of academic year 2019-2020.

(table below) | The reading ages of our students is very low compared to their chronological age. It is difficult to say whether the PP strategies made an impact as there is no data to compare it to. | |

Year	Average reading age		
	All	**PP**	**Non-PP**
7	7y 4m	6y 7m	8y 3m
8	7y 5m	7y 8m	6y 6m
9	7y 3m	7y 5m	7y 0m
10	Data not available		
11			

Consistently strong teaching with no disruptions, especially boys.	The most vulnerable boys receive targeted small group and 1:1 support around promoting positive behaviours.	Terms:	Male	Female	Boys continued to get more behaviour points compared to girls. The targeted small group and 1:1 support doesn't seem to show impact. However, this is difficult to say as we do not have previous data to compare against. Targeted support and mentoring will continue. However, impact will be tracked throughout the year and reviewed at the end of each term by the HOY.	
		Average Incidents per Student:	6.9	3.8		
		% of Total Incidents:	70.5%	29.5%		

Average grade in English for Year 8

	All	HA	MA	LA
2019	Data not available			
2020				

Average grade in Maths for Year 8

	All	HA	MA	LA
2019	Data not available			
2020				

Every High Attaining DA pupil in Year 8 has a stretch and challenge task, which specifically supports the most able pupils in Maths & English.

Ensure Most Able DA pupils are targeted in Maths and English specifically through detailed feedback through marking; targeted questioning and by enabling these students the opportunity to participate in additional challenge tasks such as a debating competition / homework challenge.

Unfortunately, the data is not available for Year 8. However prior attainment data for other year groups and from the summer 2020 results shows that HPA continues to be a priority for the academy.

Positive learning behaviours from all DA pupils in classrooms, especially boys who now make progress as expected	The pastoral team consisting of SLT, HOY and also FTs will have regular Impact meetings to monitor the behaviour in lessons of DA pupils especially boys in lessons. Interventions such as FT mentoring will be put in place to target those DA pupils who are still displaying challenging behaviour				Boys continued to get more behaviour points compared to girls. The pastoral interventions appear to have shown no impact. However, this is difficult to say as we do not have previous data to compare against. Pastoral intervention will continue. However, impact will be tracked throughout the year and reviewed at the end of each term by the HOY.	

Terms:	Male	Female
Average Incidents per Student:	6.9	3.8
% of Total Incidents:	70.5%	29.5%

DA pupils' attendance will improve	The Pastoral team consisting of SLT, HOY and FTs will have regular Impact meetings to monitor the attendance of all pupils with a sharp focus on DA pupils. The JQA Attendance Policy will be implemented effectively to ensure that every pupil has the support/challenge to achieve great attendance.	Time period	PP (%)	All (%)	There is very little difference in attendance figures between the PP students in comparison to the whole cohort. This indicates that the strategies put in place were successful in ensuring that attendance amongst PP students remains high. There was a slight dip in attendance during the remote learning period (COVID-19) however this was mainly due to students not having devices / internet at home. This issue was quickly resolved, meaning that the overall gap in attendance between PP and whole school is very small.	
		1st Sept 2019 – 31st July 2020	80.6	80.5		
		1st Sept 2019 – 20th March 2020 (pre-Covid)	92.2	92.1		
		20th March – 31st July 2020 (remote learning)	48.9	49.7		

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
All DA pupils to have attended a cultural event in each academic year e.g. theatre, opera, ballet, orchestra & concert	The school will organise a termly cultural visit to be embedded into school calendar. The programme will be confirmed in September of each academic year.	Unfortunately, these were mainly planned for the spring and summer terms, but due to Covid-19 and the academy was closed to students to 41% of the academic year, they couldn't take place.	Spread the trips, visits and events throughout the academic year.	

| All DA pupils at risk of having no destination at the age of 16 to be seen by the CEIAG coordinator, as a priority. All DA pupils in Year 10 to complete work experience. All DA pupils, across all Year groups will have at least one opportunity to visit a university, successful industry / business, attend a careers fayre and enrichment day. | CEIAG Coordinator will plan and deliver a CEIAG programme which will ensure that all DA pupils have access to high quality careers provision which meets the Gatsby benchmarks through a range of different activities. | Unfortunately, due to the Covid-19 situation, students in Year 10 were unable to complete their WEX.

There were a number of trips that took place in the autumn term: Approximately two-thirds of attending students were PP.

In November 2019, we had 2x NEETs and 2x unknown, so that would be 1.8% or 3.6% out of 111 students.

In September 2020, that figure is 1x NEET and 2x unknown out of 105 students. So that would be 0.9% or 2.8%. | The main use of the Risk of NEET Indicator this year was to prioritise students who were at high risk of NEET for 1:1 guidance / mentoring so there was more time to support them. We could have made better use of it though.
This year, we will be using the RoNI more to target opportunities like Digital Innovators. | |
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1.	Barriers to future attainment (for pupils eligible for PP)
In-school barriers *(issues to be addressed in school)*	
A.	**Attendance:** There are still issues with attendance, result in students missing valuable opportunities to learn.
B.	**Achievement:** A lack of stretch and challenge in the classroom for DA pupils of all abilities. The progress of the most able DA is heavily impeded.
C.	**Attitudes:** There is a lack of aspiration amongst our DA students. This needs to change and will do as the career programme develops.
2.	**External barriers** *(issues which also require action outside school)*

D.	A higher % of PP students experience social, emotional and mental health issues which affects behaviour.	
3. Desired outcomes *(desired outcomes and how they will be measured)*		Success criteria
A.	Improved attendance , thereby strengthening achievement.	Attendance is improved. Families receive support to help their children attend school regularly and behave well when in school.
B.	Every lesson will have a clear structure following the new Teaching, Learning and Assessment framework so that DA pupils can make better than expected progress. This is because all teachers have received training that reinforces that these pupils are capable of much more, as well as looking at specific HPA strategies.	A positive P8 score for the academy, with HPA students in particular making at least expected progress.
C.	A programme that is full of opportunities for students to raise their aspirations. This includes but is not exclusive to the careers programme. The programme should bolster student prospects at the age of 16 so that more DA pupils have a destination.	There are 0 NEETS at the end of the academic year. At least 50% of students are in education or training post-16.
D.	Students to have a support system in place at school so that their social, emotional and mental health has a positive influence on their academic outcomes.	Students feel supported and cared for in the academy – student voice.

4. Planned expenditure					
Academic year	**2020 – 2021 (**£335,683**)**				
The CORE headings below demonstrate how JQA are using Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
CORE - Collaboration					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
No student to be disadvantaged in school.	Funding put aside to help families with uniform, equipment and travel to school etc.	Some families are unable to provide mandatory items for school and no student should be disadvantaged or punished as a result.	Families should contact the academy (pastoral) and requests will be approved by DCH.	MTU	Ongoing
Individual departments to deliver a CORE education specific to their subject.	CLs to put in for a bid for PP funding (additional to their department capitation) for things that will specifically help PP students in their subject.	There may be additional items that CLs may want to purchase / subscribe to that would further support PP students specifically in that subject.	This budget will be split between the three terms and CLs can bid at each term. The bids will be considered carefully (looking at impact) and the money distributed fairly.	DCH	End of each term
			.		
				Total budgeted cost	£102,821

CORE - Opportunity

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Raise student aspirations and outcomes in core subjects.	A coaching and mentoring programme with Coach Bright	External studies and data shows that Coach Bright has impact on these areas, particularly with PP students.	Data used for the identification of students who would benefit from the programme.	DCH	August 2021 to see the number of students who are going into education and training post-16.
Provide student opportunities to develop their character	Deliver the Combined Cadet Force (CCF) and Duke of Edinburgh (DofE) awards	These courses will develop student strength of character. For the courses to be delivered successfully, a staff member will need to be dedicated to this for two days per week.	Staff member is a fully trained and experienced in these courses. Two days put aside to fully dedicate to them.	WBA	At the end of the programmes
Provide students with experiences beyond the school gates and community	More trips, visits and experiences to take place over the academic year.	Multiple evidence from EEF including Arts participations and outdoor learning.	Actively target PP students to ensure all costs of travel and entry are covered.	RLA	End of the summer term
Deliver a comprehensive careers programme to raise aspirations	Digital Innovation for at least ten students and Career Fit for all students	External studies and data shows that this programme has impact on these areas, particularly with PP students and whose who are in danger of becoming a NEET.	Students who are in danger of becoming NEETs will be targeted for the Digital Innovation programme.	SAL / ITH	In the summer where we expect there to be 0 NEETs.
				Total budgeted cost	£72,172

CORE - Respect					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To increase capacity and provide full pastoral support to all students	Additional pastoral assistant	Measurable impact in the number of FTEs and PEXs and on attendance. A pastoral assistant can offer support to students and foster relationships with families.	Regular behaviour dashboards to measure impact. Attendance has improved.	MTU	Half termly cumulative reports and case studies
To increase capacity in the wellbeing team to ensure the social, emotional and mental health needs of our students are being met	Additional staff member of the wellbeing team	Measurable impact in the mental wellbeing of the students, ensuring that the impact on their academic progress is positive. Attendance	Early intervention with students who need it. Regular cumulative reports and positive case studies to measure impact.	KLO	Half termly cumulative reports and case studies
Students always do the right thing as they have incentives to do so.	Rewards and prizes including stickers and golden table	It is well evidenced that students love incentives. The should be rewarded for good behaviours.	Students and staff aware of the available rewards.	MTU	Half termly behaviour reports
				Total budgeted cost	£77,630

CORE - Excellence					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To offer additional support to PP students who also have a SEND or are EAL	Additional teaching assistant	There is a danger that some students may be left behind and there is evidence that additional support in the classroom and small group / 1:1 is beneficial to increase outcomes.	The teaching assistant is deployed to support specific students in a variety of beneficial ways.	KLO	At each assessment point (PP / SEND / EAL data)
To offer additional English tuition to students who need to plug the gaps	English graduate coach	Significant evidence of the benefit of 1:1 and Small group tuition	Monitor regularly the impact of the work of the graduate coach using entry and exit assessments	SJO	At each assessment point
Increase the outcomes of KS4 students who need to plug knowledge gaps	External resources such as PiXL, MyTutor, GCSEpod, PET-Xi and Elevate Education	All of these companies have extensive evidence to show that they have a positive impact on student outcomes.	A Year 11 calendar created to ensure that these strategies are implemented at appropriate points in the year to support students. Data will be used to choose students to participate (if relevant). Training for teachers in the use of GCSEpod and PiXL.	DCH	At each assessment point and finally in the summer of 2021.
				Total budgeted cost	£83,060

Additional detail in support of the strategy.