



2021/22

This statement details John Port Spencer Academy’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged students. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our academy.

Academy overview

Detail	Data
Academy Name	John Port Spencer Academy
Number of students in the academy (7-11)	1,656
Proportion (%) of pupil premium eligible students	14%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	22 nd December 2021
Date on which it will be reviewed	1 st September 2022
Statement authorised by	Karen Squire
Pupil premium lead	Tom Crowther
Governor / Trustee lead	Danny Parker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£221,195
Recovery premium funding allocation this academic year	£28,125
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£249,320

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable students, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the



disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our academy. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider plans for education recovery, notably in its targeted support through the National Tutoring Programme for students whose education has been worst affected, including non-disadvantaged students.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged students.

Challenge number	Detail of challenge
1	Our standardised assessments indicate that upon entry to the academy in year 7, the attainment of our disadvantaged students is on average lower than their non-disadvantaged peers. Disadvantaged students have a standard age score in English of 100 compared to non-disadvantaged students who have a score of 108. Disadvantaged students have a standard age score in Maths of 97 compared to non-disadvantaged students who have a score of 105. Disadvantaged students have a standard age score in Science of 96 compared to non-disadvantaged students who have a score of 101.
2	Assessments, observations and discussion with KS3 students indicate that disadvantaged students generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. Upon entry, Disadvantaged students have a standard age score for reading of 100 compared to non-disadvantaged students who have a score of 105.
3	Our assessments, observations and discussions with students and families suggest that the education and wellbeing of many of our disadvantaged students have been impacted by partial academy closures to a greater extent than for other students. These findings are backed up by several national studies. This has resulted in significant knowledge gaps resulting in students falling further behind age-related expectations.
4	Our observations suggest many lower attaining disadvantaged students lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum.
5	Our assessments (including wellbeing survey), observations and discussions with students and families have identified social and emotional issues for many students,



	such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged students, including their attainment.
6	<p>Our attendance data over the last year indicates that attendance among disadvantaged students has been lower than for non-disadvantaged students. Disadvantaged students at JPSA had a higher attendance (93.4%) than disadvantaged students nationally (92.5%) but they still attended less well than their non-disadvantaged peers in the academy.</p> <p>Last year, 17% of disadvantaged students at JPSA were ‘persistently absent’. This is lower than the national average for disadvantaged students but it is higher than their non-disadvantaged peers in the academy. Our assessments and observations indicate that absenteeism negatively impacts disadvantaged students’ progress.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment among disadvantaged students across the curriculum at the end of KS4	<p>2024/25 KS4 outcomes demonstrate that disadvantaged students achieve:</p> <ul style="list-style-type: none"> • an Attainment 8 score in line with non-disadvantaged students in the academy and nationally • a positive Progress 8 score, in line with non-disadvantaged students in the academy and nationally <p>2024/25 KS4 outcomes demonstrate that:</p> <ul style="list-style-type: none"> • The % of disadvantaged students achieving 4+ in both Maths and English is in line with non-PP students in the academy and nationally • The % of disadvantaged students achieving 5+ in both Maths and English is in line with non-disadvantaged students in the academy and nationally
Improved reading comprehension among disadvantaged students across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved metacognitive and self-regulatory skills among disadvantaged students across all subjects.	Teacher reports and class observations suggest disadvantaged students are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.
To achieve and sustain improved wellbeing for	Sustained high levels of wellbeing from 2024/25 demonstrated by:



all students, including those who are disadvantaged.	<ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged students.
To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all students being no more than 5%, and the attendance gap between disadvantaged students and their non-disadvantaged peers being removed. • the percentage of all disadvantaged students who are persistently absent is no higher than for their non-disadvantaged peers

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £54,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruit and retain high-quality teachers. Provide professional development to all teachers. Provide high quality training for Early Careers Teachers. Further develop the CPD library in the academy to improve teacher pedagogical and subject knowledge.	National studies show that high quality teaching has a disproportionately <i>positive</i> impact on the learning of disadvantaged students.	1, 2, 3, 4, 5, 6
Adapt the curriculum to address gaps in learning that have occurred as a result of the pandemic. Deliver a 'knowledge curriculum' to increase breadth and depth of student knowledge.	National studies show that a high effective, challenging and well-sequenced curriculum, significantly improves the learning of students.	1, 2, 3
Improve literacy in all subject areas in line with recommendations in the EEF ' <u>Improving Literacy in Secondary Schools</u> ' guidance. Introduce whole school reading strategies to increase the frequency that students read and to improve the reading ability of students. Train all teachers in supporting the development of reading skills in all subject areas. Embed the use of 'Accelerated Reader' in KS3. Introduce weekly collective reading opportunities during form time. Implement buddy reading scheme.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject. Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects.	1, 2, 3
Develop a culture of high expectations and high standards in all lessons. Embed the JPSA REACH strategy (Routines, Engagement, Assessment,	National studies show that high standards and high expectations in	1, 2, 3



Challenge, High Expectations) for every lesson taught in the academy. Deploy 'Teach like a champion' pedagogical strategies used in the classroom e.g. 'teach to the top', 'right is right', 'format matters', 'without apology'. Use 'First for Everything' teaching and learning strategies. First for... seating, getting to know them, resources, questioning, reading, differentiation, feedback, praise, intervention, parent communication.	all lessons has a positive impact on student learning.	
Embed a KS3 assessment and reporting system that motivate students to put in more effort and highlight those in need of additional support.	Student effort is a key driver of improved academic attainment and progress. Identifying students in need of additional support enables early interventions to be made.	1, 2, 3
Develop a 'Super-Curriculum' in KS3 History, assess for impact, and roll out to other subjects if successful.	The use of a 'Super-Curriculum' can deepen student knowledge, enhance engagement, and provide opportunities to improve meta-cognition and self-regulation.	1, 2, 3, 4
Establish consistent and effective use of Google Classroom by teachers and students.	The negative impact of periods of online learning will be reduced.	1, 2, 3, 4, 5, 6
Increased collaboration between teachers and teaching assistants to further improve effectiveness of support within the classroom (including differentiation). Provide CPD to support this improvement.	National studies show that effective collaboration between teachers and teaching assistants can have a positive impact on learning.	1, 2, 3, 4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £95,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments in English, Maths, Science and Reading. Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.	1, 2, 3
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and academy-led tutoring for students whose	According to the EEF, Tuition targeted at specific needs and knowledge gaps can be an	1, 2, 3



education has been most impacted by the pandemic. A significant proportion of the students who receive tutoring will be disadvantaged, including those who are high attainers. Provide after-school revision sessions for Y11 students prior to exams. Employ a Maths intervention teacher to support via small group and 1:1 tuition. Use Peer Tutoring by Sixth Form students for students in years 9-11.	effective method to support low attaining students or those falling behind, both one-to-one and in small groups. The research shows that peer tutoring can also be a highly effective strategy.	
Use a range of targeted interventions to support literacy and numeracy improvement - Lexonik, Fresh Start, Reading Plus, TA4 numeracy, Step up to English.	All of the listed interventions have been shown to have a positive impact on improving literacy and numeracy.	1, 2, 3
Provide a Peer Mentoring (Peer Partners) programme – mentoring sessions 3 times per week for students in Years 9-12.	Peer mentoring can support students with both academic and pastoral development.	1, 2, 3, 4, 5, 6
Embed the Brilliant Club Scholar’s Programme to improve literacy skills and highlight the opportunities that Universities can offer.	Early access to information about University life and studies can encourage more students to apply for University, especially when the student would be the first in the family to attend.	1, 2, 3, 4, 5
Provide individualised CEIAG for all disadvantaged students via Careers officers and enrichment programmes.	High quality CEIAG can improve student effort and attendance. It supports students in following their chosen career path.	1, 2, 3, 4, 5, 6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that all disadvantaged are equitably resourced in line with their non-disadvantaged peers. To include: laptops for online/home learning, uniform, revision guides, equipment. Subject teams and the Library will also access monies to provide for specific resourcing needs e.g. food vouchers for food technology.	Disadvantaged students are more likely to perform to the same academic standard as their non-disadvantaged peers if they have all of the resources they need for school.	1, 2, 3, 4, 5, 6
Provide extra-curricular opportunities, including trips and cultural visits, for students. Actively encourage disadvantaged students to attend and support financially where needed. Deploy the ‘20% plan’ so that disadvantaged students are over-represented in all extra-curricular activities.	Students that access more extra-curricular activities enhance their learning and cultural capital. They are more likely to enjoy school and to attend well.	1, 2, 3, 4, 5, 6



Ensure disadvantaged students are over-represented in the prefect team.		
Employ two attendance officers and a family liaison officer to monitor and improve the attendance of disadvantaged students. Employ and train high quality, non-teaching, pastoral staff in every year team. Hold termly year team progress meetings so that all staff are aware of, and a strategy is in place, for disadvantaged students with low attendance / poor behaviour / poor progress.	High quality pastoral staff can work to improve student attendance and provide excellent pastoral care to improve welfare.	1, 2, 3, 4, 5, 6
Provide personalised rewards for good attendance, behaviour and effort.	Rewards can promote better attendance and improved effort.	1, 2, 3, 6
Contingency fund for acute issues.	Based on our experiences and those of similar educational settings to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1, 2, 3, 4, 5, 6

Total budgeted cost: £249,320

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on students in the 2020 to 2021 academic year.

Although school performance headline measures have not been published for 2020-21, there were some positive outcomes for our disadvantaged students. The Attainment 8 score, and the percentage of students achieving 4+ and 5+ in English and Maths, were the highest yet, and above the national average for disadvantaged students. Crucially, all of our grades were upheld by the exam boards showing a high degree of confidence in our results. Whilst there is still work to be done to close the gap to non-disadvantaged students, there are positive signs that disadvantaged students achieve increasingly well at John Port Spencer Academy.

Our internal assessment data shows that by the end of the summer term in 2021, disadvantaged students in Y8 had a positive standard age score in English (SAS 101) and disadvantaged students in Y9 has a positive standard age score in Maths (SAS 105). However, our aim of securing positive standard age scores in other year groups was not quite achieved. Disadvantaged students in Y7 has a standard age score of 97 in English and Maths, disadvantaged students in Y8 had a standard age score of 99 in English, and disadvantaged students in Y9 had a standard age score of 97 in English.

Despite the disruption caused by the pandemic, there were some positive outcomes in relation to the attendance of disadvantaged students. The overall attendance for disadvantaged students in 2020-21 was 93.4%, above the national of average for disadvantaged students (92.5%). Persistent absence for



disadvantaged students was 17.2%, well below the national average for disadvantaged students (22.8%). We fully recognise that more work needs to be done to further close the gaps in terms of attendance between disadvantaged students and non-disadvantaged students.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged students. When in the academy, disadvantaged students accounted for 20% of negative behaviour points – this is higher than the percentage of disadvantaged students in the academy (14%) however, the number of negative behaviour points collected by disadvantaged students is falling year on year. In 2020-21 we used pupil premium funding to provide wellbeing support for all students, and targeted interventions where required. These included regular contact from pastoral leaders during periods of lockdown. We are building on that approach in our new plan.

Our teacher assessments show that the effort levels of disadvantaged students were, on average, at least good in all year groups. In July 2021 reports showed that Y7 disadvantaged students had an average effort of 1.9, Y8 disadvantaged students had an average effort of 2.0, Y9 disadvantaged students had an average effort of 2.1, Y10 disadvantaged students had an average effort of 1.9, and Y11 disadvantaged students had an average effort of 2.0 (1 = excellent, 2 = good, 3 = requires improvement, 4 = cause for concern).

Internal quality assurance processes, including reviews from senior members of the Trust, subject reviews, learning walks and lesson observations, highlighted that over 90% of lessons were good or better.

In terms of resourcing, all disadvantaged students were able to access resources to support their educational needs e.g. we were able to ensure that all students were able to access remote/home learning during periods of academy closure.

Intervention strategies were more limited than we had hoped last year due to the impact of academy closure. However, the strategies that were able to be used had a positive impact on learning. The use of Fresh Start, Lexonik, Reading Plus and Step-up to English, all supported identified students with improving their phonics and/or reading comprehension skills. A large number of students benefitted from the '6 weeks to make a difference' intervention programme that was used during the Autumn term to support progress in GCSE subjects – this approach is being built upon in 2021/22 via the use of the National Tutoring Programme.

Despite the impact of the pandemic, all students were able to access high quality CEIAG to support them with making their future career choices. Initial destinations data is very positive with no NEET students.

Parental engagement was a key focus during the last academic year. Pastoral teams made regular contact with the families of disadvantaged students, in-school provision was available for vulnerable and key worker students during periods of academy closure, and online parents' evenings were used to maintain communication about the academic development of students.