

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

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 school.

School overview

Detail	Data
School name	John Colet School
Number of pupils in school	1113
Proportion (%) of pupil premium eligible pupils	14%
Proportion (%) of Service Children	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	12/12/2021
Date on which it will be reviewed	30/09/2022
Statement authorised by	Mr Patrick Harty
Pupil premium lead	Miss Sarah Palmer
Governor / Trustee lead	Mr Chas Martin (Appointed Dec 2021)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,777
Recovery premium funding allocation this academic year	£9,969
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ NA

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	The impact of Covid-19, lockdown and remote learning has had a greater impact on the progress of disadvantaged students despite allocation of a significant number of devices to support online learning. (supported by The Sutton Trust Report 2020. By Dr R Montacute)
2	<p>Progress 8 scores for FSME6 students continue to be below 0. The gap between non FSME6 and FSME6 students has narrowed, FSME6 students are still on average achieving half a grade less per subject than non.</p> <p>Progress 8 score in maths for FSME6 students in 2021 (TAGs) was - 0.85 compared to non FSME6 Progress 8 score of +0.18 Progress 8 score in English Language for FSME6 students in 2021 (TAGs) was - 0.91 and for English Literature -1.33 compared to non FSME6 Progress 8 of +0.04 in English Language and -0.17 in English Literature. Gap analysis for:</p> <p>Mathematics = -1.03 English Language = -0.95 English Literature = -1.16</p> <p>FSME6 students in Open Element subjects with a high percentage of coursework, historically have not performed as well as non-FSME6 students.</p>
3	Levels of literacy, particularly advanced vocabulary needed to understand and then to achieve the higher grades remains a barrier to achievement. The average reading age of FSME6 students in year 7 is aged 11 compared to aged 12 for non-FSME6 students.
4	Attendance of disadvantaged students remains lower than non-disadvantaged students and increase as students move up the school, therefore the disadvantaged attendance gap is greater in year 11 than in year 7.
5	Parental engagement of disadvantaged students continues to be a challenge, which impacts on parents' evenings, school trips and activities and home-school support.

6	Social disadvantage that has resulted in a deficit in cultural capital which impacts on both academic achievement and on social, emotional, and wider/softer employment skills. This has been further compounded by Covid -19 and the suspension of school trips and visits.
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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
To improve student progress so that disadvantaged students make progress in line with their peers, achieving a Progress 8 score of zero.	Progress 8 score of zero with an improvement in both Core and Open element progress.
Improved reading, writing and comprehension for students, particularly those in years 7 and 8, and those with SEND.	All students to have a reading age that is within 18 months of their chronological age
Improved attendance and lower rates of persistent absence in all year groups	Attendance gap has reduced to less than 1% and is in line with national data.
Provision of enrichment activities for students, targeting disadvantaged students to improve aspirations and cultural capital	100% of disadvantaged students in Years 7 to 10 receive at least one cultural/academic enhancement trip per academic year.

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: £ 4,060

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school CPD on consistent approach to supporting and challenging students through key classroom practices of metacognition	EEF guidance Reports – metacognition and self-regulated learning.	1
Leading Practitioner with PP remit to work with identified subject areas to develop teaching, learning and assessment.	EEF guidance Reports – metacognition and self-regulated learning.	2
Training for LSAs to undertake the Catch up reading programme.	Catch up progress evidence	3

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

Budgeted cost: £ 42,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic 1:1/small group intervention to help students overcome barriers to learning and consolidate fundamental skills needed (Inc HLTAs,	EEF Teaching and learning Toolkit – Small group tuition	1, 2

Learning Support Assistants)		
Use of My Tutor Programme, small group tutoring	EEF Teaching and learning Toolkit – Small group tuition	1, 2

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

Budgeted cost: £61,117

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of non-academic interventions (including Attendance Officer, Family Liaison Officer (FLO) internal and external mentors, HOY, SSOs and counsellors) to ensure that attendance is at least in line with non-FSME6 students.	Prior work evidenced within school that shows improvement in attendance of families receiving FLO support. EEF Guidance Report – Working with parents to support children's' learning	4, 5
Identify FSME6 students (including HPA) to participate and experience university style learning. Provision of Career based experience for Year 9 students. Identify students to access INvest IN scholarships.	The Brilliant Club, Scholars programme, evidence based results.	4, 5
Remove financial barriers in accessing school and school experiences. Ensure all students are equipped for learning and able to access experiences to enhance cultural capital. Funding for wider curricular	How to expand narrow definitions of cultural capital – The Key for School Leaders (Oct 2020)	6

qualifications e.g Sports Leaders and DofE, including equipment where necessary.		
Provision of non academic interventions to include, Counselling, Family Liaison Officer (FLO), Deployment courses, Services visits and activities, use of services liaison worker and SAFA. Targeted services trips to broaden their understanding of career opportunities in the services.		4, 6

Total budgeted cost: £ 107,777

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 pupils in the 2020 to 2021 academic year.

Progress of Disadvantaged students had been improving from 2019 however the impact of Covid-19 has been more marked on this group of students, and hence the gap has increased in 2021.

Year	2021 (TAGS)			2020 (CAGS)			2019 (exams)		
Student Population	Cohort Size	% GCSE 5+ 9-5 inc E&M (9-4)	Progress 8	Cohort Size	% GCSE 5+ 9-5 inc E&M (9-4)	Progress 8	Cohort Size	% GCSE 5+ 9-5 inc E&M (9-4)	Progress 8
All Pupils	195	44.1 (71.8)	0.18	179	51.9 (75.4)	0.16	161	39.1 (64.0)	-0.07
FSME6	11	9.1 (36.4)	-0.92	19	42.1 (26.3)	-0.45	18	16.7 (22.2)	-0.769
Non FSM	184	46.2 (73.9)	0.24	160	51.9 (79.4)	0.23	143	42.0 (64.0)	0.01

Attendance had also been improving prior to school lockdown. Online engagement was lower for disadvantaged students despite the provision of 65 Chromebooks for online learning. On site attendance for disadvantaged students was low, with less than 10% of the disadvantaged cohort attending school. Attendance for disadvantaged students on return to school was an increased issue, with a number becoming school phobic, and reintegration programmes were put in place to get them back in school, supported by the attendance officer and the Family Liaison Officer.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
National Tutoring Programme	National Tutoring Programme
Catch Up Literacy	Catch Up

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Use of the Family Liaison Officer to provide pastoral support for students and families. Services activities, including teambuilding day for years 7 and 8. Counselling support for students during lockdown.
What was the impact of that spending on service pupil premium eligible pupils?	Improved attendance for families who worked with the Family Liaison Officer. Mental health of students was improved.