

Pupil premium evaluation statement John Colet School 2020/21

School overview

Metric	Data
School name	John Colet School
Pupils in school	1113
Proportion of disadvantaged pupils	14%
Proportion of service pupils	6%
Total Pupil premium allocation this academic year	£107,777
Academic year or years covered by statement	2021/22
Review date	October 2022
Statement authorised by	Patrick Harty
Pupil premium lead	Sarah Palmer
Governor lead	Chas Martin

Disadvantaged pupil performance overview for last academic year

Progress 8	No external data
Ebacc entry	No external data
Attainment 8	No external data
% Grade 5+ in English and maths	No external data

2021/22 aims and outcomes

Allocation spend (Disadvantage): £87600 (81.3% of budget allocation)

Barriers to Future Attainment - Disadvantaged Pupils
1. Academic
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.
FSME6 students struggle most with remote learning and despite provision of IT equipment many found home learning particularly challenging
The average reading age of FSME6 students in year 7 is aged 11 compared to aged 12 for non-FSME6 students.
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>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. Leading Practitioners are also working with Heads of Subject to help ensure systems are in place for quality first teaching and assessment. (2018 external data was -1.74 with a gap of -0.81)</p>
<p>2. Attendance</p>
<p>Attendance for FSME6 and current FSM students historically has been lower than non FSME6 students. The use of the Attendance Office and Family Liaison Officer is used to identify students of concern and work with families and outside agencies to improve attendance. HOY are expected to monitor and identify early patterns of concern.</p>
<p>3. Cultural capital</p>
<p>Providing enrichment experiences for FSME6 students is integral to the JCS aim to ensure that all students leave school as well rounded individuals. Following trip suspension due to Covid in 2020/21, it is important that we positively promote trips and enrichment activities in 2021/22 in addition to the Scholars Programme, INvest In apprenticeships and other external opportunities for our most vulnerable.</p>

Aim/s	Cost	Strategies
Aim 1: Improve progress and attainment of FSME6 students		
<p>To reduce gaps in learning. To improve P8 for all FSME6 students from -0.92 (TAG) in 2021.</p>	£42,600	<p>Academic 1:1/small group intervention (Inc HLTAs, Learning Support Assistants) to improve P8 Use of My Tutor Programme, small group tutoring and EAL work to support and overcome barriers to learning</p>
<p>To improve attainment in identified Open Element subjects. There is currently a 24% difference in FSME6 Open performance compared to non FSME6.</p>	£1,000	<p>Leading Practitioner with PP remit to work with identified subject areas to develop teaching, learning and assessment.</p>
Aim 2: Improve attendance of FSME6 students		
<p>Use of non-academic interventions (including Attendance Officer, Family Liaison Officer internal and external mentors, HOY, SSOs and counsellors) to ensure that attendance is at least in line with non-FSME6 students.</p>	£32,000	<p>Maintain close contact with families to ensure consistent attendance. HOY/FLO/AO swiftly identify patterns of non-attendance and take action. FLO to signpost parents to Family Support Services</p>

Aim 3: Ensure pupils are active participants in the John Colet Community		
Ensure that all FSME6 students develop their cultural capital whilst at JCS.	£5,000	Identify FSME6 students (including HPA) to participate and experience university style learning. Financial support with curricular trips and visits. Provision of Career based experience for Year 9 students. Identify students to access INvest IN scholarships and programmes to build cultural capital.
Remove financial barriers in accessing school and school experiences.	£7,000	Ensure all students are equipped for learning and able to access experiences to enhance cultural capital. Funding for wider curricular qualifications e.g Sports Leaders and DofE, including equipment where necessary.

2021/22 aims and outcomes: Service Pupil Premium

Barriers to Future Attainment - Service Pupils
1. Pastoral support
8% of JCS students are eligible for the Services Pupil Premium. Ensuring that pupils are supported when family members are deployed and developing well rounded culturally aware pupils is a key priority with the Services Pupil Premium spending.

Allocation spend: £20,177

Aim	Cost	Strategies
Aim 1: Ensure that all Service Children receive pastoral support in line with their needs		
Non-academic interventions (including attendance, counsellors and Family Liaison Officer) to ensure no difference in attendance between service children and non.	£20,100	Proactive family contact each half term from FLO to identify any potential issues that may affect student experience. Provision of support services to include: Development of links with SAFA Services Liaison worker Deployment advice to students Careers advice Work Experience placements
Additional curriculum activities to build cultural capital (including The Scholars Programme and	£1,077	Identify SC students (including HPA) to participate and experience university style learning.

Qualifying Service linked Trips)		SC students in Year 10 upwards to engage in RAF Halton visits to broaden their understanding of careers in the services.
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