

## 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	The Sir John Colfox Academy
Number of pupils in school	842
Proportion (%) of pupil premium eligible pupils	21.09
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	31 December 2021
Date on which it will be reviewed	5 September 2022
Statement authorised by	Adam Shelley
Pupil premium lead	Bryan Glover
Governor / Trustee lead	Samantha Wakely

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£155981
Recovery premium funding allocation this academic year	£23635
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£179616

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, 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 pupils, irrespective of prior attainment, to achieve that goal. We will consider the challenges faced by vulnerable pupils, such as those in care, those who have a social worker or are young carers. The activity we have outlined in this statement will also support those students who are not disadvantaged.

High-quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, with an extensive catch-up programme, individual and small group mentoring and targeted tutoring through Impress for pupils whose education has been worst affected by the impact of the pandemic, including non-disadvantaged pupils.

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 pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils 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 pupils' outcomes and raise expectations of what they can achieve.
- Provide appropriate support for SEMH and wellbeing.

The academy will also encourage engagement with learning through events which enrich cultural capital and an extensive extra-curriculum programme.

## Challenges

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

Challenge number	Detail of challenge
1	Our observations, end of year assessments and discussion with pupils suggest that disadvantaged students have fallen further behind with their learning when compared to age-related expectations due to the impacts of the covid-19 pandemic, for example, partial school closures. These findings are backed up by several national studies.
2	Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This affects their progress in all subjects. On entry to year 7 in the last 3 years, between X - Y% of our disadvantaged pupils arrive below age-related expectations compared to X - Y% of their peers.
3	Our discussions with pupils and parents suggest that disadvantaged students often have low aspirations, for example, not considering higher education or higher level career prospects. This affects their engagement with learning as they do not always recognise its significance to improve quality of life when they are older.
4	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, 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 pupils, including their attainment.</p> <p>During the pandemic, teacher and parent referrals for support for young people markedly increased and the school is providing additional support with social and emotional needs, as well as making referrals for higher level support when appropriate.</p>
5	Our attendance data over the last 3 years indicates that the gap between absence among disadvantaged pupils compared to whole cohort has been increased from 2.5% to 9.1. The gap between disadvantaged pupils that have been 'persistently absent' compared to their peers has also increased from 6.2% to 23.8% during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress and the pandemic has had a significantly greater impact for these students compared to their peers.

## 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	By the end of our current plan in 2024/25, the average attainment score will increase so that the gap between attainment of disadvantaged students and non-disadvantaged students will be reduced to less than one. 2019 data showed an average attainment 8 score of 3.8 compared to 5.4 for the whole cohort.
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers will also recognise this improvement through greater engagement in lessons and higher quality work and contribution to class discussion.
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged, so that all students feel happy and safe in school.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>· qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>· a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
To achieve and sustain improved attendance for all students, particularly our disadvantaged students, so that long term absence for disadvantaged students decreases.	Sustained high attendance from 2024/25 demonstrated by: the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 2%. <ul style="list-style-type: none"> <li>· The percentage of all pupils who are persistently absent being below 7% and figure among disadvantaged pupils being no more than 3% higher than their peers.</li> </ul>

## 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: £54616

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of CATs diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly and used to inform QFT.</p> <p>This information will be included in pupil profiles of disadvantaged students so that staff understand the barriers and needs more fully to better inform QFT</p>	<p>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: Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</p> <p>OFSTED Report 2014- This report (using case study evidence) stated that success was found when staff used their broad knowledge of pupils and their families to identify potential barriers to individual pupils attaining their goals and realised when talented pupils might not fulfil their potential in a particular subject or skill because of a lack of opportunities outside of school, or a lack of family finances. The report stated that success was achieved when it was recognised that pupils were at risk of underachieving because of particular circumstances,</p>	<p>1, 2, 3, 4, 5</p>
<p>Increase the number of groups in the core subjects from 5 to 6 for each year group to enable smaller class sizes for those students with low prior attainment so that the teacher can employ a wider range of strategies and provide more extensive feedback.</p>	<p>Evidence suggests that reducing class sizes to below 20 has benefits on attainment as well as improved behaviour and attitude.</p> <p>Reducing class size, EEF</p>	<p>1, 2,</p>
<p>Provide support to complete homework through:</p>	<p>The evidence shows that the impact of homework, on average, is five months' additional progress.</p>	<p>1, 2,</p>

<p>Access to library and on-line resources after school</p> <p>CPD investigating quality of homework</p> <p>Knowledge organisers available on-line</p> <p>Laptops provided to disadvantaged students to enable them to work at home.</p>	<p>Homework, EEF</p> <p>The EEF suggests that for many pupil premium students, the provision of space and resources for them to complete work can have tangible benefits. The EEF also reports that the deployment of Teaching Assistants is pivotal to improving progress, and the most effective way is where they are delivering intervention to small groups or individuals.</p>	
<p>CPD Research Projects will focus on quality first teaching. Teachers will investigate different themes and then share good practice. This will be led by the Challenge Co-ordinators.</p>	<p>The EEF (Education Endowment Foundation) repeatedly point out that 'quality first teaching' helps every child, including those who are pupil premium.</p> <p>Specifically, the EEF report that high quality individual feedback is extremely effective, alongside developing effective metacognition in the classroom.</p> <p>There is strong evidence that "what happens in the classroom makes the biggest difference, good teaching for all pupils has a particular benefit for disadvantaged students" (EEF Attainment Gap Report 2018).</p>	1, 2, 3
<p>Reading is included in the curriculum for years 7 and 8 for two hours per week.</p> <p>The programme will include external providers to stimulate and extend creative writing,</p>	<p>The EEF report that the improvement in reading comprehension can have a high impact for moderate cost when money is invested, with 6-month average progress for a given intervention.</p>	2

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

Budgeted cost: £75 600

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve the academic outcomes for year 11 students through:	The EEF report that one to one tuition can have a moderate impact when there are short, regular sessions. The report suggests that	1, 3

<p>an on-line tutorial programme, focusing on English, mathematics and science. This will be delivered through Impress and consist of 16 ninety minute sessions per subject over the spring term.</p> <p>Subject specific intervention during February half term and Easter.</p> <p>Small group intervention after school.</p> <p>Revision technique support through Maximise workshop in autumn term.</p>	<p>maximum impact is achieved when the sessions run for 6-12 weeks.</p>	
<p>To provide individual mentoring support for disadvantaged students to build resilience, raise aspirations and support academic achievement. This will be done through participation co-ordinators.</p>	<p>Research shows varied results for mentoring programme, but some issues are resolved in our programme as the mentors will not drop out of the programme, they are well trained and will be able to see the students over time once the programme has finished.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>	1, 3, 4, 5
<p>Literacy and numeracy interventions for identified year 7 and 8 students. Delivered by HLTAs and specialist teachers within SEND.</p>	<p>The EEF report that the improvement in reading comprehension can have a high impact for moderate cost when money is invested, with 6-month average progress for a given intervention.</p>	2
<p>Provision of materials and learning resources for pupil premium students (including laptop access)</p>	<p>The EEF report that the provision of digital technology has a moderate impact on progress.</p> <p>The Sutton Trust reported that in the first week of the January 2021 lockdown, just 10% of teacher's overall report that all their students have adequate access to a device for remote learning. While 17% report that more than 1 in 5 of their students don't have such access</p>	1,
<p>Funding for educational trips and visits</p>	<p>To ensure that all students can access educational trips and visits in order to ensure they have equitable access to the curriculum as their non-pupil premium peers and also to help boost their aspirations.</p>	1, 3, 5
<p>Music Tuition and alternative provision to support curriculum</p>	<p>The EEF report that Arts participation approaches can have a positive impact on other parts of the curriculum, and beyond this,</p>	1, 3, 5

	participation in the Arts can be extremely valuable to young people.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £48400

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide ELSA support, Inclusion Centre support or Educational Psychologist support as appropriate to those students with SEMH needs.	The EEF report on social and emotional learning and it has been identified that this has an identifiable and valuable impact on attitudes to learning and social relationships and supporting student welfare and well-being, in school. Effective social and emotional learning can lead to 4 months average progress on attainment.	4, 5
To increase aspirations so that attendance becomes more relevant to students, through careers programmes, individual careers advice and Aspire programme. Post-16 will include visits to colleges, universities and Waterstone's scholarship.  This activity should also reduce the number of NEETs.	OFSTED (Pupil Premium report 2014) comment on success where careers advice and experiences are carefully mapped and recorded for all disadvantaged pupils.  The EEF reports on focusing interventions based on exposing them to opportunities, particularly those based on higher education which can lead to increased aspirations for students.	3, 5
To improve transition for students from KS2 to KS3 through an enhanced programme for disadvantaged students, including visits to the school and Inclusion Centre staff working with pupils at primary school.		4, 5
To improve attendance through regular tracking by HOY and KS leaders. Close liaison with Locality Team.	The National Foundation for Educational Research (2019) reports that on average, the association between being absent from school and KS4 outcomes is worse for disadvantaged pupils than their more affluent peers. The difference is small but statistically significant. For example, if a disadvantaged pupil missed six weeks of school at KS4, their P8 score would be predicted to be an additional 0.05 lower than a more affluent	5

	pupil with the same absence rate. It is therefore critical that we are able to track attendance and target students efficiently.	
On-line parents' evening to enable greater access by parents.	The EEF report that Improving parental engagement can have a moderate impact on progress. The EEF note that developing effective parental engagement to improve children's attainment is challenging, but the use of technology can support this.	1, 4, 5

**Total budgeted cost: £179616**

## 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.

Our progress 8 data shows that for the year 2020/2021, pupil premium students achieved a positive progress 8 score of 0.16 (compared to 1.5 for non-disadvantaged), This is a gap of 1.34. The largest gaps were in English and non-Ebacc subjects.

Attainment 8 data shows that disadvantaged students achieved an average score of 31.74, compared to 53.83 for our non-disadvantaged cohort. English and mathematics at 5+ was 13% for disadvantaged compared to 56.7% for non-disadvantaged.

At the end of year 10, our current year 11 cohort were predicting a progress 8 score of 0.22 (compared to 0.85 for the non-disadvantaged cohort). The strategies above for this academic year will be put in place with the intention of narrowing this gap further before the end of the academic year.

In terms of access to the curriculum during the pandemic, DfE laptops were issued to pupil premium students, SEN students and those that requested access. This enabled them to access tasks set over Microsoft Teams, including live lessons in some subjects.

The Heads of School, Inclusion Manager and SENCO set up individual contact with pupil premium students in their year group over lockdown, and 95% of those students were in regular contact with the school (either through completing tasks and submitting work to their class teachers, contact with tutors and also their deputy college leaders).

Attendance figures for 2020-2021 show that for Pupil Premium students our attendance was 87.21% and for non-pupil premium 94.48%. It can be seen from the strategy statement that boosting attendance is one of our most important aims over the next 3 years.

During the academic year, we used on-line meetings at virtual parents' evening to improve accessibility for parents who might otherwise not have been able to attend a physical parents evening.

## 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

## 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*