

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
John Willmott School	
Number of pupils in school	868
Proportion (%) of pupil premium eligible pupils	(431/868) 50%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	T Peters
Pupil premium lead	T Richards
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£394,893
Recovery premium funding allocation this academic year	£59,958
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£26,292
School Led Tutoring Grant	£50,220
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	£531,363

Part A: Pupil premium strategy plan

Statement of intent

At John Willmott School our aim is to ensure that our students receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning and other aspects of their development. We will work together to remove these barriers so that their outcomes and opportunities are equal to their peers.

The percentage of students who are eligible for the Pupil Premium funding is 50% which is above the National average. For this reason it is important that our focus on pupil premium students is a large priority for the school.

The focus of this plan is to reduce the gap in outcomes for these students. Our aim is to address the key challenges to improving the outcomes for our disadvantaged students'. Thus our priority is a focus on the delivery of quality first teaching. We will endeavour to ensure that an effective teacher is in front of every class and that they are supported to develop professionally. We will use the EEF evaluation of the impact of various teaching and learning strategies to ensure that we deliver strategies that have been shown to be effective. We also need a sharp focus on providing academic support, to allow our students to "catch up" with any missed learning. There will be a consideration of how classroom teachers and teaching assistants can provide academic targeted support and how this can be linked to other forms of academic mentoring, one to one sessions and focused small group interventions.

Another priority is a strong focus on wider strategies that relate to the most significant non-academic barriers to success in school, including attendance, behaviour and financial, social and emotional needs of families. We will identify the barriers faced by our school and provide bespoke interventions for children and their families.

We are increasing our cultural capital, by offering development and support opportunities outside the classroom. We are reintroducing a wide variety of extra-curricular activities, and will provide encouragement and support so that DA students receive enrichment that plays to their strengths and talents. In addition to this, it is essential that we focus on maximising future outcomes for FSM students, by ensuring that they make full use of our careers program. We will work closely with Aim Higher to provide a wide range of opportunities.

This year we are putting greater emphasis on improving the learning behaviours of our DA students. In the return to the new normal, we need to support our DA students by encouraging them to re-engage with learning. WE are introducing student passports that identify how our DA students learn best. Sharing this information with all class teachers will

support them in planning for DA students. Our Pastoral Leaders will work together with our form tutors and Attendance Officer to improve the attendance of our disadvantaged students, working as a team on a staged intervention plan to support students in their return to 'normal' and ensure that they continue to make progress, always aiming to reduce the gap in outcomes.

Challenges

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

Challenge number	Detail of challenge
1	Addressing the gap in attainment
2	Enhancing cultural capital and careers education
3	Addressing the gap in attendance

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
Improve outcomes for PP students	PP students to achieve, or exceed, 4+ basics, in line with national average for all students. PP students to achieve, or exceed, P8 averages, in line with national averages for all students. PP students to achieve, or exceed, ATT8 averages, in line with national averages for all students.
Cultivate opportunities for enhancing 'cultural capital' through enrichment and experiences	PP to participate in a range of activities outside of the classroom..
Improve attendance for PP students	PP students achieve attendance in line with National average
To improve aspirations in order to secure post 16 destinations.	100% of PP students attend a meeting with the careers officer in year 11. . NEET figures for PP are in line with, or lower than, national average.

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: £289,614

Additional Humanities teachers £91,500

Assessment Packages £7,000

Motivational Speaker £1,200

Inclusion Hub £40,000

Cobs £7,500

Alternative Provision £50,000

ISU Pastoral Manager £35,000

Teaching resources and CPD £6,502

Academic resources (including uniform and travel support) £20,500

Equipment £10,912

Magic Breakfast £9,000

Titan Membership £6,000

Speech and Language Therapist £4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop reading, across departments (see Reading programme)	EEF toolkit-very high impact	1
Metacognition – Developed within subject areas	EEF toolkit- very high impact	1
Targeted questioning	DA learners project across the ATLP – high impact	1

Modelling	DA learners project across the ATLP – high impact	1
Frequent feedback for DA students using DDI	EEF toolkit- very high impact	1
Delivery of Cultural Capital through the curriculum	EEF toolkit-moderate impact	3

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

Total Tutoring Funds (£50,220 from Covid Tutoring grant plus £16 740 from Pupil Premium) = £66,960

Academic Mentors / 1:1 £28,253

PETXI £38,707

Aimhigher no cost

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subject leaders to ensure high targets and appropriate challenge for DA students including bespoke student by student plans.	EEF toolkit- moderate impact	1
Interventions- Heads of Year to liaise with subject leaders to target students for mentoring/intervention and create bespoke pastoral plans.	EEF toolkit – moderate impact	1 and 3
Aim Higher mentors for all HAPDAP students in Year 11	EEF toolkit – moderate impact This will focus on Revision techniques, Careers, Motivation	1 and 2 and 3
Academic tutoring DA students in Science and Maths	EEF toolkit-High impact	1 and 3

<ol style="list-style-type: none"> 1. Academic mentors for Maths and Science 2. 1-1 tuition from external tutors from “Brilliant club” 3. Sixth Form academic mentoring 		
Provision of Learning devices to support students working independently		1

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

Budgeted cost: £ 174,789

Careers guidance funding – Careers advisor £11,000

Quality in Careers Standard £1,500

Free registration for D of E

Enrichment support (Trips, music lessons, activities) £20,500

CSAWS £16,787

Family Support Worker £42,000

Learning Mentor £33,000

Pastoral Assistant support £22,104

Malachi Family Support Services £9,900

Curriculum Enrichment Activities £10,000

Engagement Days and Revision activities £12,518

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment programme to enhance cultural capital	Evidence that supports using Cultural Capital to promote social mobility	2

<p>Prioritise extra-curricular activities and super-curricular</p> <p>Aim Higher Programme</p> <p>Motivational Speaker Year 9</p> <p>Core subject videos and activities</p> <p>Year 9 and 10</p> <p>Year 11</p> <p>Engagement day</p> <p>Whitmoor lakes</p> <p>Revision activities</p>		
<p>Destinations at KS4 and KS5 All Y10 and 11 DA given early careers advice and support to raise aspirations.</p>	<p>EEF toolkit – moderate impact</p>	<p>2</p>
<p>Encouraging a Culture of engagement</p> <p>Improving attendance amongst DA students through a joined up approach involving the attendance team, pastoral staff and CSAWS.</p>	<p>DFE figures -relationship between attendance and achievement</p>	<p>3</p>

Total budgeted cost: £ 531,363

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
Externally provided programmes

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)

Evaluation of 2020-2021 Outcomes

To raise pupil outcomes

Close the attainment gap, whilst raising the bar between disadvantaged and other students.

Partially achieved: Total pupil outcomes increased in 4+ English and Maths 4+ by 6.2% and 5+ English and Maths by 10.3% but there is still a gap between PP and others. There were improvements in other subjects including Science and Humanities.

Improved Progression, challenge and aspirations of second set MAP students to achieve target grades at FFT50

Achieved- We have seen significant improvements across a number of subjects for our MAP students at 4+ in at 5+ in and at 7+

Reduction in the gap between disadvantaged and Non disadvantaged in all year groups

Partially achieved- In our year 11 cohort we can see improvements in the outcomes of our Year 11 students but there is still a gap between PP and other. This was mirrored in our Year 9 and 10 data.

Broaden curriculum offer to ensure that pp students and non pp access enrichment activities

Partially Achieved- This was difficult to achieve due to the restrictions of the pandemic. Once restrictions were lifted in May, students were able to participate in fortnightly enrichment activities.

Increased attendance rates for disadvantaged students and reduction in persistent absence rates for disadvantaged students

Partially Achieved- This has been difficult to compare to previous cohorts due to the pandemic. Last year, we saw a decrease in exclusions of 3.79% compared with the Summer term of the previous academic year.

It isn't possible to compare attendance data with previous years.

Financial barriers do not restrict access to resources, attendance to trips, visits and clubs for disadvantaged students to support engagement of and access to wider school experiences.

Partially Achieved

All Y11 PP students received study guides for all subject areas to support their learning. Year 11 PP students received laptops to use during lockdown and had live lessons Jan 21 to March 21.

22 Students had their music lessons funded in school.