

# Pupil premium strategy statement, including Recovery Premium

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 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 school.

## School overview

Detail	Data
School name	John Willmott School
Number of students in school	868
Proportion (%) of pupil premium eligible students	50% (431/868)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	February 2022
Date on which it will be reviewed	December 2022
Statement authorised by	Nicola Gould, Acting Headteacher
Pupil premium lead	Terri-Anne Richards Deputy Headteacher
Governor / Trustee lead	Richard Portman

## 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
<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	£531,363

# 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, so that their outcomes and opportunities are equal to their peers.

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, those in the care system and young carers. The activity we have outlined in this statement is intended to support their needs, in line with our school vision of, 'Potential into Reality'.

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 school. 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 school plans for education recovery, notably in its targeted academic support 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 we develop learning behaviours and habits that support students to re-engage with learning.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessment, observations and discussions with students and families suggest that our disadvantaged students experience higher rates of deprivation and poverty including financial hardship from unemployment.</p> <p>This impacts on their aspirations and knowledge of careers and pathways open to them.</p>

2	<p>Our assessments, observations and discussions with students and families suggest that the education outcomes of many of our disadvantaged students have been impacted by partial school closures to a greater extent than for other students. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in students falling further behind age-related expectations, especially in maths and science.</p>
3	<p>Our observations, assessment and discussions with students and families have identified social and emotional issues for many students, such peer-on-peer abuse, all forms of exploitation and higher participation in violent crime. This is driven by 80% of the cohort using public transport to travelling across the city to attend school.</p> <p>During the pandemic and post pandemic, teacher referrals for support markedly increased. Students, of whom are disadvantaged, currently require additional support.</p>
4	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged students has been between 4 – 6.5% lower than for non-disadvantaged students.</p> <p>25 – 56% of disadvantaged students have been ‘persistently absent’ compared to their peers with the exception of the first lockdown in 2019/20. Our assessments and observations indicate that absenteeism is negatively impacting 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>By the end of our current plan in 2024/25, 47% or more of disadvantaged students will be entered for the English Baccalaureate (EBacc). In 2021/22 this figure is 21%.</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged students achieve:</p> <ul style="list-style-type: none"> <li>• an average Attainment 8 score in line with national averages for all students</li> <li>• an average Progress 8 score in line with national averages for all students</li> </ul>
Raised aspirations amongst disadvantaged students across all year groups.	<p>All students, including disadvantaged students can articulate the options available to them for the next steps in their education, employment or training.</p> <p>Teachers should also have recognised improved aspirations through engagement in lessons and book scrutiny.</p>
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> </ul>

	<ul style="list-style-type: none"> <li>a significant increase in participation in enrichment activities and experiences, particularly among disadvantaged students.</li> </ul>
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"> <li>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 reduced.</li> <li>the percentage of all students who are persistently absent being below 13% and the figure among disadvantaged students being no more than 3% lower 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: **£289,614**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments (GL assessments / NGRT).</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</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:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	2
<p>Teach learning behaviours alongside managing behaviour.</p> <p>This will involve ongoing teacher training and support and release time.</p> <p>Learning routines will first be rolled out across the school.</p>	<p>Teaching learning behaviours will reduce the need to manage misbehaviour.</p> <p>Teachers will be empowered to provide the conditions for learning behaviours to develop to support access to the curriculum and participation in learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p>	1, 2, 3, 4
<p>Enhancement of our maths and science teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p>	<p>To teach maths well, teachers need to assess students' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help students to develop more complex mental models: <a href="https://edu-">https://edu-</a></p>	1, 2, 4

	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p> <p>To teach science well teachers need to build on the ideas that pupils bring to lessons, use models to support student understanding, support students to retain and retrieve knowledge, use practical work purposefully, develop science vocabulary and read science texts and use structured feedback.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/science-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/science-ks3-ks4</a></p>	
Improving the teaching and curriculum planning of careers as part of the personal development programme. This will involve ongoing teacher training and support.	<p>Teenagers who have a better understanding of what they need to do to achieve their career ambitions do a lot better economically later in life than their peers.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match">https://educationendowmentfoundation.org.uk/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match</a></p>	1

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

Budgeted cost: £66,960 (£50,220 from Covid tutoring grant plus £16,740 from pupil premium)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopting a targeted intervention programme for students, including disadvantaged students who need additional help to close gaps.	<p>Interventions such in form time and holiday time by teachers have more academic benefits than other interventions:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p>	1, 2
Engaging academic support to provide a blend of tuition, mentoring and school-led tutoring for students whose 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.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one:</p> <p><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2

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

Budgeted cost: **£174,789**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopting targeted intervention and mentoring to meet the behaviour needs of more challenging individuals.</p> <p>Teachers will be trained in strategies to support students with high behaviour needs.</p>	<p>There is evidence to suggest that tailored programmes reduce overall disruption and challenging behaviour in school:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p>Mentoring in schools helps to build confidence and character:</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>	3
<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Staff will get training and release time to develop and implement new procedures. External support agencies will be appointed to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	4
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools 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.</p>	All

**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 students in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged students remains below that of others. Although we have seen significant improvement across a number of students.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged students, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of 'live' lessons and online resources such as those provided by Oak National Academy.

Although overall attendance in 2020/21 was lower than in the preceding 2 years at 86.6%. At times when all students were expected to attend school, absence among disadvantaged students was 6.6% higher than their peers and persistent absence 14% higher. These gaps are stubbornly persistent, which is why attendance is a focus of our current plan.

Our assessments demonstrated that pupil behaviour, all forms of exploitation and higher participation in violent crime were significantly impacted last year. We used pupil premium funding to provide targeted interventions where required. We are building on that approach in our new plan.

### Externally provided programmes

Programme	Provider

### Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We have set up regular progress meeting with a dedicated member of staff. We have bought maths, science and PE revision guides to support his learning.
What was the impact of that spending on service pupil premium eligible students?	Regular meetings means that bespoke support can be offered in a targeted way.

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- ensuring students understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged students will be encouraged and supported to participate.

### **Implementation**

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged students.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We will adjust our plan over time to secure better outcomes for students.