

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 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 Spence High school
Number of pupils in school	866
Proportion (%) of pupil premium eligible pupils	47%
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	Oct 2021
Date on which it will be reviewed	Oct 2022
Statement authorised by	J Heath
Pupil premium lead	L Clay
Governor / Trustee lead	M Grimmer

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£377,100
Recovery premium funding allocation this academic year	£57,206
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	£434,306

# Part A: Pupil premium strategy plan

## Statement of intent

*You may want to include information on:*

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

*At John Spence we believe with the right support all students can achieve and our aim is that by the time they leave us they are skilled, resilient and considerate individuals who are 'Fit for Life'*

*This pupil premium strategy states how the school is going to support disadvantaged students to achieve outcomes and reach goals closer to their non-disadvantaged peers. We have considered the challenges faced by our students and sourced ideas for how we will tackle these challenges.*

*At the heart of our plan is a strong well sequenced curriculum that will allow students to develop a broad base of knowledge and skills necessary for them to proceed to the next stage of education, training or employment. Running alongside this is the recognition that quality first teaching is paramount for student engagement and therefore a student's capacity to access the curriculum and meet expectations at the end of each stage of that curriculum. High quality teaching is proven to have the greatest impact on closing the disadvantaged gap and as a school we are proactive in staff training and staff professional development, which is reflected in staff evaluations and staff retention*

*Our strategy is integral to wider school plans of increasing the cultural capital of students by delivering high quality careers guidance, a comprehensive RSE curriculum and increasing student wider opportunities through our schools creative academy, sports academy, school pledge and other initiatives.*

*We will use this strategy to focus on all disadvantaged students and not just those who are disadvantaged and have low ability. Evidence shows that academically able pupils from disadvantaged backgrounds are most at risk of underperforming.*

*Our approach is to focus on 2 major programmes in order to improve student knowledge, skills, experiences and outcomes.*

**Reading** *is key to learning across all subjects in secondary school and a strong predictor for outcomes in later life. We are going to focus on modelling and*

*promoting reading and increasing students' vocabulary, ability to spell and decode words.*

***Metacognition**, disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future hence making students **Fit for Life!***

*We are aware that school closures due to the impact of Covid 19 has affected a wide range of our students, not just those classed as disadvantaged. It has caused gaps in knowledge and skills across the curriculum and therefore the DfE Recovery Premium will support us to provide any identified support for our students.*

## Challenges

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

Challenge number	Detail of challenge
1	Students need a greater range of vocabulary in order to access their GCSE examinations. A vocabulary deficit is hindering their confidence, inference skills and access to the curriculum.
2	Students lack resilience to tackle challenging texts in classrooms and examinations: it prevents them from accessing larger mark questions.
3	With the introduction of our new behaviour conduct expectations low level disruption has decreased in lessons. We now need to focus on student participation and address issues of passivity. There can be a lack of ambition in lessons for some students and from students themselves, teachers need to develop more opportunities to engage students in more mentally demanding tasks. The school needs to increase student awareness of their potential and raise student personal aspirations.
4	Student's lack of cultural capital can affect their ability to access GCSE examinations and the wider curriculum.
5	Many students are not adept in information retrieval, utilise ineffective revision strategies and struggle to recall taught knowledge, which hinders their ability to deepen that knowledge. Teachers need to routinely foster retrieval practices into their teaching to provide greater opportunities to reinforce prior learning including opportunities to explicitly teach and model retrieval and metacognition strategies.
6	The impact of covid has decreased students and parents' resilience which is evident in terms of attendance, if students are not in school they cannot learn.

## 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
<i>Increased student engagement and confidence in reading</i>	<p>By the end of our current plan in 2024 lesson observations will show that most/all students are confident when reading out loud willing to read aloud in class. Teachers feedback will show that students are willing to ask questions and engage more in discussions when a text is read in lessons and form time.</p> <p>Reading comprehension tests completed through the accelerated reader programme demonstrate improved comprehension skill among the disadvantaged and a smaller disparity between them and their disadvantaged counterparts when CAT data for current year 7 in 2021 is compared to their year 10 CAT scores in 2024.</p> <p>Use of NGRT tests to evaluate progress over time.</p>
Increase students' use and understanding of tier 2 vocabulary in order to level the playing field for pupil premium students to move them in line with their non-disadvantaged peers.	Teachers will report that students are using a greater range of vocabulary both in written and spoken form. Spelling improvement will be seen in assessments when comparing 2021 assessment books to 2024 assessment books.
Improved student motivation to read longer, more challenging texts. Use effective strategies independently to decode unfamiliar texts	<p>AIR and other school platforms will demonstrate a greater number of students engaging with reading and to read texts with a higher reading age.</p> <p>Data from the Reciprocal reading research project will be analysed and if the impact is notable the school will roll this programme out in 2022-2023 ?</p> <p>Observations of lessons, teacher feedback and student voice will all report that students are more resilient to try to decode and comprehend a text independently before seeking help if required.</p>
Improved student motivation (e.g to revise for tests), cognition and metacognition so students have a greater range of strategies to develop memory and recall.	Teacher reports, lesson observations and student voice suggest disadvantaged students are more able to engage in revision (compared to pupil voice in 2019) and therefore are able to demonstrate

	greater recall of prior learning as evident in data tracking of assessments and tests.
Student progress and attainment data shows improvement in terms of assessments and outcomes.	KS3 student outcomes show a greater percentage of students reaching the curriculum expectations for the same cohort in subsequent years from 2021
Increased A8 across all subjects by 23-24 Increased A8 for disadvantaged students Increased APS in English	<p>2024 outcomes show that disadvantaged pupils achieve higher A8 in 2024 in comparison to 2021.</p> <p>Disadvantage gap for APS and KPI will be smaller in 2024 than 2021.</p> <p>In 2021 the APS gap was 14 points (similar to the national gap), we will decrease this to 10 by 2024.</p> <p>For disadvantaged students the A8 will increase from 34.51 in 2021 to A8 of 39 in 2024</p> <p>The whole school A8 will increase from 43.21 (2019) to 45 in 2022. This will be an ambitious target as CAT data is predicting an APS of 42.9 in 2021</p> <p>The APS for English will increase from 4.1 (2019) and for disadvantaged students from 3.84.</p>
Improve attendance to be in line with national average	<p>Attendance improved from the levels when this plan started (Oct 2021) to Oct 2024, by which time we will be at national average.</p> <p>The overall absence rate for all pupils will be 4.4% or less and the attendance gap for disadvantaged students to non-disadvantaged students will decrease to be inline with or slightly better than the national gap</p>

## 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: £ 34588.74

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Form time teacher reading and teaching of tier 2 vocabulary in form time and subject lessons will be increased by looking at word etymology and morphology. The reading will increase students cultural awareness through the topics and issues covered.</i></p> <p><i>There is a school expectation that either students or teachers read 150 words per lesson.</i></p>	<p>Evidence from Sussex reading programme has shown that this strategy can improve secondary students reading by 16 months in comparison to 8 months for non-disadvantaged students.</p> <p>Nifty fifty is a package designed to introduce prefixes, suffixes and spelling changes covering the main spelling patterns. In essence Nifty Thrifty Fifty is a list of “raw material” big words. Students who can read, spell and analyze these words and who learn to use these patterns to decode, spell and understand the meaning of thousands of other big words.</p> <p><a href="#">Nifty Fifty</a> <a href="#">Sussex Research</a></p>	<p>1, 2 and 4</p>
<p><i>Staff training on metacognition strategies, teaching vocabulary and reading</i></p>	<p>EEF toolkit reports that: Acquiring disciplinary literacy is key for students as they learn, new, more complex concepts in each subject improving literacy in all subject areas in line with recommendations in EEF Improving Literacy in Secondary schools</p> <p><a href="#">EEF Improving secondary school literacy</a></p> <p><a href="#">Metacognition and self regulation EEF toolkit</a></p>	<p>1, 2, 3, 4 and 5</p>
<p><i>Student tasks and resources developed to be more ambitious through the use of a range of strategies including a range of metacognition strategies eg PiXL thinking hard strategy and Upload,</i></p>	<p>Teaching metacognition strategies to pupils is an inexpensive yet effective way of helping pupils to become independent learners as shown by EEF toolkit</p> <p><a href="#">EEF metacognition and self regulation guidance report</a></p>	<p>3 and 5</p>

<i>process download therapies.</i>		
<i>Personal Learning checklists will be completed by KS4 students to help identify their strengths and weaknesses within the curriculum. Teachers will use student PLC outcomes to develop and coordinate both student and teacher lead intervention using the associated therapies.</i>	EEF toolkit states that effective practice around feedback has significant benefits for pupils, particularly disadvantaged pupils.  <a href="#">EEF feedback guidance</a>	3 and 5
<i>Purchase standardised diagnostic assessments and analyse data to inform teaching and intervention</i>	Standardised tests can provide reliable insight into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction  Standardised test/assessing and monitoring pupil progress/ Education Endowment Foundation EEF	
<i>Further strengthen the quality of education with a bespoke and comprehensive CPD opportunities for staff</i>	High class quality first teaching is an effective way to narrow the disadvantaged gap. Devoting both time and money to provide effective and appropriate CPD taking into account the context and needs of the school will benefit all students, but especially those who are disadvantaged  <a href="#">EEF effective teacher CPD</a>	

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

**Budgeted cost: £ 214176**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Engagement with the National tutoring programme will be employed to provide targeted support in English for small groups of identified students</i>	Our internal data from 2021 shows that 100 percent of students reported they found the NTP had been useful and rated the score at least 8/10. The students also felt the NTP had improved their English literature and language skills. 53% of the students made progress in terms of their final GCSE level. The other students maintained their	1 and 2

<i>whose learning has been most impacted by the pandemic. A significant proportion of the students who are offered the tutoring will be disadvantaged</i>	attainment on a greater body of work, hence demonstrating consistent progress through a curriculum. This is very promising as the impact was seen despite the effect of covid on students' attendance to sessions.  <a href="#">PP case studies</a>	
<i>Lead disadvantaged teacher to be appointed to provide bespoke academic mentoring and pastoral support for identified long term disadvantaged students at KS4.</i>	Students have not only been affected in terms of their knowledge gap due to covid, but we are also recognising the negative impact of covid on students socially, mentally and with reference to their personal aspirations. In order to help support long term disadvantaged students we have appointed a LTD  <a href="#">EEF individualised instruction</a>	3, 4, 5 and 6
<i>Teacher appointed to provide personalised academic coaching for identified pupils</i>	Internal school data showed on average pupils involved in this intervention in 2021 improved their APS by 1.05 points. With disadvantaged pupils making slightly more gains than their non-disadvantaged peers.  <a href="#">PP case studies</a> <a href="#">EEF one to one tuition</a>	3, 4 and 5
<i>HTLAs used to address gaps in students disciplinary and substantive knowledge (core subjects only)</i>	Tuition targeted at specific skills and knowledge gaps can be an effective method to support pupils who are falling behind in small groups  <a href="#">hEEF TA interventions</a>	1 and 2
<i>Effective reading, communication and numeracy programmes set up and running using SSAs and HTLAs.</i>	Reading comprehension strategies can have a positive impact on pupil's ability to understand a text, this is particularly the case when interventions are delivered over a short timespan  <a href="#">EEF reading comprehension strategies</a>	1 and 2
<i>KS4 teacher or HTLA deliver a morning intervention programme for year 11 students running 3 times a week</i>	Tuition targeted at specific skills and knowledge gaps can be an effective method to support pupils who are falling behind in small groups  <a href="#">EEF small group tuition</a>	1, 2, 3, 4 and 5
<i>Family liaison officer to work with families struggling with their children's mental health, relationship issues or behaviour due to disruption caused by covid</i>	DfE Recovery Premium Guidance: "deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support." <a href="#">EEF Behaviour Intervention (point 3)</a>	

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

Budgeted cost: £ 185483

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>At risk register developed and maintained for all year groups allowing school leaders and teachers to be able to identify where support is needed and track interventions and their subsequent impact</i>	Internal school tracking systems enable effective pastoral tracking and intervention to occur (OfSTED 201?). Our aim is to pull academic and pastoral tracking and intervention into one central location to ease staff access and usage to inform teaching and planning.	All
<i>Attendance closely monitored with a specific focus on core groups All parents will have a greater awareness of their child's attendance</i>	The DFE guidance on improving attendance has been informed by engagement with schools that have significantly reduced persistent absence. We worked closely with another school in our local authority who improved their attendance figures. After a thorough review we are implementing some of the suggested strategies.  <a href="#">Gov.uk Improving school attendance</a>	6
<i>School pledge developed and operational to increase cultural capital of students who have been identified as missing vital opportunities</i>	Cultural capital is one of the most important concepts within the sociology of education, and it goes a long way to explaining why middle class children do better in education than working class children. If we can improve a disadvantaged child's cultural capital we can improve their outcomes.  <a href="#">Cultural capital and achievement</a>	4
<i>New behaviour code of conduct introduced and consistently used across the school</i>	Students who behave well in school will make more progress. OfSTED reported "Pupils are potentially losing up to an hour of learning each day in English  <a href="#">EEF Improving behaviour in schools Report</a>	3
<i>Comprehensive careers offer available in school for students in year 7-11</i>	High quality careers education and guidance in school or college is critical to young people's futures. It helps to prepare them for the	3

<p><i>with specific activities for the disadvantaged</i></p>	<p>workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding</p> <p>Put link to Gov.uk careers guidance here  <a href="#">Gov.uk Careers guidance</a></p> <p>Girls network  The Girls' network (thegirlsnetwork.org.uk)  <a href="#">EEF careers guidance</a></p>	
<p><i>Further improvement of the FFL and RSE curriculum to promote respect, cultural awareness</i></p>	<p><i>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</i></p> <p><a href="#">EEF social and emotional learning</a></p>	<p>3 and 4</p>
<p><i>Students with recurring behaviour issues are referred to engagement centre where intensive investigation will identify students' needs, the thrive approach will be used to modify student behaviour and external agency support will be sort if required</i></p>	<p><i>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</i></p> <p><a href="#">EEF Behaviour interventions</a></p> <p>Schools that have adopted the thrive approach have reported many benefits. These include fewer disruptions in class, reduced exclusions and improved academic results. The knock on effect of this can be better parent-school relationships and improved staff morale.</p> <p>Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance.</p> <p>(McGuire-Snieckus et al 2015)</p> <p><a href="#">The thrive approach</a></p>	<p>3 and 6</p>
<p><i>Internal mentors and external agencies will be used to support mental health and wellbeing issues</i></p>	<p>Pupils with better health and wellbeing are likely to achieve better academically.</p> <p><a href="#">Public Health, wellbeing</a></p> <p><a href="#">DfE Mental health and behaviour in school</a></p> <p>Someone cares counselling link</p>	<p>6</p>
<p><i>Contingency fund for acute issues</i></p>	<p>Based on our experiences, we have identified a need to set aside a small amount of funding to respond quickly to needs that have not yet been identified. Some of these may include a disadvantaged child's access to learning materials including scientific calculators, revision guides etc.</p>	<p>All</p>

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**Total budgeted cost: £ 434, 306**

## 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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

With the introduction of a new pupil premium template, further guidance from DfE and following training from Newcastle Research School and North Tyneside Local Authority in reference to EEF we have made the decision to produce a new pupil premium strategy more firmly rooted in the evidence of impact for strategies that have been trialled across UK.

We are developing this new strategy learning from our previous model, which due to covid, we struggled to measure the impact for the strategies we were implementing, routinely and effectively. Using the 'EEF guide to support school planning, A tiered approach' and the guidance report 'Putting evidence to work, A schools guide to implementation' alongside evaluations of our own practise we will ensure that each active ingredient is well thought out, with clear start and end date, build in opportunities to measure impact routinely and incorporate a greater use of coaching to support the embedding of new initiatives into school culture and practise.

Taking the above into account we will ensure all strategies are well thought out, with a clear goal in mind. The impact will be measured using specific criteria rather than a more general measure of attainment. Strategies will have a defined start and end point and a tiered approach will be used with a greater focus on good classroom teaching, supported with targeted intervention for specific individuals and working alongside wider school priorities.

Strategy aims from previous strategy

1. Decrease P8 gap between pp and non pp students
2. Increase A8 to 45.5
3. Basics 4+ to be 66%
4. Grade 5+ to be 40%

The first 4 aims are all very difficult to measure due to the absence of external exams and year 11 students missing 1/3 of the teaching time due to national lockdowns. P8 figures have not been reported, Our internal assessments reported Key performance indicators and the results reflected the national picture with the disadvantaged gap increasing.

5. NEET to be less than the national average. On 1<sup>st</sup> Nov 2021 all of our 2021 cohort were in employment, education or training. Considering our larger than national disadvantaged numbers and the learning lost to year 11 students the school are very proud of this statistic and feel the work of staff, leaders and our strong collaboration with the connexions team have been demonstrated by this statistic.

#### Teaching priorities

6. To improve quality of teaching with a focus on challenge and participation  
Staff received over 12 hours of CPD with a focus on participation and challenge.
7. Increase student engagement with home learning  
Engagement during lockdown 1 was % and during lockdown 2 it increased to?%  
Ask HBL for figures
8. Ensure data is used to identify students requiring support and provide targeted support.  
CAT tests were used to provide supplementary evidence for year 7 and 8 who had not sat KS2 SATS. Data was used to identify students requiring intervention in KS3. Internal school data was used to identify year 9 and above students for NTP support and targeted intervention for year 11 subjects. This helped to maximise student outcomes by 10APS for year 11 from Dec 2020 to June 2021.
9. Improve students attitudes to learning  
New school rewards policy introduced. Ask JRE for feedback from student voice
10. Raise students career aspirations  
100% of our students left school and went onto employment, education or training. This is above the national average.

## 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?	There were only 9 students who were in this category.
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.*