

## Pupil premium strategy / self- evaluation

1. Summary information					
School	John Port Spencer Academy				
Academic Year	2019/20	Total PP budget	£183,320	Date of most recent PP Review	Jan 2020
Total number of pupils	1593	Number of pupils eligible for PP	225	Date for next internal review of this strategy	Sep 2020
2. Historic attainment					
	Pupils eligible for PP at JPSA in 2019 (2018 outcomes in brackets)		Pupils not eligible for PP – national average		
Progress 8 score average	-0.49 (-0.75)				
Attainment 8 score average	41.3 (36)		50		
% EM grade 4+	60% (47%)		71%		
% EM grade 5+	38% (33%)		49%		
<p><i>Since 2016, the P8 of PP students has improved by +0.93 and the % of PP students achieving 4+ in English and Maths has improved by 38%. The progress gap between pupils eligible for PP and pupils not eligible for PP closed by a fifth of a grade between 2018 (-0.82) and 2019 (-0.62).</i></p>					
3. Barriers to future attainment (for pupils eligible for PP)					
A.	Poor attainment by the end of KS4				
B.	Low levels of numeracy and literacy skills upon entry				
C.	Low attendance				
D.	Poor behaviour for learning				
E.	Variable quality of teaching and learning				
F.	Reduced access to learning resources				
G.	Little knowledge of career routes				
H.	Insufficient use of data to inform interventions				
I.	Variable success of intervention strategies				
J.	Variable pastoral care				
K.	Low levels of parental engagement				

4. Intended outcomes		Success criteria
A.	Pupil Premium students achieve at least as well as non-PP students by the end of KS4	<ul style="list-style-type: none"> <li>PP students have a positive Progress 8 score, in line with non-PP students in school and nationally.</li> <li>PP students have a positive Progress score in each of the elements of Progress 8.</li> <li>PP students have an Attainment 8 score in line with non-PP students in school and nationally.</li> <li>By the end of Y11, the % of PP students achieving 4+ in both Maths and English is in line with non-PP students in school and nationally</li> <li>By the end of Y11, the % of PP students achieving 5+ in both Maths and English is in line with non-PP students in school and nationally</li> </ul>
B.	Pupil Premium students improve their literacy and numeracy skills, closing any gaps, prior to the start of KS4 courses	<ul style="list-style-type: none"> <li>PP students in KS3 show that their reading age is in line with their actual age</li> <li>PP students in KS3 show that their spelling age is in line with their actual age</li> <li>PP students in KS3 attain as well as non-PP students in Maths</li> </ul>
C.	Pupil Premium students attend school regularly	<ul style="list-style-type: none"> <li>The average attendance of PP students is higher than the national average for non-PP (&gt;95%)</li> <li>The average attendance for PP students is in line with non-PP students at JPSA</li> <li>The % of PP students with persistent absence is below the national average for non-PP (&lt;10%)</li> <li>The % of PP students with persistent absence is in line with non-PP students at JPSA</li> </ul>
D.	Pupil Premium students show good standards of behaviour in school	<ul style="list-style-type: none"> <li>The number of X (negative behaviour) points for PP students is in line with non-PP students</li> <li>The number of days that PP students are excluded is in line with non-PP students</li> <li>The number of days that PP students are excluded is below the national average for non-PP students</li> <li>The amount of epraise (positive behaviour) points awarded to PP students is in line with non-PP students</li> </ul>
E.	The quality of lessons experienced by PP students is consistently good or better	<ul style="list-style-type: none"> <li>&gt;90% of lessons are graded good or better</li> <li>100% of lessons show evidence of the 'First For Everything' strategy</li> </ul>
F.	PP students have the same access to resources and extra-curricular activities as non-PP students	<ul style="list-style-type: none"> <li>Student feedback shows that 100% of PP students have access to the learning resources that they require to succeed</li> <li>0% of PP students say that they are disadvantaged in terms of resourcing compared to their peers</li> <li>PP students are over-represented in every extra-curricular activity compared to non-PP students</li> </ul>
G.	Little knowledge of career routes	<ul style="list-style-type: none"> <li>100% of Y10 and Y11 PP students receive individual career interviews and advice</li> </ul>
H.	Academic, behaviour and attendance data is used to track the performance of all PP students and informs interventions	<ul style="list-style-type: none"> <li>Academic, behaviour and attendance data for all PP students is updated every 4 weeks and is shared with SLT, Heads of Year, Pastoral Managers, Heads of Faculty and Heads of Subject.</li> <li>All Heads of Faculty, Heads of Subject and teachers are able to explain the current academic performance of PP students and what is being done to support those below target (below FFT20)</li> </ul>
I.	Interventions are used to improve academic outcomes. Interventions are measured accurately and frequently for impact and adjusted accordingly	<ul style="list-style-type: none"> <li>Every intervention strategy is measured for impact</li> <li>Interventions that show evidence of success are repeated</li> <li>Interventions that do not show evidence of success are stopped</li> </ul>
J.	The pastoral care of PP students is outstanding	<ul style="list-style-type: none"> <li>100% of PP students say that they feel well supported in school</li> </ul>
K.	The parents of PP students engage frequently with school	<ul style="list-style-type: none"> <li>The % of PP parents that attend Parents' Evenings is &gt;80% and in line with non-PP</li> </ul>

5. Planned expenditure				
Academic year	2019/20			
i. Quality of teaching for all				
Action	Intended outcome	What is the evidence and rationale for this choice?	Staff lead	When will you review implementation?
Ensure PP students are taught by the most effective teachers	PP students have high attainment and make good progress	The most effective teachers have a disproportionately positive impact on PP students (EEF research)	TCC, AVA, DOFS, HOS	November 2019
Develop a CPD library in school	Improved quality of teaching and learning and teacher subject knowledge	Research based CPD improves T&L	AVA	November 2019
Provide opportunities for teachers to observe each other teach/collaborate	Improved pedagogy	Teacher collaboration	TCC, AVA	November 2019
Reading/Literacy focus at KS3	The reading ability of PP students improves	EEF research	FMM, ASWi, CAS	November 2019
Improve recruitment and retention of high quality teachers through improved staff wellbeing	PP students experience a greater amount of good/outstanding lessons	High quality teaching improves outcomes	KSQ, TCC, AVA	November 2019
PP RAG/Review meetings (all years)	All staff are held to account for PP attainment, progress, behaviour and personal development	Intervention strategies can be put in place promptly and adjusted where needed	TCC	November 2019
Develop an improved KS3 assessment system	Assessment motivates students to maximise effort. Internal assessment highlights those in need of intervention.	Students will make increased progress at KS3	TCC	November 2019
PP Champions	Each Faculty develops a coherent PP strategy	The PP strategy will be shared and implemented across the school	TCC	November 2019
Develop improved marking and feedback policy	The quality of marking and feedback improves even further	EEF Toolkit shows effective marking can lead to +8 months learning per year	AVA	November 2019
Implement the 'knowledge curriculum'	Students are able to gain and retain more critical knowledge	Increased knowledge, particularly core knowledge, will improve academic outcomes	AVA	November 2019
Every teacher has a specific performance management target in relation to outcomes for the PP students that they teach.	Teaching and learning improves for PP students	PP students improve academic outcomes when taught by the most effective teachers	FMM	November 2019
REACH strategy in place (Routines, Engagement, Assessment, Challenge, High Expectations) for every lesson taught in school. CPD delivered on every element of REACH and implementation monitored via	The quality of teaching and learning improves for all students including PP	PP students improve academic outcomes when taught by the most effective teachers	AVA	November 2019

drop in lesson observations and Faculty Quality Reviews.				
'First For Everything' teaching and learning strategies applied by every teacher. First for... <i>premium seating, getting to know them, resources, questioning, reading, differentiation, feedback, praise, intervention, parents.</i>	PP students receive priority for teaching and learning strategies	Prioritisation boosts academic outcomes	TCC, AVA	November 2019
<b>Total budgeted cost</b>				£50,000
<b>ii. Targeted support</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Maths intervention teachers	PP students access additional support for Maths, including those in AP	One-to-one and small group tuition has a positive impact on learning (EEF)	TCC, ALS	November 2019
English intervention teacher	PP students access additional support for English, including those in AP	One-to-one and small group tuition has a positive impact on learning (EEF)	TCC, ASWi	November 2019
Science teacher for alternative provision	PP students in alternative provision are well taught in Triple Science	Improved student outcomes	CE, VDa	November 2019
Peer tutoring and mentoring	PP students work collaboratively with an older peer to support them in their learning	EEF Toolkit shows that peer tutoring can lead to 5+ months of additional learning per year	MPe	November 2019
Y11 Pastoral leader with PP focus	Additional pastoral support available for PP students in Y11	PP students achieve better academic outcomes when high quality pastoral support is in place (particularly to address low attendance and/or poor behaviour for learning)	ASo, KKN	November 2019
Brilliant Club – Scholars programme	PP students in Y9 are taught by a PhD student on a specific topic of study and visit top UK Universities	Students have raised aspirations	TCC	November 2019
'Experience days' / trips	Enhanced cultural capital	Additional experience can lead to improved enjoyment of school, improve attendance and raise aspirations.	TCC MPe	November 2019
SLT mentors	PP students in Y11 meet weekly with an SLT mentor to monitor attendance, behaviour and academic progress	PP students with higher attendance and better behaviour for learning make more progress in terms of academic outcomes	SLT	November 2019
Y11 PP students have their curricula adjusted where necessary to ensure that they achieve at least 8 strong GCSE grades. Students below target may be withdrawn from other	PP students receive additional support and achieve well in at least 8 GCSEs	Adjusted curricula have shown in the past to aid students in achieving enough top grades for their chosen career routes whilst maintaining a broad curriculum.	TCC	November 2019

lessons to enable high priority intervention to take place.				
<b>Total budgeted cost</b>				£60,000
<b>iii. Other whole school approaches</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Student resourcing	All PP students are able to access the same resources as non-PP students	Equity of resourcing will close the gap to non-PP students	TCC	November 2019
Faculty resourcing	All PP students are able to access the same resources as non-PP students	Faculties address the specific needs of PP students to bridge any gaps in learning and to aid revision.	TCC, DOFS, HOS	November 2019
Library resourcing	Students access high quality reading resources to improve reading ages	Higher quality reading resources encourage students to read for pleasure	TCC, CAS	November 2019
Attendance schemes, including a PP Attendance officer, 'Improving attendance plans' and 'the HUB'	PP students attend school more frequently and their attendance is in line or better than non-PP students.	Good attendance has a direct, positive impact on educational outcomes.	TCC, LS	November 2019
Rewards schemes	PP students are rewarded for good attendance, behaviour, effort and academic progress	Rewarding students for positive behaviour and outcomes can lead to increased effort and motivation.	TCC	November 2019
Careers advice and guidance	PP students receive tailored CEIAG throughout their time at school	Students will make more informed choices about their futures and will be increasingly motivated to do well	TCC, RJL	November 2019
'20% Plan' and 'First for Everything'	PP students are over represented in all school activities and opportunities e.g. Prefects	PP students have, in the past, often been under-represented in school activities and opportunities	TCC	November 2019
Parental engagement	The parents of PP students are contacted regularly by teaching staff and pastoral teams	Increased parental engagement leads to better academic outcomes (EEF research)	TCC, HOYS, Teachers	November 2019
PP profiles	All staff are aware of the specific barriers to learning for every PP student.	Teachers can respond to the learning needs of every PP student to maximise progress.	MPe	November 2019
Target setting	PP students have aspirational targets of FFT20 +1 so that the 'gap' isn't maintained from KS2.	Many PP students have already underperformed by the end of KS2 and so higher targets need to be set to ensure that the 'gap' isn't built in at KS3 and KS4.	TCC	November 2019
Year Team termly PP progress meetings	Pastoral teams are aware of all PP students with low attendance / poor behaviour / poor progress	This strategy has proven to have a positive impact in previous years	TCC, HOYS, PMs	November 2019

Reading tests are used to check reading ages upon entry to inform interventions. Re-testing used to identify impact and need for further intervention	PP Students improve their reading age	Research clearly indicated that improved reading ability will improve academic outcomes across all subjects	TCC, ASWi	November 2019
<b>Total budgeted cost</b>				<b>£73,320</b>

6. Review of previous expenditure				
Previous Academic Year		2018/19		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
REACH strategy in place (Routines, Engagement, Assessment, Challenge, High Expectations) for every lesson taught in school. CPD delivered on every element of REACH and implementation monitored via drop in lesson observations and Faculty Quality Reviews.	The quality of teaching and learning improves for all students including PP	Positive impact. The quality of teaching and learning improved across the school as evidenced by improved KS4 and KS5 outcomes. Internal QA processes showed that T&L has improved.	Continue	£0
Every teacher has a specific performance management target in relation to outcomes for the PP students that they teach.	Teaching and learning improves for PP students	Positive impact as evidenced by improved KS4 and KS5 outcomes.	Continue	£0
'First For Everything' teaching and learning strategies applied by every teacher. First for... <i>premium seating, getting to know them, resources, questioning, reading, differentiation, feedback, praise, intervention, parents.</i>	PP students receive priority for teaching and learning strategies	Positive impact. Lesson observations during QA process show that 'First for Everything' was used effectively by teachers.	Continue and repeat training	£0
CPD delivered on 'First For Everything' during inset session early in the year.	Teachers understand the importance of supporting PP students	Positive impact. The profile of PP students was raised.	Continue and build in PP CPD	£0
Timetabling ensures that PP students are taught by the most effective teachers in school.	PP students are effectively taught in all subjects	Very positive impact. PP students in all year groups were taught by the most effective teachers as evidence by KS4 and KS5 outcomes improving from the previous year.	Continue	£0
A team of 'PP Champions' meet every term to share strategies and to discuss new ideas and approaches for increasing the academic progress that PP students make.	Research is used to develop and enhance teaching and learning practices for PP students	Positive impact. Staff engaged with the latest research (e.g. EEF Toolkit) and trial new strategies. Good practice was disseminated during subject, faculty and year team meetings.	Continue	£0
ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on	Lessons learned	Cost

		pupils not eligible for PP, if appropriate).	(and whether you will continue with this approach)	
Pastoral teams intervene when X grades are collected. Parental meetings called. Reports issued.	PP students with poor behaviour are supported in improving it.	Positive impact. Students with poor behaviour were supported and, over time, the number of X grades declined for the majority of students	Continue, but also include more restorative justice practices	£0
Two Maths intervention teachers are employed specifically to support the achievement of PP students. They provide additional support in lessons and lead small group / one-to-one sessions. For KS4, the focus of the intervention lessons/session is determined by Question Level Analysis on mock exams.	PP students achieve better GCSE Maths results	Very positive as evidenced by increased percentage of PP students that achieved 4+ (up 13%) and 5+ (up 5%) in English and Maths. PP Maths average point score increased from 3.6 to 4.3 for PP students. The percentage of PP students achieving 4+ in Maths increased from 48% to 63%	Continue	£45,000
An English intervention teacher is employed specifically to support the achievement of PP students. They provide additional support in lessons and lead small group / one-to-one sessions.	PP students achieve better GCSE English results	Positive impact. The percentage of PP students that achieved 4+ (up 13%) and 5+ (up 5%) in English and Maths. English Language average point score increased from 3.8 to 4.3 for PP students. The percentage of PP students achieving 4+ in English Language increased from 47% to 69%.	Continue	£39,000
Academic targets are raised to FFT20 +1 for all PP students to help ensure that any prior underperformance at KS1 or KS2 is not allowed to transfer to KS3 or KS4.	PP students have aspirational targets that are appropriately challenging	Positive impact as evidence by improved KS4 outcomes (attainment and progress), and a reduction on the size of the progress gap by 0.2	Continue – all year groups	£0
'Peer Partners' strategy is used to ensure that every PP student is supported once per week by a peer tutor. Peer tutors (who often are also PP) are high achieving students that support with specific learning needs.	PP students improve their learning and feel more supported in school	Very positive impact. Students involved in the programme improved their learning outcomes and gave very positive feedback	Continue and extend to all year groups.	£0
All Y11 PP students receive a minimum of 12 hours subject specific personal tutoring from a University student (My Tutor). Tutoring takes place online weekly.	PP students achieve better GCSE results	Some positive impact. The results of the Y11 PP students involved did improve. However, engagement was less good from some students.	Continue for students in alternative provision only. Explore other means of offering additional tutoring to PP students in Y11	£5,000
Y11 PP students have their curricula adjusted where necessary to ensure that they achieve at least 8 strong GCSE grades. Students below target may be withdrawn from other lessons to enable high priority intervention to take place.	PP students receive additional support and achieve well in at least 8 GCSEs	Positive impact. Students with adjusted curricula achieved better results than initially predicted	Continue where needed.	£0

SLT member focuses on Y9 and Y10 PP outcomes and further develops strategy to support these students in making a positive start their GCSE courses	PP strategy in Y9 and Y10 is strengthened	Very positive impact. By the end of Y10, tracking data suggests that the 2020 GCSE cohort will narrow the progress further	Continue and extend to all year groups.	£0
Y11 Revision skills workshop	PP students know how to revise	Positive impact. Student and parent feedback showed that the evening was valued. GCSE outcomes improved	Continue	£1000
Careers Guidance	PP students have a developed understanding of career routes and opportunities	Positive impact. All Y11 PP students received one to one career interviews. PP students in other year groups increased knowledge of future career opportunities	Continue	£6000
<b>iii. Other approaches</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Y11 Attendance Scheme	Increase Y11 PP attendance	Positive impact. Attendance of PP students improved throughout the year. Y11 PP attendance was 95.6%, the highest of all year groups and higher than the national average for all students.	Continue	£3,300
PP Attendance officer, 'Improving attendance plans' and 'the HUB'	Reduce number of PP students who are persistently absent	Positive impact. 10.6% of PP students at JPSA has persistent absence compared to 21.3% nationally.	Continue	£5,000
Year Team termly PP progress meetings	Pastoral teams are aware of all PP students with low attendance / poor behaviour / poor progress	Positive impact. Pastoral teams were held to account for the attendance, behaviour and progress of PP students throughout the year.	Continue	£0
X behaviour system	Clear and consistent sanctions for poor behaviour	Very positive impact. Behaviour of all pupils significantly improved, enabling more effective teaching and learning	Continue	£0
Epraise system and Praise Postcards	Positive behaviour is rewarded	Positive impact. PP students in all year groups received epraise points and/or postcards	Continue	£3,500
Pre-booked Parents Evening appointments	Increased percentage of PP parents attend Parents Evening	Very positive impact. Percentage of PP parents attending Parents Evening was increased on 2018 and now in line with non PP parents	Continue	£0
20% Plan	Every activity, scheme or event includes a minimum threshold of 20% PP students i.e. over-representation	Positive impact. Feedback from staff suggests that the 20% target was easy to remember. PP involvement in trips and clubs increased. PP Students over-represented in Prefect Team	Continue and re-enforce the message	£0

Resourcing	PP students receive tailored support in terms of resourcing to meet their individual needs. This may include uniform, equipment, contributions to trip payments, transport costs etc.	Very positive impact. Feedback from PP students and parents shows that support with resourcing is welcome.	Continue	£54,700
Reading tests are used to check reading ages upon entry to inform interventions. Re-testing used to identify impact and need for further intervention	PP Students improve their reading age	Positive impact. Staff aware of PP students with low reading ages. Interventions, particularly with Y7 students helped to increase reading ages.	Continue	£3000
Lexonic reading comprehension programme	PP students with low reading ages improve their reading and literacy skills	Positive impact. Reading ages improved for those involved	Continue although costs won't be as high now that training is complete.	£6000
HLTA Maths supports students in class	PP students improve their numeracy skills	Positive impact. Tracking data showed that PP students who were supported improved their Maths grades in KS3	Continue	£5000
New 9-1 target and assessment system introduced in KS3	Accurately report and track the performance of students and enable timely interventions where needed.	Positive impact. Progress of PP pupils is now easier to track	Continue but further research methods of in school assessment to improve practice even further	£0
Behaviour report issues to all staff every week	Poor student behaviour highlighted so that appropriate action can be taken. Behaviour of students improves	Positive impact. Behaviour across the school improved.	Continue	£0
Every teacher receives a short profile on each of the PP Students that they teach	Barriers to learning and student aspirations are highlighted	Positive impact. Staff awareness of PP barriers to learning increased	Continue but improve the layout of the profiles to include more information and consistency of quality	£0
Y11 PP Progress Meetings take place every 4 weeks between SLT PP Lead, Headteacher, Vice Principal, HOY11 and DOFs	PP academic performance is frequently analysed and interventions adjusted accordingly throughout the year.	Very positive impact as evidenced by improved PP attainment and progress outcomes	Continue.	£0
Y11 PP intervention tracker	PP attendance, behaviour and academic performance is tracked	Positive impact as evidenced by improved PP attainment, progress, attendance and behaviour	Extend to all year groups	£0