

## Pupil premium strategy statement

This statement details our school's use of pupil premium 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 impact that last year's spending of pupil premium fund had within our school.

### School overview (2024 - 2025)

Detail	Data
School name	The John Roan
Number of pupils in school	1170
Proportion (%) of pupil premium eligible pupils	41.6%
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	November 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Cath Smith Principal
Pupil premium lead	Meenal Confino Interim Vice Principal
Governor / Trustee lead	Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£385,350
Recovery premium funding allocation this academic year	
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	£407,281

## Part A: Pupil premium strategy plan

### Statement of intent

At The John Roan School, our ambition is to create a vibrant learning community where PRIDE brings out the best in everyone. We believe that social or financial disadvantage should never be a barrier to a young person's life chances and that each pupil can achieve at the highest levels.

We are committed to ensuring that all pupils regardless of their background or the challenges they face, make good progress and achieve high standards across the curriculum. To achieve this, we have developed a comprehensive Pupil Premium Strategy that focuses on addressing the specific needs of our disadvantaged pupils.

We believe that high-quality teaching is the most effective way to improve outcomes for all pupils, especially those from disadvantaged backgrounds. We will continue to invest in professional development for our staff to ensure they are equipped to deliver engaging and effective strategies.

We will provide targeted support to pupils who need it most, including those with specific learning needs, English as an additional language learners, and those who are identified with Special Educational Needs. The support may take the form of additional tutoring, mentoring, or small-group interventions.

We recognise the importance of attendance in improving the outcomes and will take steps to address absenteeism among disadvantaged pupils. We will work closely with parents and carers to improve attendance and reduce persistent absenteeism.

We will use a robust diagnostic system to identify the challenges faced by disadvantaged pupils. We will use evidence-based strategies identified by EEF to support our disadvantaged pupils. We will also monitor and review the impact of the strategies to make adjustments as needed.

### Challenges

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

Challenge number	Detail of challenge
1	<b>Attendance:</b> Our disadvantaged students have lower attendance than students who are not eligible for PP. Early identification of families at risk of low attendance is critical and our work with primary schools at the point of transfer is key here. We know that daily contact with families when students are not in school is important and so we focus on quick communication, home visits and parent meetings as early intervention strategies across the school.

2	<p>In KS4 there is always the challenge of closing the progress gap between disadvantaged and non-disadvantaged. In the last academic year our progress 8 figure was -0.29 and the progress 8 score for disadvantaged pupils was -0.81. Attainment of disadvantaged students in both English and Maths is lower than that of their peers.</p> <p><b>Results 2023-2024</b></p> <p>Maths: PP Students is -0.64 vs non-PP -0.24</p> <p>English: PP Students is -0.75 vs non-PP -0.34</p> <p>We understand that achieving a grade 4 and above in English and Maths improves the chances of students post 16, therefore, we have ensured that students receive targeted interventions to ensure they make as much progress as their peers.</p>
3	<p><b>PP SEND</b></p> <p>There is a gap between SEND and PP disadvantaged students and their peers regarding progress in Year 11. We want our SEND and PP eligible students to perform in line with peers across all year groups.</p> <p>SEN non-PP is -0.04</p> <p>SEN-PP students is -1.29</p> <p><b>This academic year will be focused on targeting the intervention support given to students with SEND and who are eligible for pupil premium funding.</b></p>
4	<p><b>Reading</b></p> <p>A low percentage of disadvantaged students are reading for pleasure, with fluency and comprehension appropriate to their age. NGRT reading ages of disadvantaged students are lower than those of their peers. "Three quarters of schools in England say ... low-reading levels are the biggest challenges affecting their socio-economically disadvantaged pupils' academic achievement." <a href="#">EEF</a></p> <p><b>NGRT Reading assessment data 2024</b></p> <p>There are 84 Year 7 students on the PP register. Of 84, there are 33 students below the age of 10 reading age. reading age and are on Stanine 1, 2 or 3.</p> <p>Year 7 - Non-PP students mean reading score (SAS) – 103.7</p> <p>PP students mean reading score (SAS) – 93.2</p> <p>Year 8 – Non-PP students mean reading score (SAS) - 103.5</p> <p>PP students mean reading score (SAS) – 98.6</p>
5	<p><b>Wider Cultural Capital</b></p> <p>Students in receipt of PP have fewer opportunities to develop cultural capital outside of school. This reduces the background knowledge they need not only to access the curriculum fully, but also to lead a successful life.</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 attendance of all students especially those who are recipients of Pupil Premium.	By the end of the current plan 2024-25, data shows that Pupil premium attendance is in line with whole school attendance and is at least 94%.
Improved attainment of students especially boys who are on PP and SEND register.	By the end of 2024-25 there will be a narrower gap between the attainment of PP and non-PP students especially in Maths and English. Lesson visits will evidence students access powerful knowledge and grasp concepts and are thereby able to apply this knowledge. Book reviews will show excellent quality of work.
Improved reading comprehension amongst disadvantage pupils at Key Stage 3.	Students who are identified as reading below chronological age will be placed on the Ruth Mishkin programme (or appropriate alternative) will demonstrate an improvement in their reading age. This should further support students in their comprehension and understanding in lessons. Teachers able to recognise the change in lessons through engagement in lessons.
Whole school literacy and oracy will improve	There will be an engaging and successful programme of literacy and oracy activities delivered through the tutor programme to encourage the development of vocabulary, oracy skills and self-confidence.
Disadvantaged students experience a broad and challenging curriculum. They receive excellent information, advice and guidance and make progress in a range of subjects, including those within the EBacc.	Disadvantaged students in Year 11 achieve positive Progress 8 score that improves year on year and accelerates their progress. Disadvantaged students are entered for EBACC in line with their non-disadvantaged peers, ensuring equal proportions of students entered for EBACC. Students on the PP register in Year 9 will be supported with their options process.
Improved home learning and organisation for home learning.	Home learning detentions will be reviewed to ensure there is parity in homework completion between students on PP and non-PP register. Students will be further supported by form tutors to help with organisation of time. A homework club will run in the school each evening and be well attended.
All students and especially those on the PP register are given opportunities to gain a wider cultural capital.	Students on PP register will be encouraged to participate in enrichment inside or outside of school in the form of clubs, Duke of Edinburgh, trips and visits to universities, theatre, museums and galleries. Participation data will demonstrate that PP students are over-represented on trips and visits.

## 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

Budgeted cost: £65000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to invest in high quality CPD in line with Rosenshine's Principles, Teach Like a Champion (TLAC) and EEF toolkit.</p> <p>In addition to all staff CPD, CI sessions will focus on developing pedagogical knowledge of teachers.</p>	<p>High-quality teaching improves pupil outcomes and effective CPD offers a crucial tool to develop teaching quality (EEF). Our deliberate practice and Twilight Training sessions will focus on high leverage teaching strategies which support the teaching and learning within the classroom. Teacher will be encouraged to make use of 'Great Teaching Toolkit' and TLAC for intellectual planning of their lessons.</p> <p>Link: <a href="#">Great Teaching Toolkit</a></p>	<p>2,3,4</p>
<p>Extended Curricula opportunities for PP students. This will include:</p> <ul style="list-style-type: none"> <li>• Further Maths – after school sessions.</li> <li>• Triple Science – after school sessions.</li> <li>• RS GCSE – after school sessions for Year 10</li> <li>• Excellence hour support</li> <li>• Masterclasses delivered by subject experts.</li> </ul>	<p>EFF highlights that PP pupils do not have access to the same broad curriculum as non- disadvantaged pupils. As a result, we will broaden our opportunities for students to take a increased curriculum offers. Link: <a href="#">Expert Teaching</a></p>	<p>2</p>
<ul style="list-style-type: none"> <li>• Trainee and ECT training and education Including: Mentoring of our trainee teachers to provide support</li> <li>• Professional mentor kept under TT allocation to provide broader support and training.</li> <li>• Embed use of Step-Lab to ensure quality of mentoring throughout ECT programme</li> </ul>	<p>EEF teaching and learning toolkit demonstrates a wide range of strategies to be employed to support progress of students. The Principles behind Rosenshine and TLAC are in line with these approaches and ensuring trainees and ECTs are fully inducted and in line with whole school quality first teaching will ensure good progress. EEF Report: <a href="#">Effective professional Development</a></p>	<p>2,3,4</p>

Use of online platforms to support with homework. Use of Sparx at Key Stage 3 for English, Maths and Science. Incentivising Sparx Leads to track data and share evidence that can be used to address gaps in pupil knowledge.	Research from EEF suggests that high-quality homework can have high impact on student progress, 5+ months.	2,3,4
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £285000

Activity	Evidence that supports this approach	Challenge number(s) addressed
A comprehensive careers programme and a Careers Guidance SLA	EFF highlights that young people with a clear idea of what they want to do after leaving school have better outcomes and are more ambitious. PP students have been shown to be less secure on their future outcomes and prospects as well as the courses that they need to take to pursue to their desired career (EFF). Linked paper: <a href="#">EFF Careers</a>	2,3,4, 5
Attendance calls and home visits – senior staff to be assigned to make calls to those families with very low attendance. A member of staff to be assigned to make home visits to PA families. An additional attendance officer to be appointed to make more calls earlier in the day.	Robust tracking of attendance to ensure the rate of persistent absenteeism is reduced and ensure patterns of absence are scrutinised by HOY and SLT in charge of their respective Key Stage. Strategies to reduce and disrupt these trends are drawn on from <a href="#">Attendance-REA-report.pdf</a> <a href="#">The Evidence Base behind Attendance...   Durrington Research School</a>	1
Extra Capacity to support Reading - up to 4 additional staff to be appointed and trained to deliver the targeted intervention programmes for those students below chronological reading age	Reading comprehension strategies can have a positive impact on pupil's ability to understand a text. <a href="#">Reading comprehension strategies   EEF</a>	4

Provide small group interventions outside of the school day – during tutor time as master classes and after school excellence hour	Tutor time and excellence hour sessions are tailored to the needs of the students. Data from mocks and assessments is used to inform the sessions. According to EEF small group intervention is effective if it is targeted at pupil's specific needs.	2,3,4
Continue with small group intervention afterschool for pupils in KS3, run as Homework club by experienced learning support assistants and learning coaches	The EEF states that the average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year <a href="https://www.educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	2,3,4
Literacy programme, which includes: <ul style="list-style-type: none"> <li>• Excellence Visits to areas of best practise</li> <li>• Learning Coaches – 30% of costs due to use in delivery of reading programme.</li> <li>• Ruth Miskin Reading Programme, training and delivery.</li> <li>• NGRT assessment costs.</li> <li>• Learning Coach for literacy Tutor time activities to run across the whole school</li> </ul>	All students participate in regular reading and oracy programme to develop literacy skills and promote a love of reading, while supporting gaps in cultural knowledge. The EEF cites this as having 6 months progress for learners. Linked paper: <a href="#">EEF Literacy</a>	2,3,4
Baseline testing including: <ul style="list-style-type: none"> <li>• MIDYIS assessments</li> <li>• NGRT</li> <li>• English and Maths baseline assessments</li> </ul>	NGRT and MidYis testing for KS3 to support understanding of pupil profile ensuring intervention/small group tuition is accurately targeted. EEF states that small group tuition adds 4 months of progress.	2,3,4

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

Budgeted cost: £32000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Enrichment:</p> <ul style="list-style-type: none"> <li>• Opportunities for visits to cultural sites e.g. Theatre or ballet.</li> <li>• Opportunities to experience British Landmarks e.g. The Coastline</li> <li>• Braithwaite residential trips</li> <li>• Duke of Edinburg expeditions</li> <li>• Debate Mate</li> <li>• Model UN</li> </ul>	<p>Subsidised trips and visits to develop cultural knowledge capital and Education with Character.</p>	<p>1</p>
<ul style="list-style-type: none"> <li>• Attendance strategies with appointed Attendance Lead and Attendance officer</li> <li>• Rewards for high attendance</li> <li>• Home visits</li> </ul>	<p>Pupil Premium, Pastoral and Attendance team to work collectively in ensuring first day response to any disadvantaged pupil absent in all year groups. Attendance initiatives inclusive of rewards, transport support and home visits. Regular attendance is a key factor in improving attainment and life chances for students. Linked Research: <a href="#"><u>EFF Parental Engagement</u></a></p>	<p>1,2,3,5</p>

**Total budgeted cost: £ 405,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

Measure	Pupil Premium	Non-Pupil Premium	National Average
English and Maths 5+	20.9%	41.07%	52.5%
Progress 8 score	-0.81	0.18	Not published
Attainment 8 score	34.64	45.79	46.8

Last academic year the progress 8 score for PP students was -0.81. The largest notable gap in progress was in the open element (-1.27). This was due to several concerns around attendance in exams which particularly impacted the open elements subjects. Therefore, raising awareness around attendance and working with families to ensure attendance is improved this academic year, attendance will be scrutinised with a robust action plan. 21% of PP students achieved a grade 5+ in both English and Maths in comparison to 33% in comparison to 41% non-PP students. Despite there being some gains, overall, the gap is greater due to key groups where progress was very negative.

At the end of last academic year, in English the gap between PP and non- PP was 21% for grade 5 or above. In Maths, the gap was larger 25%. This gap is greater than the previous year 2022/23, suggesting intervention strategies that were used were not completely successful.

The reading age gap of our year 7 pupils, continued to narrow throughout the last academic year, however, the gap across the school is significant, particularly with students who are Pupil Premium and have SEND. **It is evident that Ruth Mishkin reading programme is making an impact on the reading ability of our students, however a significant gap remains with key groups.**

Overall attendance in 2023/24 was 92.99% and for disadvantaged students this figure was lower at 89.46%. Year 10 girls on PP had the worst attendance with 87.03% with 9.91% of persistent absence. **To ensure the school's ambitious drive for excellence, the school is determined to further narrow the attendance gap between the disadvantaged and their peers. The attendance target for the disadvantaged is, therefore, set at 94% for the 2024/25.**

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
N/A	N/A