

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 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 impact that last year's spending of pupil premium fund had within our school.

School overview (2023 - 2024)

Detail	Data
School name	The John Roan
Number of pupils in school	1142
Proportion (%) of pupil premium eligible pupils	37.47%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	October 2023
Date on which it will be reviewed	16/10/23, 10/1/24, 1/9/24, 1/1/24, 1/9/24
Statement authorised by	Cath Smith Headteacher
Pupil premium lead	Freeman Appiah, Director of Maths
Governor / Trustee lead	Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£399,510 (Awaiting confirmation from DFE)
Recovery premium funding allocation this academic year	£105,584
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£505,094

Part A: Pupil premium strategy plan

Statement of intent

The John Roan School is an ambitious learning community where PRIDE brings out the best in everyone.

At The John Roan School, we believe that social or financial disadvantage should never be an obstacle to a young person's life chances and that each pupil can achieve at the highest levels. Our Pupil Premium Plan uses every funding source and educational strategy to remove any barriers our pupils may face. We encourage every pupil to believe in themselves and to achieve their highest potential.

Our current Pupil Premium Strategy works towards achieving these objectives by identifying barriers to achievement our pupils are challenged by and ensuring we have research-informed solutions funded by our Pupil Premium grant. These are outlined in further detail with rationale below. As a starting point we have used the Educational Endowment Foundation (EEF) recommendation of a tiered approach with a focus on teaching, targeted support, and wider strategies.

Our prominent approach to closing the disadvantage attainment gap is a focus on high quality teaching. This is proven to have the greatest impact on disadvantaged pupils but will also benefit our non-disadvantaged pupils' outcomes. Our approach to lessening the gap between our disadvantaged and non-disadvantaged students is based on a robust diagnostic assessment and not simply assumptions. The approaches that we have adopted aim to complement one another to help pupils excel.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance and Persistent Absenteeism</p> <p>Attendance of disadvantaged students is less than that of their peers.</p> <p style="text-align: center;">Attendance 2022-23</p> <p style="text-align: center;">Overall students – 92.47%</p> <p style="text-align: center;">Pupil Premium Students – 90.57%</p> <p>There is a clear link between attendance and progress and attainment and this is therefore a high priority for PP spending.</p>
2	<p>English and Maths</p> <p>Attainment of disadvantaged students in both English and Maths is lower than that of their peers.</p> <p style="text-align: center;">Results 2022-23</p> <p style="text-align: center;">Maths – Non-PP - +0.04, PP Students –0.14</p> <p style="text-align: center;">English – Non-PP - -0.48, PP Students - -0.71</p>

	<p>(The data quoted above are the groups progress figure, not their attained score).</p> <p>This has an impact on PP progression to P16 and for their future employment. This challenge will focus on ensuring that there is a very strong focus on the Basics (English and Maths) across KS3 and KS4.</p>
3	<p>Year 11 – Pupil Premium / Non Pupil Premium gap</p> <p>There continues to be a gap between disadvantaged students and their peers in Year 11 regarding progress.</p> <p style="text-align: center;">Results 2022-23 Non-PP students - -0.19, PP students -0.77</p> <p>This challenge will focus our work on accelerating the progress for PP students.</p>
4	<p>PP SEND</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 style="text-align: center;">Results 2022-23 SEN Non-PP -0.19 SEN-PP students –0.81 (24 students)</p> <p>This academic year will be focused on targeting the intervention support given to students with SEND and who are eligible for pupil premium funding.</p>
5	<p>Reading</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.” EEF (2023)</p> <p style="text-align: center;">NGRT Reading assessment data 2023</p> <p style="text-align: center;">Year 7 - Non-PP students mean reading score (SAS) – 103.5 PP students mean reading score (SAS) – 98.6</p> <p style="text-align: center;">Year 8 – Non-PP students mean reading score (SAS) - 103.9, PP students mean reading score (SAS) – 95.9</p> <p>A high percentage of disadvantaged students have a poor understanding of vocabulary and how to use it effectively. This national picture is also evident within our school community. For the 2023-4 academic year, the</p> <p>This year, we are focusing on the very weak readers through intensive intervention strategies.</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
PP-eligible pupils attend regularly. Students targeted by attendance improvement	By the end of the current plan 2024-25, data shows that Pupil premium whole school attendance is at least 94% (current academic

<p>strategies increase their percentage attendance and Persistent Absenteeism (PA) amongst PP students drops.</p>	<p>year – 23-24) and demonstrates year on year improvement (90.57% 2022-2023).</p> <p>The PA figure for PP students drops to below 20%</p>
<p>PP-eligible pupils experience excellent teaching in English and Mathematics and make good progress within these curricula. Their work is of a high standard and compares favourably to that of non-PP peers. The gap between PP students and non-PP students in attainment of English and Maths at 4+ will be insignificant.</p> <p>Students in KS3 eligible for Pupil Premium experience a broad and challenging curriculum, with a strong core that strengthens their ability to achieve well in all subjects. They build their knowledge and understanding over time and grasp key curriculum concepts, enabling them to demonstrate knowledge and skills confidently in a range of assessments, including summative tests.</p>	<p>Attainment of disadvantaged students in basics (English and Maths) was 49.23% this year (4+). This will raise each year between 2022-24. The target for 2024 is 60%.</p> <p>Mid and End of year assessment, alongside classwork demonstrates that disadvantaged students in KS3 achieve in line with peers and are catching up on learning gaps. Work in their books shows a growing body of knowledge and increasingly fluent application of skills, comparable to their non-disadvantaged peers.</p>
<p>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.</p>	<p>Disadvantaged students in Year 11 achieve positive Progress 8 score that improves year on year and accelerates their progress.</p> <p>Disadvantaged students are entered for EBACC in line with their non-disadvantaged peers, ensuring equal proportions of students entered for EBACC.</p>
<p>Students eligible for Pupil Premium funding who are also considered to have SEND receive a challenging curriculum, in line with their peers, suitably adapted in the classroom to meet their needs while enabling the best possible outcomes.</p>	<p>End of Year assessment data shows little difference between SEND PP and non groups; with a year-on-year improvement in all key stages.</p> <p>There is minimal difference at GCSE between non-SEND/PP students and SEND-PP students between 2022-24.</p>
<p>To have a greater percentage of students reading for pleasure, with fluency and comprehension appropriate to their age. Reading is prioritised to allow students to access the full curriculum.</p> <p>All students have a wider understanding of vocabulary and how to use it effectively.</p>	<p>NGRT tests show improved reading ages for disadvantaged students. Improved literacy skills that lead to improved Mid and End of Year assessments for all subjects and in particular English.</p> <p>Improved use of vocabulary, evident in books and exam responses.</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

Budgeted cost: £305,094

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD programme in line with Rosenshine Principles, Teach Like a Champion (TLAC) and EEF toolkit that demonstrates strategies for all staff to use in supporting disadvantaged students. This will also include:</p> <ul style="list-style-type: none"> • Excellence Visits to other UL schools to observe best practise including associated costs. • Deliberate Practice which allows teachers to learn and apply researched methodologies to support students achieve their best in each lesson. • Curriculum implementation sessions which are subject focused and develop subject knowledge and pedagogy 	<p>EEF teaching and learning toolkit demonstrates a wide range of strategies to be employed in order to support progress of students. The Principles behind Rosenshine and TLAC are in line with the majority of these approaches. Link: Great Teaching Toolkit</p>	<p>2,3,4</p>
<p>Specialist leaders and teachers in Core:</p> <ul style="list-style-type: none"> • KS3 and KS4 leads in English, Maths and Science 	<p>EEF highlights that high quality CPD for teachers results in better teacher retention and stronger outcomes for disadvantaged students. Link: Teacher CPD and Workload</p>	<p>2,3,4</p>
<p>Extended Curricula opportunities for PP students. This will include:</p> <ul style="list-style-type: none"> • Further Maths – after school sessions • Triple Science – after school sessions • Excellence hour support, supervised study session for disadvantaged students led by Vice Principal (VP) Outcomes and Associate Assistant Principal (AAP) Attainment 	<p>EEF 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 offer. Link: Expert Teaching</p>	<p>2,3,4</p>
<p>Extra weekly interventions in Maths and English</p>	<p>Extra time with specialist subject staff to support learning gaps in targeted sessions. The EEF toolkits cites this as</p>	<p>2,3,4,5</p>

<ul style="list-style-type: none"> • Sessions run through the school led tutoring programme. • After school targeted intervention sessions run for key groups. • Peer mentoring by Year 12 students in Maths for HP PP students in Year 11 during tutor time 	<p>having 3 months progress to learners. EFF Report to interventions: Effective interventions, Small Group Tuition</p>	
<p>Trainee and ECT training and education Including:</p> <ul style="list-style-type: none"> • Mentoring of our trainee teachers to provide rapid support • Professional Mentor kept under TT allocation to provide broader support and training. • Team teaching within English and Maths departments to provide extra support to new teachers. • Embed use of Step-Lab to ensure quality of mentoring throughout ECT programme 	<p>EEF teaching and learning toolkit demonstrates a wide range of strategies to be employed in order 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. EFF Report: Effective professional Development</p>	2,3,4
<p>Extended school day for year 11 pupils- allows extra time for core subjects</p>	<p>Evidence suggest that disadvantaged pupils might benefit more from additional school time.</p> <p>Stat guidance template (publishing.service.gov.uk)</p>	2,3
<p>Ensure all Year 11 students have a post 16 plan providing specific careers time</p>	<p>Post 16 plans will ensure that students have a pathway on from Year 11, thereby increasing their motivation to succeed and be ambitious learners</p> <p>Careers education EEF (educationendowmentfoundation.org.uk)</p>	2
<p>Improving exam outcomes for PP pupils. This will include:</p> <ul style="list-style-type: none"> • Attending exam board training including associated costs for travel and cover. 	<p>If subject specialists attend exam board training, they will be able to support student learning. Furthermore, if our teachers are expert examiners, we will be able to provide significant support to our students. The EEF cites giving students expert feedback as adding 6 months</p>	2,3,4

<ul style="list-style-type: none"> • Teacher release to attend exam board and other relevant CPD opportunities. • Examiner’s incentive scheme • Effectively applying the Access Arrangements for high stakes assessments and public exams • Learning coaches work with the SEND and PP students during high stakes assessments – support their mental health during such times. 	<p>progress to learners. EFF Report: Expert Teaching</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £98,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
A comprehensive careers programme and a Careers Guidance SLA	<p>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.</p> <p>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).</p> <p>Linked paper: EFF Careers</p>	2,3,4
Attendance and Home Visits	Senior TA carries out home visits to engage SEND/PP students and their families	1
Extra Capacity to support attendance	Extra 0.5 of Attendance officer for early intervention phone calls	1
Extra Capacity to support Reading	Recruitment of two Reading Intervention TAs to target weakest readers and in phonics.	2, 5
Provide small group interventions outside of the school day – during tutor time as master classes, after school excellence hour, at weekends and during holidays when	Research by EEF has found that small group intervention has an average impact on progress of about four months over the course of a year	2,3,4

necessary for catch up to close gaps in students' knowledge.	Small group tuition EEF (educationendowmentfoundation.org.uk)	
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 Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	2,3,4
CPD programme in line with Rosenshine Principles, TLAC and EEF toolkit that demonstrates strategies for all staff to use in supporting disadvantaged students	EEF teaching and learning toolkit demonstrates a wide range of strategies to be employed in order to support progress of students. The Principles behind Rosenshine and TLAC are in line with the majority of these approaches.	2,3,4
Reading programme, which includes: <ul style="list-style-type: none"> • Excellence Visits to areas of best practise • Learning Coaches – 30% of costs due to use in delivery of reading programme. • Ruth Miskin Reading Programme, training and delivery. • NGRT assessment costs. • Learning Coach for literacy 	All students participate in regular reading 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: EFF Literacy	2,3,4,5
IT support, SMHW, Seneca and Sparx and Close monitoring of homework. <ul style="list-style-type: none"> • Contribution to the cost of running the above programmes. • Provision of Chromebooks, internet and other materials to allow PP pupils to access digital technology at home. • Free provision of Casio Scientific calculators for Year 11 and Year 10 PP students who do not have one 	Students have clear homework set based on knowledge recall and independent practice. The EEF cites 5 months progress for learners based on the completion of homework. Ensure students without access to suitable electronic devices at home are provided with a laptop or equivalent to support independent learning Removing this barrier ensured all students had access to home learning. Homework can add 5 months of progress to learners according to the EEF. Linked report: EFF Homework Digital technology to support learning	1,2,3,4,5
Baseline testing including: <ul style="list-style-type: none"> • MIDYIS assessments • NGRT 	NGRT, MidYis and NMM 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.	2,3,4,5

<ul style="list-style-type: none"> English and Maths Baseline assessments NMM Satchel 	Percentage contribution in line with PP cohort. Linked Research: <u>Intervention</u>	
<p>Numeracy support including:</p> <ul style="list-style-type: none"> Learning Coach for Numeracy Sparx Licence 	Sparx programme to support numeracy skills and independent learning. Homework can add 5 months of progress to learners according to the EEF. EEF Research: <u>Small Group Numeracy Tuition</u>	2,3,4

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

Budgeted cost: £102,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enrichment:</p> <ul style="list-style-type: none"> Opportunities for visits to cultural sites e.g. Theatre or ballet. Opportunities to experience British Landmarks e.g. The Coastline Braithwaite residential trips Duke of Edinburg expeditions Debate Mate Model UN 	Subsidised trips and visits to develop cultural knowledge capital and Education with Character.	1
<p>Holiday tutoring</p> <ul style="list-style-type: none"> 1:1 and 1:2 tuition to support students who are struggling in English and Maths. Holiday revision sessions Summer School Programme to support 6-7 transition 	<p>Targeted 1:1 or small group tutoring for Year 11 students during the Easter holiday in preparation for their summer exams.</p> <p>Summer School Holiday provision to support students who are struggling with English and Maths.</p> <p>Summer School Transition programme to support transition of students from years 6-7.</p>	1,2,3,4

<ul style="list-style-type: none"> • Attendance strategies with appointed Attendance Lead and Attendance officer • Rewards for high attendance • Costs of conducting home visits and transport • Part Time attendance officer to support the lead attendance officer. 	<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: <u>EFF Parental Engagement</u></p>	<p>1,2,3,4</p>
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Total budgeted cost: £ 505,094

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Our internal end of year assessments in Key Stage Three in the year 2022/23 highlighted that there is a significant gap in the outcomes of disadvantaged pupils, this is particularly prevalent in English and Maths. An average gap of 13% remains in English and 12% in Maths from our end of year assessments. At GCSE in 2023, disadvantaged students were 20.41% less likely to achieve a strong pass in (grade 5) in English and Maths than their non-disadvantaged peers. This gap extended to 22.40% for Disadvantaged White British Boys. **Therefore, although some gains have been made, our strategy has not yet been completely realised and as such these groups remains a priority in our strategy.**

The reading age gap of our year 7 pupils, continued to narrow throughout the academic year 2024/24, however the gap across the school is significant, particularly with students who are Pupil Premium and have SEND. In year 8, the average reading age (NGRT Autumn 2022) was in line with actual age for disadvantaged pupils. However, amongst disadvantaged White British students, the average reading age was higher than their non-disadvantaged peers. **It is evident that our reading programme is making an impact on the reading ability of our students, however with a significant gap remains with key groups. We will therefore no longer pursue broad reading programmes and instead create a more targeted approach to interventions to support the reading ability of key groups. We will also include specific intervention for those students within Stanines 1-3, to ensure that the gap is reduced between their reading age and their chronological age.**

Our assessments of the reasons behind these gaps in outcomes and reading ages highlighted the lingering effects of the disruption to learning caused by the COVID-19 pandemic. The impact of the pandemic has been well evidenced across the country; this impact has been particularly acute with disadvantaged pupils. Small group interventions in English and Maths have highlighted a real positive impact on those students and we will continue to pursue this strategy. Furthermore, combining these small group interventions with our approach to curriculum improvement and expert teaching has continued to have a positive impact on all pupils, but especially those disadvantaged pupils. **The success of these strategies is particularly evident in the improved outcomes for students at GCSE between 2019 and 2023 and the school is determined to keep on this trajectory.**

Overall attendance in 2022/23 was 92.47% and for disadvantaged students this figure was lower at 90.57%. However, these figures were an improvement on the attendance rate of the previous year 2021/22, which was 90.61% overall and 87.78% for disadvantaged students. Year 10 girls and Year 11 boys had the worst attendance (<90%). Also, the PP of Year 9, 10, and 11 had attendance gap of at least 2% less than then the overall average of their cohorts. Generally, the overall attendance and that of disadvantaged has improved since last year. **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 2023/24 academic year.**

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