

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2027 academic years) 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 Colet School |
| Number of pupils in school | 1067 |
| Proportion (%) of pupil premium eligible pupils | 153 / 14.3% |
| Proportion (%) of Service Children | 6% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024-2027 |
| Date this statement was published | 31/12/2024 |
| Date on which it will be reviewed | 30/09/2025 |
| Statement authorised by | Mr Ian Brierly |
| Pupil premium lead | Mr Bobby Crawford |
| Governor / Trustee lead | Mr Chas Martin |

Funding overview

| Detail | Amount |
|---|-----------|
| Pupil premium funding allocation this academic year | £ 131,250 |
| Service Premium this academic year | £ 20.740 |
| Post-LAC Premium | £ 10.280 |
| 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 | £ 162,270 |

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | The legacy of Covid-19, lockdown and remote learning has had a greater impact on the progress of disadvantaged students despite allocation of a significant number of devices to support online learning. This continues to manifest itself in schools with anxiety, mental health and attendance all suffering significantly. This is expected to continue to affect young people who were at nursery age at the beginning of the pandemic. (supported by The Sutton Trust Report 2020. By Dr R Montacute) |
| 2 | Progress 8 scores for FSME6 students continue to be below 0. The gap between non FSME6 and FSME6 students has narrowed, FSME6 students are still on average achieving half a grade less per subject than non. Despite extensive interventions in recent examinations Progress 8 for disadvantaged students in 2024 was -1.49, And we are committed to removing this gap between disadvantaged and non-disadvantaged which currently sits at +2.01 |
| 3 | Levels of literacy, particularly advanced vocabulary needed to understand and then to achieve the higher grades remains a barrier to achievement. The average reading age of FSME6 students in year 7 is aged 10.4 compared to aged 11.4 for non-FSME6 students. |
| 4 | Attendance of disadvantaged students remains lower than non-disadvantaged students and increases as students move up the school, therefore the disadvantaged attendance gap is greater in year 11 than in year 7. |
| 5 | Parental engagement of disadvantaged students continues to be a challenge, which impacts on parents' evenings, school trips and activities and home-school support. |
| 6 | Social disadvantage that has resulted in a deficit in cultural capital which impacts on both academic achievement and on social, emotional, and wider/softer employment skills. This has been further impacted by the cost of living increases experienced by all families in the last 18-24 months. |
| 7 | The school has noted an increase in the number of in Fair Access admissions oftentimes children and families who are living in temporary accommodation and have increasingly, had English as an additional language. |

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 |
|---|---|
| To improve student progress so that disadvantaged students make progress in line with their peers, achieving a Progress 8 score of zero. | Progress 8 score of zero with an improvement in both Core and Open element progress. |
| Improved reading, writing and comprehension for students, particularly those in years 7 and 8, and those with SEND. This is part of the wider whole school Word Rich Strategy | All students to have a reading age that is within 18 months of their chronological age |
| Improved attendance and lower rates of persistent absence in all year groups | Attendance gap has reduced to less than 1% and is in line with national data. |
| Provision of enrichment activities for students, targeting disadvantaged students to improve aspirations and cultural capital | 100% of disadvantaged students in Years 7 to 10 receive at least one cultural/academic enhancement trip per academic year. Use our school Focus Week in particular to ensure higher levels of engagement from our Disadvantaged students. |

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: £ 6,060

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Continued school CPD on consistent approaches to supporting literacy across the school "Word Rich Strategy". | EEF guidance Reports – metacognition and self-regulated learning. | 3 |
| Disadvantaged Pupil Champion with PP remit to work with identified students on learning habits and resilience. | EEF guidance Reports – metacognition and self-regulated learning. | 2 |
| Student Engagement Coordinators - working with mostly vulnerable and disadvantaged learners on issues related to mental health, stress, anxiety, low mood and self-efficacy. They share knowledge back to teaching staff to ensure higher engagement | EEF guidance Reports – metacognition and self-regulated learning. | 4, 1 |

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

Budgeted cost: £ 72,600

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Academic 1:1/small group intervention to help students overcome barriers to learning and consolidate fundamental skills needed (Inc HLTAs, | EEF Teaching and learning Toolkit – Small group tuition | 1, 2 |

| | | |
|---|---|------|
| Learning Support Assistants) | | |
| Use of staffed Study Club after school to give additional learning opportunities to those needing space to work | EEF Teaching and learning Toolkit – Small group tuition | 1, 2 |
| Use of the Virtual School to support with targeted intervention for our Looked After Children | EEF Teaching and learning Toolkit – Small group tuition | 1, 2 |

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

Budgeted cost: £ 83,610

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Use of non-academic interventions (including Attendance Officer, Student Engagement Coordinators (SEC) internal and external mentors, HOY, SSOs and counsellors) to ensure that attendance is at least in line with non-FSME6 students. | Prior work evidenced within school that shows improvement in attendance of families receiving FLO support. EEF Guidance Report – Working with parents to support children’s learning | 4, 5 |
| Identify FSME6 students (including HPA) to participate and experience university style learning. Provision of Career based experience for Year 9 students. | Attending the Oxbridge University visits, HPA mentoring with a priority for disadvantaged children | 4, 5 |
| Remove financial barriers in accessing school and school experiences. Ensure all students are equipped for learning and able to access experiences to enhance cultural capital. Funding for wider curricular qualifications e.g Sports Leaders and DofE, including equipment where necessary. | How to expand narrow definitions of cultural capital – The Key for School Leaders (Oct 2024) | 6 |

| | | |
|---|--|------|
| Provision of non-academic interventions to include, expanded Counselling (including Trauma | | 4, 6 |
| Informed Counsellors), Family Liaison Worker/SEC Student Engagement Coordinators, Deployment courses, Services visits and activities, use of services liaison worker and SAFA. Targeted services trips to broaden their understanding of career opportunities in the services. | | |

Total budgeted cost: £ 162,270

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 2023 to 2024 academic year.

Progress of Disadvantaged students had been improving from 2019 with 2023 exam results for disadvantaged learners improving in most areas when compared to 2022. However, in 2024 we have seen dip, something we will be actively looking to address in the next 12 months.

| Year | | | | 2023 (Exams) | | | 2022 (Exams) | | | 2021 (TAGS) | | | 2020 (CAGS) | | |
|--------------------|-------------|-------------------------------|-------|--------------|-------------------------------|-------|--------------|-------------------------------|-------|-------------|-------------------------------|-------|-------------|-------------------------------|-------|
| Student Population | Cohort Size | % GCSE 5+9-5 inc E&M (9-4) | P8 | Cohort Size | % GCSE 5+9-5 inc E&M (9-4) | P8 | Cohort Size | % GCSE 5+9-5 inc E&M (9-4) | P8 | Cohort Size | % GCSE 5+9-5 inc E&M (9-4) | P8 | Cohort Size | % GCSE 5+9-5 inc E&M (9-4) | P8 |
| All Pupils | 167 | 45.5% | 0.02 | 180 | 38.9 (67.2) | 0.19 | 203 | 55.2 (79.8) | 0.14 | 195 | 44.1 (71.8) | 0.18 | 179 | 51.9 (75.4) | 0.16 |
| FSME6 | 20 | 40.0% | -1.51 | 19 | 10.5 (31.6) | -0.42 | 8 | 12.5 (37.5) | -1.13 | 11 | 9.1 (36.4) | -0.92 | 19 | 42.1 (26.3) | -0.45 |
| Non FSM | 147 | 46.3% | 0.18 | 161 | 42.2 (71.4) | 0.26 | 195 | 56.9 (81.5) | 0.20 | 184 | 46.2 (73.9) | 0.24 | 160 | 51.9 (79.4) | 0.23 |

Attendance had also been improving steadily when compared to national averages, compared to the first year after the pandemic. However, attendance for disadvantaged students on return to school was an increased issue with some steady improvements in 2023 and 2024, with a number suffering from Emotional Based School Non-Attendance, and reintegration programmes were put in place to get them back in school, supported by the attendance officer and the Family Liaison Officer. In 2024 this has developed further with the introduction of Student Engagement Officers-who work around the child and can also support the family.

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 |
|-----------------------------|-----------------------------|
| National Tutoring Programme | National Tutoring Programme |

| | |
|-------------------|----------|
| Catch Up Literacy | Catch Up |
|-------------------|----------|

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? | Use of the Student Engagement Coordinator to provide pastoral support for students and families. Services activities, including teambuilding day for years 7 and 8. Counselling support for students during lockdown. |
| What was the impact of that spending on service pupil premium eligible pupils? | Improved attendance for families who worked with the SEC. Mental health of students has improved. |