Pupil premium strategy statement, including Recovery Premium

This statement details our school's use of pupil premium and recovery premium funding for the 2023 to 2024 academic year to help improve the attainment of our disadvantaged students.

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 Willmott School
Number of students in school	987
Proportion (%) of pupil premium eligible students	54%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023/2024 to 2026/2027
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Nicola Gould, Headteacher
Pupil premium lead	Mrs Natalie Sturmey
Governor / Trustee lead	Seraphina Leigh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£411516
Recovery premium funding allocation this academic year	£112435
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£21468
School Led Tutoring Grant	£67230
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	£612649

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to ensure that all pupils succeed as learners and flourish as responsible members of our school community and beyond.

Nationally there is a clear correlation between students from disadvantaged backgrounds and additional barriers to educational attainment. However, at John Willmott School we believe that irrespective of the background a pupil has joined us from, all can succeed and deserve to do so, turning their 'Potential into Reality'.

Therefore, we will prioritise raising the attainment and progress of pupils eligible for pupil premium funding so that their performance compares favourably with Non-Pupil Premium peers nationally, breaking the link between family income and educational achievement. Our strategy is also integral to wider school plans for education recovery, notably in its targeted academic support for students whose education has been worst affected, including non-disadvantaged students

High quality teaching and learning as well as the opportunity to be stretched and challenged by the curriculum is fundamental to the progress of pupils from disadvantaged backgrounds. This remains a consistent and relentless focus. Quality first teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. The curriculum is designed with a core principle that there is no denial of knowledge and skills regardless of prior attainment. Teachers plan adaptions to teaching, ensuring the curriculum is accessible and relevant and that progress is both monitored and achieved for all.

In addition to this, targeted intervention and support strategies included trauma informed approaches are deployed to address inequalities in the education and academic performance of pupils from low-income families and raise the attainment of these pupils. As an expect of consistency the codified behaviour routines are a guiding principle for 'every child to be seen' and raising expectations across the school as well as promoting a sense of belonging. Our approach will be responsive to common challenges such as attendance and reading as well as individual needs such as SEND and behaviour. It is rooted in robust diagnostic assessment and not assumptions about the impact of disadvantage

What this looks like:

1. Reduce absence and persistent absence for Disadvantaged students

2. Reduce suspensions for Disadvantaged and SEND students across all year groups

3. Ensure students meet age related expectations for reading, lessening the gap between the average reading age of Disadvantaged students and others.

4. To improve rates of progress for Disadvantaged students, particularly those with SEND
5. To equip our young people with the skills and knowledge to be successful, and build the foundations for a strong moral character to thrive personally and to shape society for the better
6. To prioritise the social and emotional wellbeing of our students

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data over the last 3 years indicates that attendance among disadvantaged students has been between 4 – 6.5% lower than for non-disadvantaged students and this gap has grown. Our attendance data for the last year shows that our overall attendance is in line with the local area average (Birmingham North), but that the gap between disadvantaged students and others is 2% higher than the local are average. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students' progress whose attendance is now almost 8% lower than other students.
2	Our data shows that suspensions are higher for disadvantaged students than other students. Suspensions have declined from 2021/22 by 20.4%, suspensions for disadvantaged students have declined by 10.7% from the previous year. Suspensions for those who are not disadvantaged (28) was significantly below those who are disadvantaged (167). Suspensions for those who are not disadvantaged falls below national average. From Summer 2021, there has been a decline in the number of disadvantaged students suspended, falling closer to the national average.
3	Our assessment data shows us that disadvantaged students have a disproportionately low reading age in comparison to their non disadvantaged peers. Out of the students with a reading age of 9 or below in the 2021-2022 Year 7 cohort, 62.5% were Disadvantaged, their progress was also slower compared to other students.
4	Our assessments, observations and discussions with students and families suggest that the education outcomes of many of our disadvantaged students are reduced in comparison to other students. These findings are backed up by several national studies. Students have fallen further behind age-related expectations, especially in maths and science.
5	Our observations and discussions with stakeholders reflect that the cohesive experience of significant contexts including: family; employment and stable housing, contribute to the complexities involved in developing effective learning behaviours. Therefore, our Disadvantaged students lack the independence, resilience and self-regulation which will allow them to thrive.
6	Our observations, assessment and discussions with students and families have identified social and emotional issues for many students, such peer-on-peer abuse, all forms of exploitation and higher participation in violent crime. This is driven by 88% of the cohort using public transport to travel across the city to attend school.

	Between 2022 and 2023 safeguarding logs reflect a more rapid increase in concerns for Disadvantaged students compared to others.

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
Increase attendance rates and decrease persistent absenteeism for Disadvantaged students	Sustained high attendance from **2026/27** demonstrated by: • the overall absence rate for all students being in line with the national average, and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced towards national average. • the percentage of all students who are persistently absent being below 13% and the figure among disadvantaged students being no more than 3% lower than their peers. • a reduction in lateness to school toward national average.
Reduce suspensions for Disadvantaged and SEND students across all year groups	The number of disadvantaged (and SEND) students receiving suspensions will lessen by the end of 2026/27, so: • there is a reduction in the disparity between disadvantaged pupils and their peers in receiving negative behaviour points and suspensions. • student and staff voice as well as data reflects improved behaviour • All students, irrespective of background, behave with respect and kindness to peers, staff members and the wider community • Figures of suspension rates fall in line with national statistics across all cohorts • Alternative approaches to suspension used to further engage parents and families.
Ensure students meet age related expectations for reading, lessening the gap between the average reading age of Disadvantaged students and others	The reading ages of disadvantaged students improves so that they can better access the curriculum by the end of our plan 2026/2027: • students identified early as behind age related expectations on joining, so that relevant intervention has a rapid impact to catch students up and lessen any gap between Disadvantaged students and others • where students join with a reading age of 5 years or below they will have additional 1 to 1 support through the Switch-On Reading Programme, delivered by reading specialist teaching assistants, to assist with rapid recovery.

To improve rates of progress across KS3/KS4 for Pupil Premium students, particularly those with SEND	By the end of our current plan in 2026/27, 47% or more of disadvantaged students will be entered for the English Baccalaureate (EBacc). In 2022/23 this figure was 21%. 2026/27 KS4 outcomes demonstrate that disadvantaged students achieve: • an average Attainment 8 score in line with national averages for all students • an average Progress 8 score in line with national averages for all students
Equip our young people with the skills and knowledge to be successful, and build the foundations for a strong moral character to thrive personally and to shape society for the better	At the end of our current plan in 2026/2027 a deliberately planned, successful character and culture curriculum will be evidenced by: • An increase in positive behaviour, particularly for Disadvantaged students. • Students being able to articulate the importance of virtuous behaviours and how they have contributed to both their personal development and the development of a flourishing community. • All students will have opportunities to make a meaningful contribution to the school through a broad range of student leadership roles. Disadvantaged students will be proportionally represented amongst the student leadership. • teachers being able to recognise improved aspirations through engagement in lessons and book looks. • Destination data will show increased the increasing aspirations of our school leavers through their choice of next steps. • The award of the ACE Kitemark for schools of character.
Prioritise the social and emotional wellbeing of our students	Sustained high levels of wellbeing from 2026/27 will be demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in the availability and participation in enrichment activities and experiences, particularly among 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: £289,614

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments (NGRT). Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	3, 4
Calendared 'Summative Assessment Weeks' supported by: invigilators, collapsed timetable and reduced school day	Quality assured faculty testing promotes 'the testing effect' and improves familiarity around test conditions by: academic skill-building interventions, such as teacher-guided revision, study skills training and examination practice may result to increase assessment performance 'I'm going to feel stressed, but now I know how to handle it': reducing test anxiety and improving student well-being at GCSE - Brown - 2022 - Support for Learning - Wiley Online Library	3, 4, 5, 6
Embedding of 5 evidence based strategies to support high quality teaching of pupils with SEND in mainstream settings	The evidence indicates that students with SEND have the greatest need for excellent teaching and access to provision so that they enjoy school. Understanding the whole child and the 5 recommendations for whole school procedures can be effective at reducing the attainment gap. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1, 2, 3, 4, 5, 6

Develop staff understanding and implementation of school's Lesson Structure: **Do It Now** **Clear Learning Question** **I do** **Check for understanding:** (**Reteach** where needed) **We do** **Check for Understanding** **You do** Intentional Monitoring (INMO) **Pause and Reteach** **Exit Ticket**	The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content. I do, we do, you do – learning more with metacognition model scaffolding teaching pedagogy lesson planning classroom education school (sec-ed.co.uk) Metacognition and self-regulation	EEF (educationendowmentfoundation.org.uk)	4, 5
All students to be given iPads as part of ATLP's Learning Futures.	Students' access to digital resources, developmental applications and modelling cast using the Apple Boxes is advantageous; technology, as a method to provide feedback to pupils and/or parents can be effective, especially when the pupil can act on this feedback. EEF Blog: Five evidence-based strategies to support…	EEF (educationendowmentfoundation.org.uk)	3, 4, 5,
Teach learning behaviours alongside managing behaviour. This will involve ongoing teacher training and support and release time. Learning routines will first be rolled out across the school. ALL staff receive school and Trust based Trauma Informed and Attachment Aware training.	Teaching learning behaviours will reduce the need to manage misbehaviour. Teachers will be empowered to provide the conditions for learning behaviours to develop to support access to the curriculum and participation in learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour Based on internationally validated discoveries in neuroscience, this approach enables staff to notice, improve and value their skills in establishing brain-building relationships with children and young people.	1, 2, 3, 4, 6

Funding 2 members of support staff to complete Adolescent Thrive Training	<u>Trauma Informed Attachment Aware Schools (TIAAS)	Birmingham Education Support Services</u> The aim of the intervention is to develop children's social and emotional wellbeing so that they can engage with life and learning. Thrive proposes to support children through increasing adults' understanding of their needs and providing therapeutic strategies and techniques. <u>To What Extent Is the Thrive Intervention Grounded in Research and Theory? (uel.ac.uk)</u>	
Enhancement of our maths and science teaching and curriculum planning in line with DfE KS3 and EEF guidance. Maths will be further enhanced by the embedding of the White Rose curriculum and continuing to use Hegarty maths to support teaching	To teach maths well, teachers need to assess students' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help students to develop more complex mental models: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 To teach science well teachers need to build on the ideas that pupils bring to lessons, use models to support student understanding, support students to retain and retrieve knowledge, use practical work purposefully, develop science vocabulary and read science texts and use structured feedback. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/science-ks3-ks4	4
English Key Stage 3 curriculum replaced by the English Mastery, Secondary programme, provided by Ark. Subject teachers will have training to ensure that	Mastery learning works through designing units of work so that each task has a clear learning outcome, which pupils must master prior to moving on to the next task.	3, 4

curriculum delivery is differentiated and impactful.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning The programme is designed to equip teachers with the skills and expertise to deliver more effective English lessons and increase their understanding of how to use assessment to inform planning and delivery of lessons and provide more effective feedback to students. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/english-mastery	
Improving the teaching and curriculum planning of careers as part of the personal development programme. This will involve ongoing teacher training and support.	Teenagers who have a better under-standing of what they need to do to achieve their career ambitions do a lot better economically later in life than their peers. https://educationendowmentfoundation.org.uk/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match	5, 6
Ensuring that staff use a range of techniques which enable students to comprehend the meaning of what they read. Development and Resourcing of a form time reading programme which focuses on fluency and comprehension, using a richly diverse range of texts from the English and Media Centre's 'Diverse Shorts' to promote critical thinking	Reading comprehension strategies focus on the learners' understanding of written text and allows students to better access the curriculum https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	3, 4

Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language.	Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech. Teachers and subject leaders should consider which words and phrases to teach as part of curriculum planning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	
Develop teachers' use of live formative feedback. This will involve the continuing of training and sharing good practice. Embed *effective* adaptive teaching into *everyday, every lesson* classroom practice through the observation/ feedback model and faculty and whole school CPD	Different methods of feedback delivery can be effective but studies of verbal feedback show higher impacts overall (+7 months). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. EEF Blog: ECF – Exploring the Evidence: 'Adaptive Teaching' and…	EEF (educationendowmentfoundation.org.uk)	4

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

Budgeted cost: £67,392

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopting a targeted intervention programme for students, including disadvantaged students who need additional help to close gaps.	Interventions such as in form time and holiday time by teachers have more academic benefits than other interventions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	3, 4

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging academic support to provide a blend of tuition, mentoring and school-led tutoring for students whose education has been most impacted by the pandemic. A significant proportion of the students who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	3, 4

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

Budgeted cost: £110,296

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopting targeted intervention and mentoring to meet the behaviour needs of more challenging individuals. Teachers will be trained in strategies to support students with high behaviour needs.	There is evidence to suggest that tailored programmes reduce overall disruption and challenging behaviour in school: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions Mentoring in schools helps to build confidence and character: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1, 2, 5, 6
Creation of roles with a specific focus on personal development; well being and outcomes such as Phase Leaders and posts with responsibility for Character Development and Disadvantaged	School-level behaviour approaches are often related to improvements in attainment https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1, 2, 5, 6
A fully embedded character development program where character is Caught, Sought and Taught. Caught through the role modeling and	Our work on character education is founded on the principles set out by the Jubilee centre for Character Education: The Jubilee Centre Framework for Character Education in Schools - 2022	

reinforcement of a well-trained staff who understand, value and practice their importance of their role as character educators. Sought through a wide range of enrichment and leadership opportunities. Taught through an explicit Character development program focussed on the application of virtuous character to real life situations. Developing the understanding and engagement of parents and carers in the character development program.	Studies show that character education increases academic achievement. (Elias, Zins, Weissberg et al., 1997). •Studies have acknowledged that positive social and academic attitudes are associated with enhanced student success. (Benninga, Berkowitz, Kuehn, & Smith, 2003). •Skills such as endurance, decision-making, problem solving, and critical thinking are fundamental principles entrenched in character education. (Brooks 2022) •Students attending schools exerting the Child Development Program were known to have more motivation to learn and possessed closer ties to their school compared to students who attended schools not implementing the Child Development Program. (Benninga, et al., 2003.	
Employ a face to face careers advisor for individual post 16 advice as well as to track and monitor post 16 destinations Provide impactful, aspirational post 16 programme for Years 7-11 which students can track and feel informed by. Develop student awareness around different pathways and their access to them	Careers education can be crucial in developing the knowledge, confidence and skills young people need to make wellinformed, relevant choices and plans for their future. This is especially true of students from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work. SYM873648_Careers-Education-Infographic (d2tic4wvo1iusb.cloudfront.net) Aspiration interventions	EEF (educationendowmentfoundation.org.uk) EEF to investigate ways to improve careers education for…	EEF (educationendowmentfoundation.org.uk)	5, 6

Embedding principles of good practice set out in DfE's [Improving School Attendance](#) advice. Staff will get training and release time to develop and implement new procedures. External support agencies will be appointed to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	1
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost:

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 students in the 2021 to 2022 academic year.

In 2023 Year 11 pupils achieved lower than their peers in a number of measures.

32% of students achieved a 4+ in English and maths compare with 66% of other.

Their attainment 8 score was 2.84 compared with 3.99 and their progress in a number of subjects was lower.

Some progress has also been made towards supporting disadvantaged pupils with their reading, though this needs to remain a focus to ensure that Disadvantaged students make more rapid progress and can fully access the curriculum. For example, there were 30 students in Year 7 who were selected for targeted 'Reading Recovery' intervention. 73% of this cohort improved their reading age between September 2021 and May 2022; 67% of Disadvantaged students improved their reading age (an overall average of +6 months) and 75% of other students improved their reading age (an overall average of +7 months) whilst there is some impact it is not at the pace the school would like to see, therefore we have trained staff to deliver the 1 to 1 Switch-On Reading Programme to support students with the lowest reading ages.

Through 2021-22 when all pupils were expected to attend school, attendance among disadvantaged pupils was at 82.24% compared to 90.13% for their peers, this is a significant difference of 7.89%. As a school we recognise this as a key determiner in improving outcomes for our Disadvantaged students and it remains a central focus across school systems and new staffing structures. Focussed interventions have seen improvements in groups of disadvantages students and individuals, but wholesale improvement in attendance is essential to improve the outcomes and opportunities available for our disadvantaged students.

Suspensions for Disadvantaged students remain high and whist suspensions for other students have returned to pre-pandemic rates (13.2 in 2019 to 13.3 in 2022 to 6.8 in 2023), suspensions for those eligible for Pupil Premium are higher than they were in 2019 (29.17 in 2019 to 34.36 in 2023). The pattern, however, has declined from 2022 to 2023 (44.31 in 2022 to 34.36 in 2023). These trends are also reflected in the My Concern reporting where logs for Disadvantaged students have increased more rapidly in comparison to other students. A central focus for the school is to equip staff to *teach* learning behaviour as well as to *manage* behaviour in addition to promoting the social and emotional wellbeing of our students in all aspects of school life using a Trauma informed approach.

Externally provided programmes

Programme	Provider
Sparx	Sparx
White Rose Maths	White Rose
Reading Recovery	Birmingham Education Partnership (BEP)

English Mastery, Secondary	Ark
National Tutoring Programme	Impress Education
Flash Academy (EAL For Schools)	Flash Academy

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible students?	

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- ensuring students understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged students will be encouraged and supported to participate.

- Embed character virtues which informs and drives our school vision and combats key barriers to learning for our students, including those who are eligible for pupil premium. We will work together to ensure that John Willmott students have high aspirations and leave school with the academic achievements and work ethic required to access a career or educational pathway of their choice. They will have the skills, qualifications, and character habits to be self-sufficient and to support their families.

Implementation

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged students.

We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities.

We will adjust our plan over time to secure better outcomes for students.