

Pupil premium strategy statement – Jewellery Quarter Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|------------------------------|
| Number of pupils in school | 606 |
| Proportion (%) of pupil premium eligible pupils | 63.53% |
| Academic year/years that our current pupil premium strategy plan covers | 2024-2025 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | Jamie Henshaw Headteacher |
| Pupil premium lead | Faye Cutler |
| Governor / Trustee lead | Olwen Brown |

Funding overview

| Detail | Amount |
|--|-----------|
| Pupil premium funding allocation this academic year | £ 405,300 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £ 405,300 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is linked to our Academy mission: that all students, irrespective of their starting point or the challenges they face, make good progress and achieve high levels of attainment across the curriculum, developing a depth of character around our shared CORE values, that enables them to go on to ambitious next steps.

We aim that students leave JQA having experienced a curriculum that not only ensures they achieve personal excellence that opens doors to choice and opportunity but that also ensures they have the relevant knowledge and experience that enables them to be contribute and engage with society in a meaningful way. It is our intention that through this strategy we close the gaps that students have upon entry that is below that of their peers nationally, but also gaps that were created or widened because of the Covid-19 global pandemic.

Quality first teaching and the JQA Way is front and centre of our Pupil Premium strategy as this is proven to have the highest impact on closing the disadvantaged attainment gap. It is our aim to ensure all staff are equipped with the knowledge, skills, and support to ensure nothing distracts them from quality first teaching. Through this strategy we have aimed empowered teachers with evidence informed professional development, coaching and subject development that in terms empowers students to achieve personal excellence.

Whilst this strategy is for all disadvantaged pupils, it has also been integrated into wider Trust and Academy plans for educational recovery for pupils where education has been worst affected and therefore may include non-disadvantaged students.

Challenges

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

| Challenge number | Detail of challenge |
|-----------------------------|---|
| 1 Attainment | The GCSE attainment of disadvantaged students at GCSE is lower than non-disadvantaged students, particularly in subjects that rely on high levels of literacy and/or background knowledge. Similarly, the attainment of disadvantaged students in GCSE subjects that require more sophisticated problem-solving skills or contain multi-step tasks is also lower than non-disadvantaged students. |
| 2 Quality First Teaching | Students' needs are not consistently meet through quality first teaching which impacts negatively on KS4 outcomes as well as progression onto appropriate studies at post 16 routes. |
| 3 Literacy | Assessments, observations and discussion with KS3 students indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. Most students, including those from more disadvantaged |

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| | backgrounds, arrive with the ability to decode and are generally secure in their phonics ability. Discrepancies open-up, however, as students progress through the school and the role of wider reading, background knowledge and vocabulary become much more important to achieving success across the curriculum. |
| 4 Attendance | Our attendance data over the last 3 years indicates that attendance among disadvantaged students is lower than non-disadvantaged students across years 7-11, including persistent and severe absence. |
| 5 Participation | Some disadvantaged students not fully participating in their learning, such as taking longer to settle to activities, leaving some work incomplete and giving up a little too easily when asked questions or set tasks. The number of sanctions is greater for disadvantaged students when compared to their peers. |
| 6 Belonging and Aspiration | Assessments of students' sense of belonging through in school surveys and follow-up activities, as well as discussions with students and families, have identified a lack of connectedness with school life, particularly amongst our most vulnerable pupils. The clear desire from our students is to build deeper relationships with teachers in more informal settings and for further opportunities outside of lessons to connect with the wider school community to raise aspirations. |

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 |
|---|---|
| Attainment of disadvantaged students to be above national average for all groups. | <ul style="list-style-type: none"> No gap in attainment or progress between PP students and their peers |
| The JQA way ensures quality first teaching for all students. | <ul style="list-style-type: none"> Teaching targets gaps and misconceptions so that disadvantaged students are supported to make progress in line with their peers. All staff can identify disadvantaged students and actions in place to support them. |
| All students, including disadvantaged students, will reach age-related expectations for reading including in comprehension. | <ul style="list-style-type: none"> Disadvantaged students to be at, or above, their chronological reading age. All disadvantaged students to have accessed the library at least once every month, with the vast majority visiting at least once per two weeks. The weakest readers participate in the Ruth Miskin Fresh Start intervention to accelerate their reading ability. |
| The attendance of disadvantaged students improves during the academic year due to the systems and processes that have become deeply embedded. With attendance seen as everyone's responsibility. | <ul style="list-style-type: none"> Elimination of attendance gap between disadvantaged students and their peers within the academy. 50% improvement for students who are experiencing emotionally based school avoidance (EBSA). |

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| | <ul style="list-style-type: none"> • 20% reduction in the number of disadvantaged students who are persistently absent. • Attendance of all students within the academy has increased and is above the national average. |
| Disadvantaged students will participate fully in learning and school life. | <ul style="list-style-type: none"> • 20% reduction in the number of break/lunch behaviour incidents of PP students. • Number of sanctions is reduced by 25% for PP students for behaviour incidents. • The percentage of disadvantaged students on a fixed term exclusion, managed move or alternative provision placement to be in line with non-disadvantaged students. |
| <p>There is an increased participation rate from disadvantaged students in enrichment activities both within school and external opportunities.</p> <p>Students' cultural capital is enhanced through their involvement in these activities.</p> | <ul style="list-style-type: none"> • All disadvantaged participate in at least one external visit; interventions, and an enrichment activity each academic year. • At least 64% of the following to be PP students: <ul style="list-style-type: none"> a) Student leadership opportunities b) CORE Us c) CCF d) Sports Teams e) Duke of Edinburgh |
| All disadvantaged students obtain a post-16 position for September 2025. Aspirations of students are raised, and they are more knowledgeable about post-18 opportunities. | <ul style="list-style-type: none"> • There are no disadvantaged NEETs, all disadvantaged students are in full-time education, apprenticeship or employment in September 2025. • All KS4 disadvantaged students have the experience of visiting a higher education institution, and are more knowledgeable in regard to Higher Level Apprenticeships. |

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £171,107

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---------------------------------|---|-------------------------------|
| <i>Pupil Premium leadership</i> | This approach aligns with research findings that emphasise the importance of targeted professional development and instructional leadership in improving student outcomes, especially among | 1,2,3,4,5,6 |

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| | disadvantaged students (Education Endowment Foundation, 2021). | |
| <i>Trust Lead Practitioner contribution</i> | <p>Quality first wave teaching is foundational to supporting the academic progress of all students, particularly those from disadvantaged backgrounds. We will provide Continuous Professional Development (CPD) through our Trust Lead Practitioners focused on equipping our staff with effective strategies to enhance their teaching practices for pupil premium (PP) students. These strategies have demonstrated a significant positive impact, with evidence indicating that they can accelerate progress by up to +8 months within a condensed time frame.</p> <p>“Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.”</p> <p>“Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics and, to a lesser extent, science.” (Teaching and Learning Toolkit, 2021)</p> | 1,2,3,4,5,6 |
| <i>Literacy leadership</i> | To address the specific literacy needs of our pupil premium (PP) students, we are implementing targeted literacy interventions facilitated by Specialist Literacy Teaching Assistants (TAs). This approach is grounded in evidence-based research demonstrating the significant impact | 1,2,3 |

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| | of reading comprehension strategies on student progress and achievement (Education Endowment Foundation, 2021). By tailoring activities and texts to match students' reading capabilities, these interventions aim to provide a supportive yet appropriately challenging learning experience for PP students. | |
| <i>Subject Resources/ CPD</i> | Ensuring an effective teacher is front of every class (EEF 2021) highlights the importance for a comprehensive programme of support, guidance and CPD for staff. | 1,2,3,6 |

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

Budgeted cost: £ 109,618

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-------------------------|---|--------------------------------------|
| <i>Academic Mentors</i> | Recognising the potential impact of personalised instruction, we implement targeted academic tutoring for our pupil premium (PP) students. This approach is grounded in strong evidence indicating that one-to-one tuition can lead to an average of five additional months' progress (Education Endowment Foundation, 2021). To ensure the effectiveness of this approach, we will ensure that tutoring is supplementary to regular classroom teaching and closely aligned with the curriculum, while also monitoring progress to maximise its benefits. | 1,2,3,4,5,6 |
| <i>Student Support</i> | Research indicates that early intervention is essential for addressing attendance and behaviour issues before they escalate | 1,4,5,6 |

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| | <p>(Education Endowment Foundation, 2021).</p> <p>SEND and student support can establish strong partnerships with families to identify barriers to attendance and behaviour and provide targeted support (Kercher & Li, 2016).</p> | |
| <i>Holiday and Saturday School</i> | <p>Recognising the importance of extended learning opportunities, our pupil premium (PP) strategy incorporates weekend and holiday sessions. These sessions provide students, particularly those in Year 11, with additional time to reinforce their learning, build confidence, and enhance their ability to retain and apply knowledge effectively. Research indicates that additional learning time, such as after school and holiday sessions, positively affects student achievement (Cooper et al., 2006). Extended learning opportunities have been linked to improved self-confidence and self-efficacy among students (Vukovic et al., 2013).</p> | 1,3,4,5,6 |
| <i>Support with resources</i> | <p>Our pupil premium (PP) strategy acknowledges the significance of effective revision, recap, and recall strategies in enhancing students' understanding, retention, and application of key concepts. To address the challenges posed by varying learning needs and to ensure equitable access to resources, we have integrated a range of software tools into our approach.</p> | 1,2,6 |

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

Budgeted cost: £122,574

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <i>Pastoral leadership – Year Group Coordinators/ Pastoral Manager</i> | <p>Providing high-quality pastoral support aligns with research findings that emphasise the importance of targeted professional development and instructional leadership in improving student outcomes, especially among disadvantaged students (Education Endowment Foundation, 2021).</p> <p>Evidence shows that behaviour interventions, when consistently implemented and closely monitored, can lead to improved academic progress and a positive school environment (Education Endowment Foundation, 2021).</p> | 1,2,4,5,6 |
| <i>Enrichment support- including CCF and D of E</i> | <p>“The average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months' progress.”</p> <p>“Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.” (Teaching and Learning Toolkit, 2021)</p> | 4,5,6 |
| <i>Behaviour support</i> | <p>Evidence suggests that behavioural interventions can significantly improve student behaviour and academic achievement (Hawkins et al., 1992).</p> <p>“The average impact of behaviour interventions is four additional</p> | 4,5 |

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| | months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.” (Teaching and Learning Toolkit, 2021) | |
| <i>Therapy, Counselling and Mentoring</i> | Evidence highlights that children from disadvantaged backgrounds often possess weaker Social Emotional Learning (SEL) skills, which can negatively affect their mental health and academic outcomes (Education Endowment Foundation, 2021). To address these challenges, we are partnering with reputable external agencies such as Football Beyond Borders and MAD to implement interventions that aim to enhance students' emotional regulation, social skills, and overall wellbeing. | 4,5,6 |
| <i>Trip Support</i> | Research demonstrates that exposure to novel and enriching experiences can significantly enhance students' motivation to learn (Csikszentmihalyi, 1990). Enrichment activities like trips and music education can spark interest and curiosity, fostering a positive attitude toward learning. | 1,4,5,6 |
| <i>Uniform Support</i> | A school uniform provides students with a visible and consistent identity, reducing social comparisons and enhancing a sense of belonging and pride (Bodine, 2003). | 4,5,6 |

Total budgeted cost: £ 405,300

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

| Area | Disadvantaged students | Non-disadvantaged students | Gap | National Av. (Disadvantaged students) 22-23 | National Av. (Non-disadvantaged students) 22-23 | Gap |
|---|------------------------|----------------------------|--------|---|---|-------|
| Cohort size | 54% (72 students) | 46% (61 students) | N/A | 29.5% | 70.5% | N/A |
| Actual GCSE Progress Score | --0.91 | -0.33 | -0.58 | -0.41 | 0.18 | -0.59 |
| Achieving 9-5 Eng & Maths | 11.1% | 24.6% | -13.5% | 29.3% | 51.1% | -21.8 |
| Achieving 9-5 Eng | 26.4% | 49.2% | -22.8% | 45.6% | 67.1% | -21.5 |
| Achieving 9-5 Maths | 12.5% | 34.4% | -21.9% | 34.7% | 57% | -22.3 |
| Achieving 9-4 Eng & Maths | 23.6% | 57.4% | -33.8% | 49% | 72.3% | -23.3 |
| Achieving 9-4 Eng | 44.4% | 68.9% | -24.5% | 62.1% | 81.6% | -19.5 |
| Achieving 9-4 Maths | 27.8% | 65.6% | -37.8% | 55.4% | 77.2% | -21.8 |
| Students achieving 5 Standard Passes inc Eng + Ma | 16.7% | 44.3% | -27.6% | 43.9% | 67.8% | -23.9 |
| Students achieving 5 STRONG Passes inc Eng + Ma | 9.7% | 9.8% | +0.1% | 26.3% | 47.6% | -21.3 |
| Attainment 8 Grade | 2.8 | 3.69 | -6.76 | 3.61 | 4.84 | -1.23 |
| 23-24 Whole School Attendance | 86.3% | 91% | -4.7% | 85.3% | 92.6% | -7.3 |

Analysis of school performance for 2024 shows that the attainment gap for disadvantaged students has widen from the previous year, In 2024, P8 for disadvantaged students was -0.91 and A8 28.04 compared to -0.33 and 36.86 for non-disadvantaged peers. This is a significant gap that must be addressed through the revised strategies and approach now in place. This pattern is similar across all measures with disadvantaged students well-below their counterparts and well below national averages.

