



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	John Ferneley College
Number of pupils in school	1176
Proportion (%) of pupil premium eligible pupils	21.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	T Claridge
Pupil premium lead	J Johnson
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£219,834
Recovery premium funding allocation this academic year	£0
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	£219,834

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention at John Ferneley College is to build a culture of high expectation and inclusion whereby all students, irrespective of their background or the challenges they may face, can make good progress across the same broad curriculum; they will be able to achieve their best and be well equipped for the next level/stage in their life thus demonstrating an improvement in social mobility and aspiration.

The focus of our Pupil Premium strategy is to support and address the main challenges of all our students, disadvantaged and non-disadvantaged students alike. This will mean that we provide all students the access and opportunities to enjoy academic success.

Ultimately, we aspire to ensure that our disadvantaged students achieve and experience everything on an equal footing to all other students, with a focus on them keeping up and not having to catch up, but that any gap is not just narrowed but closed.

Quality first teaching is at the heart of our approach as this ensures a focus on high quality and inclusive teaching for every child in a classroom. As the DfE suggests, "Evidence from across the English school system shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils."

We have invested in pastoral care alongside wider curriculum and whole school support with the aim of guiding students not just in their academic challenges but with their attendance, well-being and individual needs.

Our approach will encompass our high expectations and inclusive culture in which all staff take responsibility for disadvantaged students.

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged students are making less progress than non-disadvantaged students of the same ability.
2	A number of disadvantaged students are not meeting the expectations of the school and are therefore accumulating behavioural sanctions; this prevents them, and others, from making good progress.
3	Disadvantaged students have lower levels of attendance compared to non-disadvantaged students, in terms of total attendance and persistent absence. We will continue to work with parents and students to ensure they recognise the importance of good school attendance.
4	A number of disadvantaged pupils have lower reading ability/literacy skills than non-disadvantaged pupils; this prevents the disadvantaged pupils making good progress.
5	Data and discussions indicate that a lack of post 16 aspiration and social mobility is causing a slightly raised NEET figure amongst our disadvantaged students post 16, compared to our non-disadvantaged students.

## 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
Improve attainment and progress of disadvantaged students across the curriculum.	<ul style="list-style-type: none"><li>• Progress and attainment of pupil premium pupils currently in school and at GCSE are in line with their non-disadvantaged peers and any differences between pupil premium pupils and NPP pupils are diminishing.</li></ul>
Reduce the number of behaviour incidents for disadvantaged students.	<ul style="list-style-type: none"><li>• Negative impact of behaviours that do not meet the school expectations is reduced.</li></ul>
Increased attendance rates for pupils eligible for pupil premium.	<ul style="list-style-type: none"><li>• Sustained high attendance of students which will be demonstrated by improving attendance figures to above 96%.</li><li>• Persistent absence in line with non-disadvantaged peers and is falling.</li></ul>
Improve reading levels across the school.	<ul style="list-style-type: none"><li>• Reading ages will be in line with non-disadvantaged peers and will be in line or above chronological age.</li><li>• Pupils will have the skills to tackle challenging texts suitable for their chronological age and any assessments, enabling them to make progress across both Key Stage 3 and 4.</li></ul>
Increased self-esteem, resilience, and ambition for the future	<ul style="list-style-type: none"><li>• No disadvantaged students to be classed as NEET.</li></ul>

## 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: £34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching staff CPD to further develop high quality teaching and learning	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. <a href="#">Supporting the attainment of disadvantaged pupils.pdf</a>  CPD throughout the year to further develop quality first teaching and retention of knowledge – Rosenshine’s principles of instruction and David Didau’s ‘learning loop’ leading to the ‘JFC Way’ of teaching. JFC T & L Handbook. JFC Behaviour Toolkit.	All
Employment of leader with responsibility for reading	EEF: Teaching and Learning Toolkit Reading comprehension strategies: +6 months <a href="#">Reading-comprehension-strategies EEF</a> Work with the Trust reading lead to develop and implement strategy.	4
Teaching staff CPD on reciprocal reading to be implemented across all subject areas	EEF: Teaching and Learning Toolkit Reading comprehension strategies: +6 months <a href="#">Reading-comprehension-strategies EEF</a> EEF: Projects Reciprocal Reading: +2 months <a href="#">EEF Projects reciprocal reading</a>  CPD sessions throughout the year will focus on literacy.	4
Investment into staff CPD.	EEF Guide to the Pupil Premium - ‘Ensuring that an effective teacher is in front of every class, and that every teacher is supported to keep improving’ <a href="#">The EEF Guide to the Pupil Premium</a>  Introduction of a new Professional Growth strategy across the school (and Trust) and engagement with PTI CPD offer.	All

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

Budgeted cost: £ 21,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Form time reading programme.	<p>The Reading Agency (2015). Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others <a href="#">The Reading Agency - The impact of reading for pleasure and empowerment</a></p> <p>EEF: Teaching and Learning Toolkit Reading comprehension strategies: +6 months <a href="#">Reading-comprehension-strategies EEF</a></p> <p>Form tutors regularly reading and discussing year group specific texts.</p>	4
Development of in school reading intervention	<p>EEF: Teaching and Learning Toolkit Phonics: +5 months <a href="#">EEF Teaching and learning toolkit - phonics</a></p> <p>EEF: Teaching and Learning Toolkit Reading comprehension strategies: +6 months <a href="#">EEF Reading comprehension strategies</a></p> <p>Trained colleagues delivering a programme of intervention to identified students.</p>	4
Contribution towards curriculum resources and/or activities to ensure PP students are not disadvantaged through their deprivation.	<p>EEF: Teaching and Learning Toolkit School Uniform: Insufficient evidence <a href="#">EEF School uniform</a></p> <p>EEF: Teaching and Learning Toolkit Arts participation: +3 months <a href="#">EEF Arts participation</a></p> <p>Supporting students to have the same clothing as their peers and ensuring they have access to activities that will support their cultural development.</p>	1, 3 & 5

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

Budgeted cost: £164,634

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of a leader to maintain oversight of alternative provision and enhanced provision within the attendance officer team.	EEF School planning guide. 3. Wider strategies. <a href="#">EEF School Planning Guide 2022-23</a>  Attending school more often leads to better outcomes, both academically and pastorally. The attendance leader will develop the attendance team to support families where the student is not attending, allowing us to close the gap between PP and non-PP students.	1, 2, 3 & 5
Increased capacity within the Pastoral & Safeguarding team. 2 Key Stage Leaders 5 Student Managers 1 Pastoral Assistant	EEF: Teaching and Learning Toolkit Behaviour interventions: +4 months <a href="#">EEF Behaviour interventions</a>  EEF: Teaching and Learning Toolkit Behaviour interventions: +4 months <a href="#">EEF Social and emotional learning</a>  Increased capacity within the pastoral team to allow for general and bespoke interventions with students where required.	1, 2 & 3
Contribution towards equipment, uniform and/or activities to ensure PP students are not disadvantaged through their deprivation.	EEF: Teaching and Learning Toolkit School Uniform: Insufficient evidence <a href="#">EEF School uniform</a>  EEF: Teaching and Learning Toolkit Arts participation: +3 months <a href="#">EEF Arts participation</a>  Supporting students to have the same clothing as their peers and ensuring they have access to activities that will support their cultural development.	1, 3 & 5

Ensure all PP students engage with the JFC 'Futures' provision.	<p>EEF: Teaching and Learning Toolkit</p> <p>Aspiration interventions: Insufficient evidence</p> <p><a href="#">EEF Aspiration interventions</a></p> <p>Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from a strong career guidance system.</p> <p><a href="https://www.gatsby.org.uk/education/focus-areas/good-career-guidance">https://www.gatsby.org.uk/education/focus-areas/good-career-guidance</a></p> <p>Engaging students with their future plans can help to keep them motivated throughout Key Stage 4 as they feel that there is a purpose behind what they are completing. Use of My Path and Art of Brilliance to support and motivate students.</p>	5
Wellbeing and mental health officer in post.	<p>EEF School planning guide.</p> <p>3. Wider strategies.</p> <p><a href="#">EEF School Planning Guide 2022-23</a></p> <p>The wellbeing and mental health officer, in conjunction with the pastoral support assistant, will work with students and families to target bespoke support as needs are identified. Increased attendance is one area of improvement targeted.</p>	1, 3 & 5
PP leadership within the school, all levels - improve family home school liaison and relationships by supporting to identify and address any barriers to success identified.	<p>EEF: Teaching and Learning Toolkit</p> <p>Parental engagement: +4 months</p> <p><a href="#">EEF Parental engagement</a></p> <p>Senior leadership oversight to contact with families where assistance is required.</p>	All

**Total budgeted cost: £219,834**



## 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.

**Academic information:**

Average Attainment 8 Grade = 3.4 (broadly in line with 2024 and an increase of 0.3 from 2023)

English & maths at grade 5+ = 25.6% (up 7% from 2024 and 9.6% from 2023)

English & maths at grade 4+ = 44.2% (up 2.3% from 2024 and 10.9% from 2023)

**Behaviour for Learning:**

Disadvantaged students closed the positive points received gap with non-disadvantaged students from 2024 to 2025 by 2%. The behaviour point gap remained the same.

**Attendance:**

Disadvantaged student attendance improved by 2% in 2024-25 compared to the previous academic year.

**Reading:**

The gap in reading age between disadvantaged and non-disadvantaged students closed by 1 month during 2023-24.

**NEET:**

Year	% <u>all</u> pupils in sustained education, employment or training	% DD pupils in sustained education, employment or training
2020	94	74
2021	95	83
2022	96	90
2023*	98	95
2024*	99	95

\*School data

## 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
My Concern	The Safeguarding Company
Accelerated reader	Renaissance
Star reader	Renaissance
Reading plus	Daisy education
Fresh Start	Ruth Miskin