



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 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	1206
Proportion (%) of pupil premium eligible pupils	21.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	March 2022
Statement authorised by	J Johnson
Pupil premium lead	T Doran
Governor / Trustee lead	C Valentine

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£207,585
Recovery premium funding allocation this academic year	£33,495
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	£241,080

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 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 be achieved through rigorous tracking, careful planning and targeted support and intervention. 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 and that any gap is not just narrowed but aimed to be 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 a new behaviour strategy and pastoral care which aims to support our students not just in their academic challenges but to support with attendance, well-being and individual needs.

Our approach will encompass our high expectation and inclusive culture in which all staff take responsibility for disadvantaged students in order to raise their ambitions.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our tracking and assessments show that the attainment of Pupil Premium students shows them to be historically making less progress compared to their non-disadvantaged peers. Focus continues on all disadvantaged students with special attention being given to students who are MPA as this group underachieves significantly more than other disadvantaged groups. Reasons for this may be due to personal issues, inability to self-regulate emotions and behaviours, in college issues or factors outside of college.</p> <p>The impact of COVID-19 is particularly of concern as students have been out of education for approximately 8 months. This means that many will have completed insufficient work and experienced significant issues outside of college during this period.</p>
2	<p>Challenging behaviour amongst disadvantaged students continues to be a focus of the College. A higher proportion of disadvantaged students receive a fixed term exclusion in comparison to their peers and also receive a higher proportion of in college sanctions such as isolations and detentions.</p> <p>Significant time out of college over the past year will only exaggerate some of the issues that are seen in college year to year. The new behaviour for learning system launched in September 2021 aims to support students and model positive behaviour as many students do not know how to act/react in certain situations.</p>
3	<p>Regular attendance to lessons has also created challenges to learning in college. Some disadvantaged students are removed from lessons regularly and placed in isolation/our behaviour support centre thus reducing the amount of time in the classroom and therefore reducing the opportunity to make rapid progress. This coupled with poorer general attendance to college means that the knowledge rich curriculum delivered at the college is clearly watered down to an extent.</p> <p>Our attendance data indicates that attendance among disadvantaged students has been 90,1% compared to 94.4% for non-disadvantaged students. 9.9% of disadvantaged students have been persistently absent compared to 5.6% of their peers during the same period. Attendance was lower for disadvantaged students compared to National Pupil Premium students (based on Autumn 2020-2021 national averages currently)</p> <p>There is a significant possibility that attendance will be an ongoing issue this academic year due to ongoing issues and concerns with COVID.</p>
4	<p>Our CAT4 reading assessments indicate poor reading ability amongst our cohort. This clearly creates a barrier to accessing learning if the students cannot access the texts. A combination of class sizes and a lack of confidence creates challenges in asking for help to read the</p>

	questions. Poor literacy levels often leads to poor behaviour as this is easier than failure.
5	Our disadvantaged parental attendance is lower than NPP students for all parental events held. This is indicative of lower parental engagement levels with school in general – Attendance to events has risen though compared to last year’s figures of 40% to average of 50%.
6	<p>Our observations and discussions with students and families indicate that they have other difficulties than those that are reported to school; these do create challenges to learning. There are times when students find difficulty in overcoming challenges outside of school which then impacts upon their ability to focus upon learning</p> <p>Presently of 10 open cases to social care 7 are classed as disadvantaged.</p> <p>During school closures the college regularly sourced and provided food parcels for families experiencing ongoing financial difficulties. Along with providing laptops to any student PP and NPP that did not have access to online learning in order to ensure that they could access all online lessons at College.</p>
7	Our data and discussions indicate that a lack of post 16 aspiration and social mobility is causing a raised NEET figure amongst our disadvantaged students post 16.

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 achieve and sustain improved attendance of all students particularly our disadvantaged students	Sustained high attendance of students which will be demonstrated by attendance figures of >96%. This is the school target for attendance. The attendance gap between disadvantaged students and non- disadvantaged students reduced by 3%
To improve and secure post 16 plans as early as possible.	Demonstrated by no disadvantaged students to be classed as NEET.
To reduce the number of fixed term exclusions.	Introduction of College behaviour for learning curriculum to support the behaviour of all students. Demonstrated by a reduction of fixed term exclusions by 75%.

To Improve literacy levels across KS3	Improved literacy and reading levels demonstrated by improved reading scores and improved engagement in lessons. Fewer incidents of poor behaviour linked to reading activities.
Improve attainment among disadvantaged students across the curriculum	By end of current plan in 2024 there will be an improvement in the attainment of disadvantaged students. This will be shown by 75% of disadvantaged students attaining their FFT target grade.
To achieve and sustain improved well-being of all students including those who are disadvantaged	Improved levels of well-being amongst students which will be shown by data from student voice, parent surveys, pastoral team and teacher observations. There will also be an increased take up in enrichment activities, particularly among disadvantaged students.
To improve Parental engagement	High levels of engagement from parents/carers of disadvantaged students demonstrated by 75% attendance to parents evenings, celebrating success evening and information evenings.

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: £39,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Total restructure of the KS3 curriculum	<p>The development of a Knowledge Rich curriculum delivered via a mastery style experience. CPD to support whole school training on knowledge retention and sequencing of the curriculum.</p> <p>Evidence indicates that <i>through a more direct approach to teaching and learning with an increased focus on retention of knowledge</i> can deliver approximately five additional months' progress on average. (EEF 2020)</p>	1,4,7
Improve attainment of PP students	<p>Use of benchmark testing, such as CAT4 and subject baseline assessments, to identify gaps in student knowledge in order to appropriately target interventions inside and outside the classroom. This is supported by a whole school tracking process.</p> <p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p>	1,3,4
Development of the Performance Management system to improve the identification of CPD needs and teacher interest	<p>High quality CPD follows 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, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. A study published by the Education Policy Institute (Fletcher-Wood & Zuccollo, 2020) concluded that the</p>	1,2,4,7

	impact of high-quality CPD on pupil outcomes is comparable to the impact of having a teacher with 10 years' experience in front of a class instead of a graduate teacher. High-quality CPD improves teacher retention, particularly for early-career teachers and can also lead to increased student self-efficacy and confidence.	
Investment into staff development through QA, career pathways	An increased focus on staff development will help to recruit and retain teaching staff. The introduction of a new Performance Development process BlueSky, whole school development pathways and subject review weeks.	1,2
Training and developing the new College behaviour for learning curriculum to support the behaviour of all students.	Evidence from the EEF indicates that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours. The results show on average students making four months' progress across an academic year. Student specific interventions will have a greater impact.	2,3
Increase research approach to analyse why DA pupils underachieve and look at addressing root causes.	EEF and Sutton Trust emphasise the need for increased research within schools to find the most effective ways of improving attainment and progress of Pupil Premium students. Investment into our Whole School ELE to support and deliver whole school CPD.	1,2,3,5,6

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

Budgeted cost: £ 20,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of reading interventions	The EEF Teaching and Learning Toolkit evidence that reading	1,2,4

<p>alongside the appointment of a whole school Reading Leader</p> <p>English department have timetabled reading lessons promoting reading fluency.</p>	<p>comprehension strategies improve progress by six months and small group tuition improves progress by four months.</p> <p>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 (The Reading Agency 2015).</p>	
<p>Homework club for PP students to enable them to work with support and feedback</p>	<p>The EEF Teaching and Learning Toolkit evidence that small group tuition improves progress by four months.</p>	1,3
<p>1:1 Numeracy and literacy sessions during tutor to assess the basic skills and intervention provided for those who need to improve.</p>	<p>The EEF Teaching and Learning Toolkit evidence that small group tuition improves progress by four months.</p> <p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)</p>	1,4
<p>PP one page profiles created and shared with staff to support day to day planning</p>	<p>These interviews will provide us with invaluable data and information about every individual DA pupil and therefore we are able to tailor support.</p>	1,3,5,6

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

Budgeted cost: £182,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Development of the Behaviour curriculum through whole</p>	<p>Launch of a behaviour curriculum to improve in-school behaviour.</p> <p>EEF research evidence that through a focus on routines and structures and through the work on students' social and emotional learning that this can</p>	2,3

<p>staff CPD and research. Significant changes to staffing for Pastoral team to support this development.</p>	<p>deliver approximately 4 additional months progress on average EEF toolkit evidence that behaviour interventions will also benefit all pupils in the classroom due to purposeful learning environment.</p>	
<p>Development of internal Alternative Provision (CFP), including the introduction of the vocational qualification ASDAN. Moving the provision to more of a central part of the whole school.</p>	<p>EEF states that '<i>targeted interventions for those diagnosed or at risk of emotional or behavioural disorders produce the greatest effects</i>'.</p>	<p>2,3,7</p>
<p>Increased capacity within the Pastoral team, including safeguarding support, via recruitment of 5 Heads of Year and 5 Assistant Heads of Year. Increased support for safeguarding concerns and social care referrals Use of MyConcern to report concerns. Appointments to strengthen the Pastoral Support.</p>	<p>EEF states that wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only within adults but also children and young people. Covid-19 has also had a negative impact with 54% of children and young people with a mental disorder said that lockdown had made their life worse. Evidence that DA pupils and those with turbulent home situations are likely to have fallen further behind their peers during the school closure due to Covid-19 (EEF).</p>	<p>2,3,5,6</p>

Safeguarding training in order to increase capacity and support		
Improve attendance of PP students via the recruitment of additional attendance officers and improved parental communication .	<p>EEF 'wider strategies' states that good attendance means that stakeholders understand and follow all school systems to make early identification and thus interventions, ending in improvement in attendance.</p> <p>EEF research evidence that improved parental support can deliver approximately 4 additional months progress on average</p>	2,3
Breakfast club for PP students to enable them to start the day with support and breakfast	<p>These sessions ensure that pupils have food in the morning at the same time as allowing for small group intervention, which the EEF suggests can be an effective strategy.</p> <p>There is a clear link between hunger and poor concentration and so providing access to food during the morning can help develop routine, an awareness of healthy food choices as well as reduce hunger and improve concentration and behaviour. DofE evaluation of breakfast clubs report 2017.</p>	1,3
Roll-out the new PP package over time to offer all identified students a specific figure for support. All PP pupils to have a ring fenced amount of money, which parents can use to provide financial assistance in various identified areas. These	<p>Books and revision guides provided to students as part of year 11 strategy.</p> <p>To facilitate independent study and engage parental support. EEF suggest +8 months progress for metacognition and self-regulation.</p>	5,6

<p>include school uniform; Support towards trips and visits; peripatetic music lessons and a number of other options outlined in regular parental communication</p>		
<p>To improve and secure post 16 plans as early as possible. All disadvantaged students to be prioritised for a Careers meeting in order to support with College applications. Career evening for parents/carers and students to highlight post 16 opportunities with post 16 providers attending, which will be improved by post 16 college part of our trust. Drop Down Days to showcase different careers with outside</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 completed. The NFER completed a study which detailed how engaging students in this was helped to reduce the NEET figures post -16. https://www.nfer.ac.uk/publications/IMPE04/IMPE04.pdf</p>	<p>7</p>

<p>speakers coming into College to meet and talk with the students. Support with CV writing and applications with the use of Unifrog to aid In the application process.</p> <p>With a post 16 college joining our Mowbray Education Trust, this will enable the College to support students to follow the best post 16 course for them.</p>		
<p>Improve family home school liaison and relationships by supporting potential attendance barriers such as uniform and food hardship.</p>	<p>Ensure parents of PP students feel safe and confident engaging with school. Home visits completed to engage the hard to reach. Attendance Manager and year leads arrange appointments at all parent events. EEF Toolkit Parental Engagement suggests +3 months progress.</p>	<p>5,6</p>
<p>Duke of Edinburgh's Award</p>	<p>EEF Toolkit evidence +4 months progress for outdoor adventure learning. Nationally accepted and evidenced cultural and social mobility development activity Externally assessed and awarded commendation There are also substantial socio-economic gaps in access to extra-curricular activities, with pupils from disadvantaged backgrounds less likely to take up activities than their better off peers 46% compared to 66%. Sutton Trust life lessons 2017.</p>	<p>6,7</p>

Total budgeted cost: £241,080

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 2020 to 2021 academic year.

Our internal teacher assessments during 2020/21 suggested that the performance of disadvantaged students was slightly lower than the previous year with 53.9% achieving 4+C incl. English and Maths compared to 55.9% the previous year.

Pupil Premium students' attendance was slightly lower in 2020/21 than the previous year. 90% compared to 91% the previous year.

Due to the Covid-19 impact which brought many challenges and disrupted the learning of all our students, our desired outcomes were therefore not fully realised.

The improved engagement of pupil premium parents with school (where all parties work together for the best outcome) has been impacted by Covid related issues. Many families faced challenges during the pandemic and the college supported the students and their families through food parcels and keeping the school open for vulnerable students. For those students working from home IT equipment was provided to ensure all students have access to lessons.

As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils. They were not able to benefit from our pupil premium funded improvements which were made to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources and live lessons.

Our aim to help students plan a future and create their own aspirations has started to have an impact with the College supporting students through a programme of experiences led by a 'futures' leader that prepares and delivers meaningful destinations for year 11 students. This includes outside speakers, post 16 information evenings and student industry visits.

Our focus to Improve behaviour amongst the pupil premium cohort, especially behaviours that lead to fixed term exclusions and removal from lessons that limit progress and learning, has started to have an impact. An SLT behaviour lead and pastoral teams support students to remain in lessons and also give them the tools needed to thrive in classes and reach their potential.

As expected, students' behaviour, wellbeing and mental health were impacted by covid related issues. Our pastoral, attendance teams and outside agency support are there to interact and support our students to give them tools they need to deal with their feelings and build resilience

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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
CAT4	GL Assessments
My Concern	The Safeguarding Company
BlueSky	BlueSky

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

The college is acutely aware of the challenges that COVID19 has placed on society, not least disadvantaged families and students. Through targeted support and government initiatives we strive to fill gaps that have widened during this period and offer opportunities to both student and families to reduce some of the very significant barriers they face to future success and happiness.

The college is determined to do everything it can to ensure students from disadvantaged backgrounds are not left behind but can thrive and reach their potential.