

Pupil premium strategy statement – Joyce Frankland Academy, Newport

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	906 (Years 7-11)
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022/2023 - 2025/2026
Date this statement was published	January 2025
Date on which it will be reviewed	September 2025
Statement authorised by	Mr D Roberts, Principal
Pupil premium lead	Mr L Gamble Assistant Principal
Governor / Trustee lead	Mrs C Denyer, Vice Chair of Governing Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£152,335
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£152,335

Part A: Pupil premium strategy plan

Statement of intent

The Academy will inspire pupils of all attainment profiles and socio-economic backgrounds. Pupils will be able to explore, fulfil and flourish whilst acquiring the deep knowledge and understanding needed to allow all pupils to develop into independent, inquisitive, imaginative and insightful learners, who contribute positively to their communities. The Academy will support disadvantaged and vulnerable pupils by raising the achievement of all our learners, as well as ensuring that we close the gap between our pupil groups. At Joyce Frankland Academy, Newport, the proportion of pupils who are eligible for the pupil premium grant has increased and our pupil demographic has changed. Research indicates that disadvantaged pupils achieve better outcomes when they attend a good school and receive excellent teaching and learning. It is, therefore, appropriate to address these needs primarily through high-quality provision in the classroom, with a relentless focus to ensure our curriculum and teaching and learning strategy is excellent at meeting the needs of all learners.

Our model to achieve success with these pupils is as follows:

- High-quality curriculum, teaching and learning - improve the progress of disadvantaged pupils by ensuring there is high-quality teaching and learning in the classroom.
- Provide a mentor for all disadvantaged pupils and prioritise those in greatest need.
- Use of assessment data to identify and target support - effectively use data based on high-quality formative assessments to identify disadvantaged pupils that are not making the required progress and target these pupils for interventions.
- Ensure pupils have access to a high performing pastoral system, that has a range of support and expertise available.
- High levels of school attendance and parental engagement - improve engagement with disadvantaged parents in the community and support parents facilitating learning at home.
- Access to high-quality enrichment to raise aspirations - ensure all disadvantaged pupils have the opportunity to engage in a wide range of co-curricular activities to support progress and enrich their education.
- Remove resourcing barriers - ensure all disadvantaged pupils have the resources they need to support their learning both inside and outside of school. This includes ensuring there is digital equity.

Challenges

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

Challenge number	Detail of challenge
1	<p><i>Improve attainment and progress for disadvantaged pupils across all curriculum areas.</i></p> <p>The maths attainment of disadvantaged pupils is generally lower than that of their peers and diagnostic assessments suggest that many pupils particularly struggle with numeracy. (This can be evidenced with our SATS assessment data)</p> <p>Reading and Spelling Assessments and observations/discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This affects progress in all subjects. (This can be evidenced with our SATS assessment data)</p> <p>The Academy to employ a primary stage specialist teacher to work with pupil premium pupils across all ages to improve numeracy, phonics and comprehension skills. The Academy to make use of testing that most accurately diagnoses reading ability.</p>
2	<p><i>Improve attendance for our disadvantaged pupils.</i></p> <p>The Academy regularly sees pupil attendance being lower and with more risk of becoming a persistent absentee, if pupils are eligible for the pupil premium grant.</p> <p>The Academy is determined to improve the outcomes for disadvantaged pupils. Increasing the amount of high-quality pastoral support in each year group, as well as the use of an attendance officer, will aim to ensure there is better communication and impact with pupils at school and families at home. This will also allow appropriate challenge around poor attendance</p>
3	<p><i>Improve behaviour for learning for our disadvantaged pupils.</i></p> <p>In the previous academic year, the proportion of pupils who received an isolation or a suspension were higher for disadvantaged pupils. The Academy is driven to reduce this gap and ensure that the disadvantaged pupils receive pastoral support and education to ensure they are not at a higher risk of isolation or suspension because of their behaviour. The introduction of assistant heads of year for each year group, will have a particular focus on pupil premium. Alongside the use of student support officers (SSOs) in each year group, we aim to engage pupils with co-curricular and ensure more effective alternative provision. For example, some SSOs are leading on the teaching of the ASDAN qualification, an alternative curriculum that aids those in receipt of the pupil premium grant.</p>
4	<p><i>Improving the outcomes for our disadvantaged pupils who also have an EHCP or a SEND need.</i></p>

	23% of our disadvantaged pupils have a special educational need (SEND). 25% of pupils with an EHCP pupils are also disadvantaged. The Academy's inclusion panel is ensuring the improved outcomes for disadvantaged and SEND pupils.
--	--

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
<i>Improve attainment and progress for disadvantaged pupils across all curriculum areas.</i>	<p>A positive progress 8 score for disadvantaged pupils in English and maths.</p> <p>A positive progress 8 score for disadvantaged pupils in all curriculum areas.</p> <p>An increase in attainment 8 score for disadvantaged pupils.</p>
<i>Improve attendance for our disadvantaged pupils.</i>	Attendance data for our disadvantaged pupils will be in line with, or better than our non-disadvantaged pupils.
<i>Improve behaviour for learning for our disadvantaged pupils.</i>	<p>Steps and positive regard training will be available for all members of staff at the Academy, to ensure that there are strategies in place to manage behaviour, before it escalates.</p> <p>Isolations and suspensions will be lower for the disadvantaged pupils.</p> <p>Behaviour points will be regularly reviewed to track the gap between the disadvantaged and the rest of the Academy cohort.</p>
<i>Improving the outcomes for our disadvantaged pupils who also have an EHCP or a SEND need.</i>	<p>Disadvantaged and SEND pupils receive support from the Assistant/Head of Year/SSO as well as their key worker to ensure positive engagement and good outcomes. Liaison between the SENCo and the pupil premium lead is established as part of the Inclusion Panel.</p> <p>Disadvantaged and SEND pupils achieve positive progress 8 scores and improving attainment 8 scores.</p> <p>Early identification of pupils who are disadvantaged and have a SEND need.</p>

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: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Address staff CPL needs to ensure high quality teaching and learning is taking place in the classroom (assistant head of year)	EEF launches updated Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4
Steps and Positive Regard CPL for all staff (Priority 1 on school development plan)	Steps trainings encouraging a therapeutic approach from all staff to improve learning behaviours and habits. Learning behaviours EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4
<i>Employ a primary skilled teacher to address the gaps in numeracy and reading. Phonics specialist.</i>	A structured one-to-one phonics intervention for pupils struggling with reading. +5 months impact. Phonics EEF (educationendowmentfoundation.org.uk) A structured one-to-one numeracy intervention for pupils struggling with maths. +3 months impact. Catch Up Numeracy EEF (educationendowmentfoundation.org.uk)	1, 3, 4

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

Budgeted cost: £10,494

Activity	Evidence that supports this approach	Challenge number(s) addressed
All disadvantaged pupils to receive a 6-week intervention to improving reading age and understanding the curriculum.	Ensure that understanding of the wider literacy curriculum is embedded. Develops: understanding the question; extended writing; ability to use subject terminology across the curriculum Evidence from EEF: Phonics EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4
Increase the mental health provision at school by increasing counselling and mentoring provision.	Improving mental health awareness at school (educationsupport.org.uk)	1, 2, 3, 4

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

Budgeted cost: £134,841

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Recruit and remunerate an assistant head of year for each year group, with a specific focus on pupil premium.</i>	To build positive working relationships with pupils and families. Parental engagement. Parental engagement EEF (educationendowmentfoundation.org.uk) One to one tuition. One to one tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4
<i>Provide a student support officer for each year group.</i>	Particular focus on providing strategies for disadvantaged pupils to overcome barriers to learning and improve pupil outcomes. Parental engagement EEF (educationendowmentfoundation.org.uk) One to one tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4

	SSO's will also have a pastoral area of expertise to address any other barriers that might have an impact on learning outcomes.	
<i>Ensure disadvantaged pupils are supported in accessing relevant resources and materials required for their education, including our 1:1 device project. The Academy will use pp funding to address technology issues for pupils.</i>	<p>Teaching and Learning Toolkit E4L (evidenceforlearning.org.au) Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.</p> <p>Using Digital Technology to Improve learning Evidence Review.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>The EEF review Using Digital Technology to Improve learning Evidence Review.pdf (d2tic4wvo1iusb.cloudfront.net) of the impact of digital technology on learning (Higgins et al., 2012) found positive benefits but noted that how technology is used (the pedagogy) is key and that future research should focus on identifying the specific conditions under which a positive impact is found.</p>	

Total budgeted cost: £ 152,335

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our internal assessments during 2023/2024 suggested that the attainment and progress of disadvantaged pupils across the curriculum was lower than pre-pandemic levels, although the progress gap in mathematics has improved, English has largely maintained the gap whilst it has widened further in the EBacc and other subjects.

In Year 11, significant academic intervention occurred in the core subjects to support pupils to 'catch-up' on missed teaching. Measuring the impact of this specifically remains difficult; providing a well-resourced and rounded curriculum remains the most effective way to lead to best possible outcomes for disadvantaged pupils.

The impact on disadvantaged pupils in online learning was more acutely felt and therefore the outcomes of previous strategy were not fully realised. Equally, using online providers as part of the strategy in 2023/4 was not wholly successful, perhaps due to the context attached by many pupils to the medium of online learning itself, or the quality of tutors available. Subsequently, we have not utilised funding for online tuition in the same way this academic year and have continued to prioritise high quality in lesson provision.

Our assessment of the reasons for these outcomes points to the continued impact of Covid-19 impact on pupils' learning. Online learning was not seen as desirable by pupils. In-person support by teacher, head of year, assistant head of year, student support officer, external wellbeing support, and more, has been more impactful to pupils.

Hence, the impact was mitigated by our resolution to maintain a high-quality curriculum. We have subsequently targeted academic and pastoral support on those disadvantaged pupils who have presented behaviours consistent with finding returning to a formal school environment difficult. Funding has been used to provide more pastoral support staff who provide stability for pupils most in need of this resource.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing and mentoring support for all pupils, and targeted interventions where required. We continue to build on that approach in this updated plan.

We have identified the need to make parents/carers more aware of funding available and are reinforcing parent engagement approaches to aid this.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Steps – a therapeutic approach to behaviour intervention	STEPS – Cambridgeshire
Resilience and Time management workshops	Elevate Education
Free books for KS3	Book Buzz
One-one tuition/group tuition was enrolled in small-group tuition during 2020-21	National Tutoring Programme (NTP)

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>A member of professional services staff is allocated the role of Service Liaison Officer responsibility, to support service pupils with attendance, behaviour, pastoral issues and safeguarding. Service pupils were also able to access music tuition from our peripatetic music staff. A member of staff was allocated to the role of service Liaison Officer to support service pupils with anxiety when a family member is deployed.</p>
<p>The impact of that spending on service pupil premium eligible pupils</p>
<p>Service pupils received extensive transition support between years 6-7, 9-10 and 11-sixth form. Additional meetings with parents have engaged the families more with the academic and co-curricular programmes available at school.</p>

Further information (optional)

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

- embedding more effective practice around feedback through a new KS3 Assessment Framework that emphasises formative assessment within the classroom. EEF evidence Feedback | EEF (educationendowmentfoundation.org.uk) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring pupils understand our 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.
- the academy has a Senior mental health lead.
- offering a wide range of high-quality co-curricular 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 pupils will be encouraged and supported to participate.
- Investment in design technology resources to reintroduce the full spectrum of the design technology curriculum.
- Improving digital technology facilities across the school using the EEF guidance report Using Digital Technology to Improve Learning | EEF (educationendowmentfoundation.org.uk) to ensure this improves learning.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activities undertaken in previous years had not had the degree of impact that we had expected. 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 pupils. 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 have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time, as evidenced in this updated document, to secure better outcomes for pupils.