# Joyce Frankland Academy, Newport, Pupil Premium Strategy Statement 2025 - 2028

**Introduction**

Pupil Premium (PP) funding was introduced to help schools to close attainment gaps between disadvantaged students and their peers. It is based on eligibility for Free School Meals. Schools receive £1,075 for students in Years 7 to 11 if they are registered as eligible for Free School Meals at any point in the last six years. This statement details use of Pupil Premium funding at Joyce Frankland Academy, Newport, 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 impact that last year's spending had.

**It also details the number of service family students will have at the academy. Schools receive £350 for each child (Service Pupil Premium). The academy has a separate Service Pupil Premium (SPP) Strategy.**

| Detail | Data (date as of 11th November 2025) |
|---|---|
| Number of students in school | 866 |
| Number of students eligible for pupil premium | 159 |
| Proportion (%) of disadvantaged students | 18% |
| Proportion (%) of pupil premium students and current FSM | 12% |
| Number of students eligible for Service Pupil Premium | 44 |
| Proportion (%) of Service family students | 5% |
| Academic year or years covered by strategy statement | September 2025 – August 2028 |
| Strategy publish date | January 2026 |
| Review date | Summer Term 2028 |
| Statement authorised by | Deborah Warwick (Principal) and viewed by Governors Spring 2026 |
| Pupil Premium Lead | Lee Gamble, Deputy Principal |
| Governor Lead | Mrs C Denyer |

**Funding overview**

| Details | Data |
|---|---|
| Pupil Premium funding allocation in this year | £120,400 + LAC £10,520 |
| Pupil Premium funding carried forward from previous years | n/a |
| Children of Service Families allocation | £17,150 |
| **Total spend within the plan** | **£148,070.00** |

**Pupil Premium Student Profile**

We have included both pupil premium students and students who are currently eligible for Free School Meals (FSM)

| Year group | Year 7 % (number) | Year 8 % (number) | Year 9 % (number) | Year 10 % (number) | Year 11 % (number) | Year 12 % (number) | Total % (number) |
|---|---|---|---|---|---|---|---|
| % (number) 2025-26 Pupil Premium | 28 (23%) | 35 (22%) | 26 (15%) | 40 (22%) | 30 (15%) | n/a | 159 (18%) |
| % (number) Service family students | 7 (6%) | 9 (6%) | 6 (3%) | 9 (5%) | 12 (6%) | n/a | 43 (5%) |

**Part A – Pupil Premium Strategy Plan**

**Statement of intent**

At Joyce Frankland Academy, Newport, we believe that a good education is empowering and emancipatory. We have high aspirations for each one of our students and will provide the personalised support, alongside exception learning and enrichment opportunities to ensure they achieve their ambitious targets and dreams. This is especially true for those students for whom the academy receives Pupil Premium funding.

We intend to use the funding to provide the best quality of education in the classroom alongside exemplary student support to ensure that students can overcome barriers to success, and fully access and embrace an education that will transform their lives and open doors of opportunity.

The proportion of students who are eligible for the pupil premium has increased and our pupil demographics has and continues to change.

**The key principles follow the guidance from the EEF:**

1. Evidence informed approach (Education Endowment Foundation Guide to the Pupil Premium) – three tired model – Teaching, Targeted Academic Support and Wider Strategies.

2. Appreciates that good teaching is the most important lever and should be a key focus of using the pupil premium.

3. Less is more approach – selecting a small number of priorities and doing them as well as possible.

4. Using data to support decision making.

5. Comparing disadvantaged student data to our non-disadvantaged student data, and national data (where available) and having the of highest expectations.

The strategy as detailed below is based on national research coupled with an understanding of the needs of students at JFAN.

**Challenges**

The following have been identified as challenges to achievement among our disadvantaged students:

1. The attainment outcomes for disadvantaged students are below those of non-disadvantaged.

2. The academy needs to ensure that teaching, learning and assessment is of a high-quality and that the learning experiences of all students, but particularly disadvantaged students, result in students being able to access the curriculum and achieve good outcomes.

3. A small number of our disadvantaged students have levels of literacy, reading and numeracy on entry that are low; when these remain low throughout KS3, these impact on their progress across the curriculum, resulting in some of these students finding it difficult to access the KS4 curriculum. It is key that we develop these students' reading as a key priority.

4. Some students who are high-attaining on entry and who are eligible for Pupil Premium, do not achieve as well as other high-attaining students. It is key we identify the barriers to achieving higher grades at the end of KS4 as early as possible and implement effective intervention as early as possible.

5. A proportion of our disadvantaged students experience social, emotional and mental health issues that affect their behaviour and attendance and therefore have a negative impact on their achievement. There is an increasing need to provide support for families and seek additional support from professionals such as counsellors and therapists. Low resilience and high anxiety have been identified for several of our disadvantaged students.

6. A lack of parental engagement for some of our most vulnerable students' results in them finding it very difficult to engage with school and learning. When trying to address behaviour concerns of students, we can sometimes find ourselves without parental support; this is a small number of students but this has a significant impact on these individuals.

7. A small number of students have low aspirations for their future careers; the academy therefore recognises the need to find highly effective ways to open the world of opportunity for these students.

8. Students of service families have additional challenges and barriers; we are located near to a large Army barracks. Detailed strategies are listed below and focus on mentoring. A clear part of our approach to service families is an understanding that their parents may be deployed for significant periods of time, therefore the support that mentoring can bring is even more important.

**Intended Outcomes**

This following details our intended outcomes **by the end of our current three year strategy plan (Sept 2025 - August 2028)**, how we will measure impact, and therefore determine if these outcomes have been achieved.

| Intended outcome | Success criteria |
|---|---|
| Improved **ATTAINMENT** among disadvantaged students across the curriculum at the end of KS4. | Year on year over the course of this 3-year plan, KS4 outcomes will demonstrate that the achievement of disadvantaged students has improved; the gap between disadvantaged and non-disadvantaged will narrow and potentially close. |
| Improved **READING** comprehension among disadvantaged students across. | Reading comprehension tests and English progress tests will demonstrate improved reading and comprehension skills among disadvantaged students; there will be a smaller disparity between the reading scores of disadvantaged students and their non-disadvantaged peers. |
| Achieve and sustain improved **ATTENDANCE** for all students, particularly our disadvantaged students. | Sustained high attendance will be demonstrated by:<br>• the overall absence rate for all students decreasing year on year and the attendance gap between disadvantaged students and their non-disadvantaged peers being significantly reduced; and<br>• the percentage of all students who are persistently absent reducing year on year and the figure among disadvantaged students being close to that of their peers. |
| Ensure that **BEHAVIOUR** of identified disadvantaged students improves. | Effective behaviour intervention will be demonstrated by:<br>• reduced FTEs for disadvantaged students and in line with non-disadvantaged.<br>• improved positive and negative behaviour data for disadvantaged students compared year on year. |
| Achieve and sustain improved **WELLBEING** for all students, including those who are disadvantaged. | Sustained high levels of wellbeing will be demonstrated by:<br>• qualitative data from student voice, student and parent surveys and teacher observations.<br>• a significant increase in participation in enrichment activities year on year, particularly among disadvantaged students; and<br>• individual case studies and success stories.<br>• Increasing attendance of parents and carers at parent events such as Parent's Evenings. |

**Teaching priorities for current academic year (Budgeted spend £37,017)**

| Priority (Lead) | Activity | Evidence that supports this approach | Challenges |
|---|---|---|---|
| **Priority 1**<br>Subject knowledge training, development and support | - Ongoing curriculum and subject knowledge development at department level, development of in-house curriculum plans and resources.<br><br>- Additional support for teachers teaching outside of their main subject specialism. | - All research shows that the most important factor influencing students' outcomes is the quality of teachers in the classroom. This is particularly true for disadvantaged students.<br><br>- Incremental coaching has been shown to be a practical way for middle and senior leaders to improve the effectiveness of teachers, change habits and raise teaching quality and consistency.<br><br>- Incremental coaching – Ambition Institute research | 1, 2, 4 |
| **Priority 2**<br>Reading strategy – knowledge-rich reading strand | - Implement the three-strand reading strategy (knowledge-rich, intervention and reading for pleasure).<br><br>- Grammar and spelling programme taught to all students, in all years, through the daily tutor lessons. | - Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:<br>word-gap.pdf (oup.com.cn)<br>Closing the reading gap – A.Quigley<br><br>- Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:<br>Improving Literacy in Secondary Schools – EEF toolkit (Oral Language intervention)<br><br>– Targeted reading, questioning and answering. **The Matthew Effect** (Education Endowment Foundation) discusses the cycle of poor reading, communication skills and the cumulative impact of such unconscious bias from Year 7.  Namely students who present themselves as confident and willing to learn receive more attention.  If disadvantaged students lack confidence, they are subsequently less likely to speak up in class, therefore teachers must be pro-active in encouraging debate, key reading and sentence construction. There is also a need to halt **'desk top truancy'**, those students who don't cause a fuss but do very little else, perhaps due to confidence.<br>– **Robust vocabulary instruction** could be the key to unlocking disadvantaged students' potential and develops from word exposure (Beck et al, adapted):- | 3 |

| | | Introducing new words through explanation, context/empathy | |
|---|---|---|---|
| | | • Getting students to interact with ways that words can be used through activities. | |
| | | • Interesting examples of how words are used | |
| | | • Rewards for the use of new words | |
| | | • Language tiers (x3). Tier 1 are those typically found in spoken language, Tier 3 are subject specific words, Tier 2 are everything in between. | |
| | | • Bringing words to life – key words for classrooms, p68 (M Rowland). | |
| **Priority 3**<br><br>Meeting the needs of individuals in the classroom | It is vital that staff know our disadvantaged students.<br><br>Through training, highly effective communication of student needs and the implementation of a few simple but effective classroom strategies for disadvantaged students using class context sheets, ensure the individual needs of targeted students are being met.<br><br>Questioning and mentoring is targeted and that appropriate intervention such as mentoring, attendance and behaviour support can be best managed.<br><br>• The SIMS registration page includes disadvantaged students as well as their reading ages.<br>• Class teachers to also know their characteristics such as SEN, ability levels, behaviour and attendance issues.<br>• The SEND Team also focuses on Pupil Premium achievement and need to know who such students are.<br>• All class seating plans to identify Ever 6 students in every class. Details are also placed on Edukey/provision map.<br>• Mentors receive details of their respective mentees in September. Training is provided regarding the mentoring programme.<br><br>There will be a disadvantaged student focus during all INSETs linked to the Academy Improvement Priorities. | 1. Targeting specific needs and knowledge gaps for individuals is effective; this strategy ensures this is happening at the classroom level without overburdening teachers to plan specific interventions each lesson.<br><br>2. Class context sheets have been developed, and packs organised so that staff can focus on developing class strategies depending on need. For example, there is a PP and services section.<br><br>3. In November 2025, training has been provided for points 1 and 2 via Thursday after school meetings. | 1, 2, 4 |

**Targeted academic support** for current academic year (Budgeted spend £7404)

All disadvantaged students are identified as needing support in 1, 2, 3 or 4 of the priorities.

| Priority (Lead) | Activity | Evidence that supports this approach | Challenges |
|---|---|---|---|
| **Priority 1**<br>**READING** | - Use of the SPARX programme to improve the reading of students identified as needing reading intervention.<br>- Use 1:1 reading buddies (year 10 and non-teaching staff) to support identified students to engage positively with reading<br><br>**Data: Termly analysis of improvement in disadvantaged students reading ages.** | Positive impact data from the reading programme in other schools.<br>Feedback from students on their enjoyment of shared reading.<br>DFE research shows that by the age of 7, disadvantaged children know 4,000 fewer words than their non-disadvantaged peers. They don't have the foundation knowledge to make sense of new information; disadvantage students are half as likely to get 5 good GCSE grades and the opposite is true for the non-disadvantaged students.<br><br>Therefore, there is a need to ensure that students' reading ability is as strong as possible so that they can best access the curriculum from Year 7. | 6 |
| **Priority 2**<br>**ATTENDANCE** | - Identified disadvantaged students to have specific attendance intervention plans led by the attendance officer and attendance champion.<br>- Attendance incentives will form part of the strategies implemented.<br>- Each member of the pastoral team and some other non-teaching staff to have an identified student.<br><br>**Data: Half termly attendance report evidencing impact on identified group.** | Embedding principles of good practice set out in DfE's Improving School Attendance advice. | 7 |
| **Priority 3**<br>**BEHAVIOUR** | - Identified disadvantaged students to have specific behaviour plans owned by the Heads of Year and Assistant Heads of Year and the Student Support Officers (SSOs). | Using good practice guidance from DFE and behaviour consultant. | 6 |

| | | | |
|---|---|---|---|
| | - Behaviour incentives will form part of the strategies implemented.<br><br>**Data: Termly positive and negative behaviour data report evidencing improved behaviour of identified group.** | | |
| **Priority 4**<br>**LEARNING**<br>**(attainment and/or progress)** | - For 2026, identified members of staff will have one/two identified year 11 students to mentor. The focus will be to use the data from the November 2025 mock process to review progress against the students' target grades.<br>- The intention is to remove barriers to learning so that attainment and progression to the next stage of their education is as strong as possible.<br>- Year 11 students to be banded into three categories with priority given to band 1 students. Band 1 students will tend to be those with SEN needs, LAC, service students and those who have the best potential.<br><br>**Data: Analysis of disadvantaged students' attainment and progress as benchmarked against their non disadvantaged peers and national data when available. Typically, this will follow internal and external exams. This will be provided by the pupil premium team.** | Mentoring has successfully closed the gap at other schools as measured by gaps in P8.<br><br>The mentoring strategy draws upon the excellent research conducted by Marc Rowland and therefore follows many of the guiding principles detailed in *'Addressing educational disadvantage in schools* al *and colleges, the Essex way, 2021 Marc Rowland.'*<br><br>Effective mentoring is based on the need to form strong relationships with disadvantaged students and where possible to maintain the mentoring relationship so that cultural capital and trust is developed.<br><br>The intention here is for all disadvantaged students, from year 7, to eventually have a mentor who they meet on a regular basis and formally once per term. During the formal meeting, notes are made and the focus of the meeting is looking to see if the pupil is on track, to identify any barriers to learning and to overcome such barriers.<br><br>The programme is personalised and includes discussions regarding academic progress as well as wider issues. It is personalised because relationships matter (M. Rowland), the mentor, teachers and the school environment need to be the added support needed. | 5, 6 |

**Wider strategies for current academic year (Budgeted spend £103,649)**

| Priority (Lead) | Activity | Evidence that supports this approach | Challenge |
|---|---|---|---|
| **Priority 1**<br>Social and emotional support and mental health interventions provided | - Individual support packages implemented as required using professional services available.<br>- Whisper provision and immediate response system in place.<br><br>**Data: Half termly report on number of students accessing support and impact where appropriate.** | This intervention will be personalised to individual students. The strategies and impact of these will form individual case studies. | 5 |
| **Priority 2**<br>Supporting families with uniform, educational supplies, etc | - Provide the required support for uniform, equipment or laptops students, parents and carers when identified.<br>- Implement a second-hand uniform shop.<br>- Implementation of our Academy Stationery Shop where students can purchase equipment for a few pence.<br><br>**Data: Summary report of support provided at the end of the year.** | Although a small part of the plan, providing resources for disadvantaged students when they have limited access to the basics for learning is key for individuals.<br>Access to enrichment activities. | 5 |
| **Priority 3**<br>Ensure PP students are accessing the enrichment programme | - All students accessing the comprehensive programme of speakers and visits.<br>- Disadvantaged students targeted for enrichment activities and individual barriers to engagement addressed.<br>- All students can learn a musical instrument or receive sport coaching.<br>- Careers programme includes specifically targeted strategies for disadvantaged students.<br>- Carefully review lists for trips and visits to ensure PP are attending and financials support is provided when required. | It is key that disadvantaged students have access to a wide range of opportunities that may not be available to them outside of school.<br><br>Non disadvantaged students are more likely to have richer experiences in terms of holidays, museum trips, family mealtimes etc.  They may present themselves as confident, appear more willing, are better organised and as a result receive more attention in class. | 8 |

| | | We feel that it is very important that disadvantaged students get opportunities to be actively involved in whole school activities to build confidence and improve their cultural capital. | |
|---|---|---|---|
| | **Data: Termly enrichment report showing disadvantaged student engagement.** | | |
| **Priority 4**<br>Students of service families | Mentoring for all service students in year 11 for 2025 – 2026.<br><br>Expanding the mentoring programme for all service students for 2026-2027.<br><br>For service students to have an attendance rate and attainment rate in line with their non-service peers.<br><br>**Data: Service students' progress will be monitored via the other data reporting processes as detailed in this strategy.** | | |

**Part B – Review of outcomes in the previous academic year**

- Data shows that there is sustained narrowing in the gap between disadvantaged and non-disadvantaged students over a three-year period (2023→2024→2025) in four key measures: % 9-4 EM, English A8, English 9-4 and Open A8.
- Narrowing of the gap between disadvantaged and non-disadvantaged students between 2024→2025, can be seen in several measures: A8, % 9-5 EM, English % 9-5, Maths A8, Maths % 9-5, Science % 9-4, Science % 9-5, Languages % 9-4, Languages % 9-5, Humanities % 9-4, EBacc A8.
- Attendance and PA for our disadvantaged students remains close to the national average and therefore remains a priority.
- Suspension for disadvantaged students are below national average.

**Externally provided programmes have included the use of the following: -**

- ALVIN - Anglian Learning Online learning platform (English, Maths, science and PSHE)
- Academy 21 - Online learning (English, maths and science)
- CTP - Harlow - Construction training programme
- CRC - Cambridge - 14-16 futures programme
- CRFC - Mentoring - Sports programme
- Reach external mentoring
- Beth Ouzman - Mentoring (in-school)
- YCT counsellors - Youth Concern Trust,
- Mind Counsellors - Mental health specific counselling.
- The Wilderness Foundation - Outdoor education to support students who are at risk of permanent exclusion.

Individual case-studies provide evidence of the positive impact of these programmes.