

Pupil premium strategy statement – The Judd School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school (in years 7-11)	952
Proportion (%) of pupil premium eligible pupils	2.6%
Academic year/years that our current pupil premium strategy plan covers	2023 - 2026
Date this statement was published	January 2024
Date on which it will be reviewed	December 2024
Statement authorised by	Jonathan Wood, Headteacher
Pupil premium lead	Jonathan Wood, Headteacher
Governor lead	Charles Doyle, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,875
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£16,703
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£42,578

Part A: Pupil premium strategy plan

Statement of intent

This school seeks to enable disadvantaged students to not only achieve academic outcomes that exceed national expectations, both in terms of attainment and progress, but also encourages and supports a rich and full educational experience at Judd.

High quality teaching is the heart of our approach, with 4 middle leaders with specific additional responsibility for improving Teaching and Learning in the school, led by our Senior Deputy Headteacher. We attribute a portion of this project cost to the Pupil Premium Strategy.

The school has a small number of disadvantaged students, with only 2.6% of students, among the lowest proportion in the country. This is despite a growth in recent years, since the introduction of a priority oversubscription criteria for students eligible for FSM and PP. Disadvantaged students have access to places with lower 11+ scores than their non-disadvantaged peers. As such, some disadvantaged students have lower overall prior attainment than the non-disadvantaged cohort, which should be considered when comparing attainment.

This small cohort means that we prioritise the funding available predominantly on ensuring those individual students have a rich and successful experience of education at The Judd School. This includes significant support for a full extra-curricular program, including access to international trips, music lessons and Duke of Edinburgh.

We also use the Pupil Premium (and not Recovery Premium) to support tutoring, both supporting the NTP program of tutoring, but also tutoring programs outside the NTP program.

Finally, we recognise the wide ranging challenges that students from disadvantaged backgrounds experience and we monitor barriers to success closely, both nationally, within our own context and individually.

Challenges

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

Challenge number	Detail of challenge
1	Achieving the very best academic outcomes
2	Access to tutoring support where classroom provision is insufficient to support need
3	Lack of technology at the home to access resources to aid learning
4	Access to the broad range of (paid) educationally enriching experiences at the school
5	Mental health issues, including anxiety and low self-esteem are prevalent among disadvantaged students.
6	Maintaining a healthy, full diet at school

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
Narrowing of Attainment gap between disadvantaged and non-disadvantaged students	25% reduction in gap
Narrowing of Progress 8 gap between disadvantaged and non-disadvantaged students	25% reduction in gap
Engagement of disadvantaged students in extra-curricular program	All disadvantaged students taking part in at least one extra-curricular activity from: <ul style="list-style-type: none"> • Music • Sports • Drama • Clubs and Societies
Disadvantaged students eating well in school	Students utilising their allocation of meal funding – minimum 80% of days accessed

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: **£7,980** = £6,480 LoL Salary uplift & time release 25%*, £1,500 lesson release 25%*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leaders of Learning – Facilitating Development of teaching and learning	High quality teaching is the highest priority area for effective support. These roles research evidence based approaches of the best CPD.	1
NPQLT – lowering teaching commitment to provide time for study	High quality teaching is the highest priority area for effective support. This supports the roles of the LoL.	1

*Please note, a small proportion of the actual costs (25%) has been attributed here to reflect the low proportion of PP students, while recognising the importance of the strategy to raising the performance of all students, including the disadvantaged. This retains more funding to be available for our other strategies.

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

Budgeted cost: **£17,098** = £10,183 LD Program 25%, £6,915 tutoring subsidy and Easter small group courses.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Development program – additional support in English, Maths and Science through the ‘Focused Curriculum’	This is based on the EEF evidence of providing small group tuition. Small Group Tuition - EEF	1,2
1-1 Online Tutoring – supporting the NTP program funding	This is based on the EEF evidence of providing one to one tuition. Tuition - EEF	1,2,3
Small group Easter revision courses	This is based on the EEF evidence of providing small group tuition. Small Group Tuition - EEF	1,2

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

Budgeted cost: **£17,500** = £2000 counselling, £10,000 extra curric support, £1500 chromebooks for y7, £4,000 additional FSM support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling – proportion of total spending to support SEMH of disadvantaged students	Students’ poor mental health can be very detrimental to their good progress and academic success.	5
Support for trips, music lessons, DofE etc.	A full experience of school life leads to greater enthusiasm for school and academic success	1,4,5
Chromebook purchase – all disadvantaged students are provided a chromebook to access learning at home	Evidence of restricted access to technology through pandemic and its detrimental impact – lead to similar project nationally.	3
Additional funding put towards the daily allowance for FSM to ensure opportunity for utilising breakfast and/or breaktime snack on top of main meal deal.	National program of FSM demonstrates importance of ensuring students are well nourished during school hours.	6

Total budgeted cost: £42,578

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our Pupil Premium cohort from last year and make the following observations and conclusions.

Year 11 – 5 students – national performance tables are suppressed.

- Attainment 8 of PP students = 65
 - Att8 of cohort = 76.3 – this gap of 11.3 points is smaller than the same nationally at 15.3 points. Indeed in % terms, PP achieve 85% of their non-dis peers, nationally this is 69%.
- Progress 8 of PP students = -0.27
 - This is disappointing, but one must remember this is just 5 students, with one student with P8 of -2 skewing this average disproportionately. The remaining 4 students have P8 of 0.17 equal to that of non-disadv students nationally. The gap between disadvantaged P8 and the rest of the cohort is 0.86, which is larger than nationally.
- All 5 PP students achieved 5+ in English and Maths.
- Official E-Bacc entry is 40% for disadvantaged students, but this fails to include our History IGCSE, which when included raises the proportion to 80%, in line with that of the cohort – 79%

Other Year groups:

- Year 7 (6 students) – progress exceeds that of non-disadv cohort
- Year 8 (5 students) – progress marginally behind that of non-disadv cohort, but improved through the year as a result of interventions put in place.
- Year 9 (6 students) – estimated positive P8, exceeding that of non-disadv cohort currently.
- Year 10 (5 students) - estimated positive P8, exceeding that of non-disadv cohort currently.

As can be seen, there is excellent progress being made in the younger year groups, reflecting the changes that have been made in recent years to better support our disadvantaged students. Clearly, we aim to continue this trend to close the gap in performance.

Unpicking the detail of which of the implemented strategies is having greatest effect is, of course, very challenging, as it is both difficult to know what would have happened without said intervention, but also that with such small cohorts, the strategies overlap for many students.