

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024-2025 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 Madejski Academy
Number of pupils in school	652 (KS3/4) 106 (KS5) Total: 758
Proportion (%) of pupil premium eligible pupils	42.02%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	Annually
Statement authorised by	Mike Milner (Principal)
Pupil premium lead	Geoff Bull (Interim Assistant Principal)
Governor / Trustee lead	Roy Awbery

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£300,318
Recovery premium funding allocation this academic year	£0
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	£300,318

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students at The John Madejski Academy, irrespective of their background and challenges, will make excellent progress and achieve highly across a broad, balanced and ambitious curriculum. We aim to raise the aspirations of our students and equip them with the knowledge, skills and character to become successful in the local and global community.

Research shows that access to high quality teaching and learning has the greatest impact on closing the attainment gap between disadvantaged and non-disadvantaged. It is therefore our intention to place professional development at the heart of our ethos and deliver quality first teaching. It is also our intention to deliver wider strategies of targeted curriculum, pastoral, wellbeing and co-curricular support and activities helping to develop the whole child, raise aspirations and outcomes and diminishing the impact of disadvantage.

Our wider strategies will demonstrate our commitment to reducing the gap and ensuring disadvantaged students can be successful and achieve the same progress and attainment as their peers through following our values:

Join in: All students are encouraged to join in and participate in all aspects of school life and ensure disadvantaged students are both supported and challenged in their work, classwork, homework and wider co-curricular interests.

Be motivated: Removing barriers and providing expert teaching and learning, co-curricular activities and pastoral support helps all students to be inquisitive and motivated to excel.

Be Ambitious: Providing a broad and balanced curriculum/co-curricular and CEIAG programme, enabling all students to be challenged and significantly raise the aspirations of disadvantaged students.

Challenges

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

Challenge number	Detail of challenge
1	<p>Academic challenge</p> <ul style="list-style-type: none"> • Progress of all students is below the national average of 0.17, but PP students are significantly underperforming with a P8 score of -0.8. <p>Evidence suggests that student progress is linked to high quality teaching and learning strategies. Therefore, JMA has teacher and curriculum development at the heart of its ethos to support the progress of all students, especially the disadvantaged.</p> <p>All students are expected to participate in learning, with the school deploying the following strategies to maximise participation:</p> <ul style="list-style-type: none"> • Low stakes quiz • Call and response, with students repeating answers • Regular use of mini whiteboards to check students' understanding • Turn and talk, allowing students to explain learning to their partner • Cold calling, with teachers selecting students to answer questions • Independent practice phase of the lesson, when students are expected to work in silence. <p>Students are issued with Knowledge Organisers for all subjects and are expected to bring them to all lessons and to use them both in lessons and at home. Spare copies of Knowledge Organisers are made available to students.</p> <p>JMA follows a rigorous curriculum. The curriculum maps and schemes of learning set high expectations for all students, and outline the support provided to all students that enables them to meet the learning objectives. The homework policy has the same expectations of all students and JMA provides after-school homework support.</p>
2	<p><u>Attendance</u></p> <p>Attendance data for 2023/24 academic years, the attendance gap between disadvantaged and non-disadvantaged students remained a concern – with disadvantaged students tracking at just under 10% lower (79.9% / 89.4%).</p> <p>Data for the 2023/24 Autumn term has continued on with a gap of 9.5%. This is a slightly reduced gap (from 15.5% in the same YTD period for 22/24) but remains a concern and focus for our strategy.</p>

3	<p><u>Reading and Literacy</u></p> <p>Our assessments, observations and discussions have evidenced that the reading ages of our students overall are lower than they should be across each year group. This is evident in both our disadvantaged and non-disadvantaged students.</p> <p>Students being able to access reading and exams appropriately is a real concern and is one of the barriers that is leading to poor attainment.</p>
4	<p><u>Behaviour, Wellbeing, Engagement and Cultural Capital</u></p> <p>Our assessments, observations and discussions with students and families suggest that the behaviour, wellbeing and engagement of many of our disadvantaged students has been impacted by the by disruption to education caused by closures and isolations during covid. Continued staff recruitment and retention challenges have also contributed to the disruption and leading and ultimately played a role in disadvantaged students having lower engagement in the curriculum and co-curricular activities, more concerns regarding wellbeing and higher levels of behaviour concerns. Reducing barriers, often financial, will support students in accessing a broad co-curricular programme; CIAG; cultural experiences and positive social interactions and promoting the development and progress of the whole child.</p>

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
Improved P8 score for disadvantaged students and reduce the variation between key learner groups	<ul style="list-style-type: none"> • PP students improve P8 by 0.5 • Less than a 0.3 variation in P8 between PP and non-PP
Improved whole school attendance, especially disadvantaged	<ul style="list-style-type: none"> • Increase whole school attendance by 5% compared to 2022/23 • Reduce the gap between PP and non-PP to a 3% variation • Staff have a PP first approach when communicating attendance concerns with parents/carers
Improved reading ages, comprehension and vocabulary instruction amongst all students, in particular disadvantaged students	<ul style="list-style-type: none"> • Reading embedded in the tutor programme • Student voice reports an increase in confidence levels in reading • Curriculum planning and lessons to prioritise Tier 2 and 3 vocabulary to increase accessibility to all lessons and public examination

<p>Improve the engagement, attitude towards learning and wellbeing amongst all students, but especially disadvantaged</p>	<ul style="list-style-type: none"> • ATL (attitude towards learning) is as high for PP as non-PP students • Merits and Star of the Lesson is distributed evenly between PP and non-PP students • Qualitative data from student voice, parent surveys and teacher observations show improved wellbeing for all students, especially disadvantaged
<p>Students have access to a high-quality Personal Development, Co-curricular and CIEAG programme which supports their development, independence and confidence</p>	<ul style="list-style-type: none"> • Increased participation in the co-curricular programme, especially disadvantaged • Increased numbers accessing cultural experiences, especially disadvantaged • Minimize the number of NEET students • Student surveys report the impact and development on personal qualities, skills and knowledge

Activity in this academic year

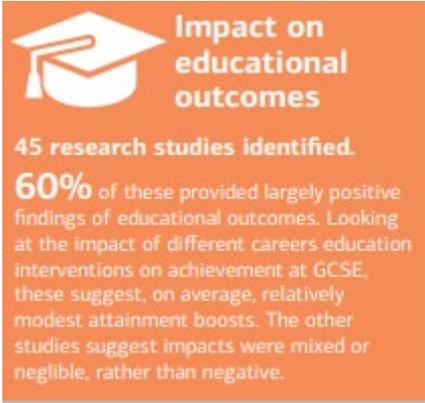
This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase SEND/PP administration support and Teaching Assistant (TA) support to increase the development and attainment of disadvantaged students.	<p>Teaching Assistant support +4 months</p> <p>The research from the EEF suggests that access to a TA in lessons has an impact of +4 months with regard to student progress. TA deployment by staff to work with disadvantaged and struggling students is an effective method for improving outcomes for these students.</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	1, 3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily Breakfast Club. This club is open to all students including PP.	The DfE's evaluation of Breakfast clubs in schools with elevated levels of deprivation shows that there were reductions in the number of pupils being hungry; improvements in punctuality for some pupils; perceived improvements in concentration and in behaviour from pupils attending breakfast clubs. These are consistent with the observed barriers to progress that our disadvantaged students face.	2,4
Peer mentoring (sixth form students) and External Mentoring to provide positive role models and build confidence and relationships, to develop resilience and character, or raise aspirations	<p>Mentoring +2 months</p> <p>Mentoring EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4

<p>Improving attendance by reviewing, developing and implementing a coherent school attendance strategy</p> <ul style="list-style-type: none"> • Focus on first day calling for PP students • Greater focus on rewards • Greater parental engagement parents with poor attendance • Parental engagement and podcasts • Effective use of student attendance report cards <p>Embedding principals of good practice set out in the DfE's Working together to improve school attendance</p>	<p>The research by NFER (2019) suggests that pupil absence rates are strongly associated with KS4 outcomes in both attainment and progress. Disadvantaged Boys with 7 weeks of absence achieved a P8 score of -1.10, compared with -0.55 with 0 weeks of absence. Attendance is a barrier for our disadvantaged students.</p> <p><u>Working together to improve school attendance - GOV.UK (www.gov.uk)</u></p>	<p>1, 2, 3, 4</p>
<p>A more robust CIAEG strategy to be written and implemented</p> <ul style="list-style-type: none"> • 1:1 careers interviews – PP first approach • Drop down days eg Y10 interview day, Y9 Prince's Trust enterprise day • Develop links with Enterprise Advisor and engagement 	<p>SYM873648 Careers-Education-Infographic (d2tic4wvo1iusb.cloudfront.net)</p> 	<p>2,4</p>

<p>with local businesses</p> <ul style="list-style-type: none"> • Work experience • Improved links with higher/ further education and training providers to raise aspirations 	<div data-bbox="536 159 968 562">  <p>Impact on economic outcomes</p> <p>27 research studies identified.</p> <p>67% of these provided evidence of positive economic outcomes. The scale of the wage premiums detected is routinely considerable. The other studies suggest impacts were mixed or negligible, rather than negative.</p> </div> <div data-bbox="536 611 962 1016">  <p>Impact on social outcomes</p> <p>25 research studies identified.</p> <p>62% of these provided evidence of positive social outcomes, with improvements in students' self-efficacy, self-confidence, career maturity, decision-making skills, career competencies, or career identity. The other studies suggest impacts were mixed or negligible.</p> </div>	
<p>Improve engagement in Co-curricular activities, including sports, creative and performing arts, Combined Cadets Force and cultural trips</p> <ul style="list-style-type: none"> • Registers and effective tracking of PP participation • Student voice • Instrumental tuition subsidy • Subsidised trips and experiences • Barriers removed to promote attendance • Build strong links with external providers eg Rabble Theatre production 	<p>Social and emotional learning +4 months</p> <p>Physical Activity +1 Month</p> <p>Arts participation +5 months</p> <p>The research from the Education Endowment Fund shows that arts participation and physical activity have a positive impact on students' progress over the year. Evidence from the Sutton Trust suggests that cultural capital passed on through families helps students achieve better in schools, and that young people from professional households were more likely to take part in extracurricular activities. Ofsted's own school inspection handbook states that cultural capital <i>'is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought, said, and helping to engender an appreciation of human creativity and achievement.'</i> (Ofsted, 2019)</p>	1,2,4
<p>Supporting Students' social, emotional and behavioral needs</p> <ul style="list-style-type: none"> • One to one meetings • Mentoring • Staff mentors • Student 	<p>Collaborative learning and approaches +5 months</p> <p>Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)</p> <p>Behaviour Interventions +4 months</p>	1,2,4

<p>leadership</p> <ul style="list-style-type: none"> • Student voice • SEMH programme embedded in the tutor time programme and assemblies • PSHE and RSE delivered once a fortnight • Drop down days e.g. diversity day 	<p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p>Provide assistance with:</p> <ul style="list-style-type: none"> • Uniform • Materials • School travel • technology 	<p>Research commissioned by the DfE into supporting the most academically able disadvantaged pupils (2018) concludes that addressing material poverty is a key factor in supporting disadvantaged students to achieve. This may be physical materials like books, pens, and revision guides, but also School Uniform where needed.</p>	

Total budgeted cost: £303,318

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023-24 academic year.

	Disadvantaged	Non-disadvantaged	Gap
P8	-1.24	-0.65	-0.59
P8 (English)	-1.28	-0.90	-0.38
P8 (Maths)	-0.59	-0.16	-0.43
P8 (EBacc)	-1.34	-0.66	-0.68

The P8 score for England (non-disadvantaged pupils) is +0.17.

	School disadvantaged pupils	England (non-disadvantaged pupils)
A8	25.74	50.2
En & Ma at grade 5+	17%	52%
EBacc at grade 5+	0%	20%
Entering EBacc	22%	43%
EBacc APS	2.25	4.43

It is evident that gap between disadvantaged and non-disadvantaged for student progress has grown since 2021. It also shows that progress of non-disadvantaged students in 2022/23 is significantly below the national average. Identifying the cause is difficult, but the sudden resignation and departure of the Senior Leadership Team at the end of the Spring term in 2023 has undoubtedly lead to instability. Robust data analysis from previous PP strategies was minimal, so a full analysis of the impact of previous strategies is difficult. With a brand new Senior Leadership team, it was decided that the PP strategy should be streamlined to address the current needs and plan for future success.

Early evidence from internal and external reviews highlighted the urgent need to improve the Quality of Education, Behaviour and Attitudes and Personal Development to support and promote better progress and attainment for all students, especially disadvantaged.

The school now has a clear remit and is implement robust systems to monitor and track the impact of future PP strategies to ensure that disadvantaged students are making the same progress as non-disadvantaged students.

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