

Pupil premium strategy statement 2024-25

(plus review of 2023-24)

This statement details our school's use of pupil premium (and recovery premium for the 2023-24 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	The Jo Richardson Community School
Number of pupils in school	1694 (yr 7 to 11; 1470)
Proportion (%) of pupil premium eligible pupils	574 or 33.8% (Yr 7 to 11; 531 or 36%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	L Keane
Pupil premium lead	L Keane
Governor / Trustee lead	E Dwaah

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£543583.16
Recovery premium funding allocation this academic year	£116121
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total amount for 2024-25 academic year	£696187.91

Part A: Pupil premium strategy plan

Statement of intent

- We want **success for all** our students. We want all students to make good progress
- In order to ensure this, we want to narrow the gap between our disadvantaged and non-disadvantaged students
- We will strive to remove the barriers for students from disadvantaged backgrounds, ensuring they can access the education we provide
- We want to ensure all students have access to high quality teaching and learning, as we believe this is the best way to enable them to make good progress
- We recognise the need to raise the aspirations of our students and aim to ACHIEVE this through our curriculum, OSHL, trips, visits, CEG, mentoring and a wide range of programmes

We have based our approach on the Education Endowment Foundation guide to supporting school planning, a tiered approach and their pupil premium toolkit.

- **High quality teaching and learning:** Development of teaching and learning using the latest research. We are currently developing metacognition and self-regulation strategies, reviewing our feedback policy, and developing use of vocabulary in lessons.
- **Targeted interventions:** Use of recovery funding to provide small group targeted interventions for our pupil premium students.
- Providing homework club and a study space for all students
- **Wider strategies:** Improving attendance of pupil premium students through first day calling and timely interventions, working with parents and students to remove barriers to learning. Developing a whole school approach to trauma-informed practice to support our students' mental health and wellbeing, improve behaviour and reduce exclusions.
- **Raising aspirations:** through our ACHIEVE agenda, CEG, trips and OSHL programmes.

Challenges

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

Challenge number	Detail of challenge
1	<p>Too many of our pupil premium students do not know how to work and revise independently. Some do not have the space, facilities or structure to do so at home.</p> <p>We need to provide our students with structured space and facilities for homework and revision.</p>
2	<p>Need to develop students' independence. Student self-evaluation strategies need to be developed through our feedback policy to ensure all students are aware of what they need to learn and the gaps in their own learning. We need to share with students the knowledge they are required to develop through revision checklists and knowledge organisers. We need to develop metacognition and self-regulation strategies (using thinking hard knowledge retrieval strategies) that are taught within our curriculum.</p>
3	<p>We need to improve the attendance and persistent absence of our disadvantaged students.</p>
4	<p>Significant barriers to learning in terms of high levels of adverse childhood experience. We need to continue to support the mental health and wellbeing of our students. Due to the many challenges our students face at home, this has become an increasing issue for students and the school.</p>
5	<p>Low aspirations of many of our students and families. We need to provide opportunities to build cultural capital, raise students' aspirations and provide high quality CEG to show pupils what is possible.</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
To ensure all students achieve expected levels of progress at KS3/4 including those who are disadvantaged.	<ul style="list-style-type: none"> - Exam results/outcomes: Performance vs target. - Assessment checkpoints show progress over time.
We need to provide our students (focus on disadvantaged) with the knowledge and skills to study effectively including how to self-regulate. Structured space and facilities for homework and revision provided.	<ul style="list-style-type: none"> - Monitor use of homework club and student study facilities - Improved attainment and completion of homework from these students as shown in student reports <p>Students using resources e.g. revision guides, stationery to plan their work and complete it to a high standard</p>
To improve the attendance and persistent absence of our disadvantaged students to minimise lost learning.	<ul style="list-style-type: none"> - Attendance reports whole school show low levels of PA and school averages are high. - Analysis of disadvantaged attendance - Attendance officer to follow-up with PA students to ensure there isn't a gap between PP and other
To continue to support the mental health and wellbeing of our students through outreach and in-school services. This is to support the significant numbers of students presenting with Behavioural, Emotional and Social difficulties.	<ul style="list-style-type: none"> - Reduced levels of wellbeing concerns raised especially recurring behaviours from groups of students. - Increased levels of wellbeing reported in student surveys - Reduced numbers of internal exclusions for poor behaviour including recurring behaviours
To expose students to a wide range of opportunities to build cultural capital, raise students' aspirations and provide high quality CIEAG.	<ul style="list-style-type: none"> - High attendance to extracurricular clubs especially by disadvantaged students - High attendance to school trips and visits especially by disadvantaged students - Students access a wide range of careers opportunities with a focus on STEM subjects that they wouldn't naturally have easy access to

Activity in this academic year (2024-25)

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: £18978.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thinking hard strategies taught within the curriculum to support development of metacognition and self-regulation	EEF +7 months High quality teaching and learning with embedded think hard strategies to challenge students to know more and remember more https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1 & 2
Work with cohort managers/pupil premium leads and catch up co-ordinators to support staff in leading best practice strategies with disadvantaged students	Recruitment and retention of teaching staff to develop teaching techniques and embed practice to support disadvantaged students	1-5 Cohort managers TLR2a £3391x 3 = £10173
Embed disciplinary literacy through CPD and appointment of literacy subject leads who drive teaching of literacy in departments	EEF reading comprehension strategies +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies EEF strategy 1 improving literacy levels in departments Helps students to access curriculum.	1&2 Literacy Co-ordinator x1 TLR2b £5647
Improve independent work and homework through a whole school approach to HW	CPD on effective HW and implementation across site Use and development of knowledge organisers to support student revision Purchase of online learning platform SENECA EEF HW +5 months Homework EEF (educationendowmentfoundation.org.uk)	1 Cost of SENECA £4300 Cost of Mathswatch £458.25 and Sparx Maths £2700

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

Budgeted cost: £32,366.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly compulsory homework clubs for targeted group students (report scores for HW are low)	EEF HW +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Homework EEF (educationendowmentfoundation.org.uk)	1 Pastoral assistants accounted for below.
Revision room made available for each KS with student mentors to support with self-study	Use of student mentors and HW EEF +5 months Peer tutoring +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring	1 & 2 £8.50per hr X2 duty, from Nov to EOY, 150 days =£2550
Various intervention sessions run after school and during school holidays, including Easter revision school	Small group tuition EEF +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools Supporting retrieval of knowledge and building exam skills across the curriculum with a focus on key stage 4. We have found this an extremely effective way of raising attainment of students, particularly before external exams.	1 & 2 Easter revision Staffing = £6425.75
Targeted students receive support with revision strategies to improve metacognition and self-regulation.	Students improve revision strategies and are able to recall more knowledge. Self-regulation improves. Helps metacognition and self-regulation EEF above 7+ months	1&2

Workshops run Wednesday pm through core department teaching for year 11. Generic study skills workshops for targeted year 9 and 10 students.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	
Cohort managers TLR in the core subjects to monitor specific groups of underachieving pupil premium students	Essential roles in monitoring the outcomes of our interventions and having a more focused approach on improving outcomes for our disadvantaged students, with a particular focus on covid catch-up	1 & 2 Accounted for above
<p>Improve reading and literacy for students with the lowest reading age in year 7 through targeted reading intervention in form time and during class (peer to peer)</p> <p>Hodder reading test in yr 7 and then yr8 and 9 to monitor progress of targetted group</p> <p>Intervention of cohort either: SDD cohort for those on register, EAL reading support, Reading age below 8 and reading age below 10. Please see reading intervention plan for more details.</p>	<p>Students reading ages improve which leads to students being able to access work independently.</p> <p>EEF strand 7 improving literacy level in secondary schools</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks3-ks4/EEF_KS3_KS4_LITERACY_POSTER.pdf?v=1666363049</p> <p>EEF reading comprehension +6 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1 & 2 (Lexia)TLR 2A £3391
Use of external tutors through the NTP to close learning gaps in Year 11	<p>Provision of one-to-one online tuition in English and Maths to support pupil learning and raise academic attainment by focusing on specific topics and parts of the curriculum that would benefit from extra attention</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	1 & 2 £20000

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

Budgeted cost: £828,462

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring West Ham Hub mentor x2 Lifeline mentoring Youth worker (DEM1) RPC mentoring to raise aspirations	EEF +2 months, however we have found this an essential part of our work in helping students overcome some of the issues that impact them from outside of school and to improve behaviour so that they can then access education. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring We see this as a key part of social and emotional learning (+4 months EEF)	4 & 5 Invoice from west ham £47k
Use of pastoral support assistants to work with targeted groups e.g. disadvantaged and support progress	As above EEF +4 Months behaviour interventions, social emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	3, 4 & 5 X5 pastoral assistants with oncosts £171407
Use of staff in bespoke learning support unit to provide one-to-one support to students with BESD	As above +4 Months behaviour interventions, social emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4 (x4 LSU Manager) with oncosts £160,034
Attendance officers used to ensure first day calling, chase attendance, provide data for AHT and HOY etc Target specific cohorts disadvantaged students and monitor attendance and PA	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	welfare (3 staff) with oncosts £129962
Embed trauma-informed practice as a whole school approach:	Trauma informed schools UK: Increasing numbers of children are presenting with mental health difficulties and high Adverse Childhood Experiences (ACE) scores impacting on future life chances, mental and physical health and progress and attainment.	3, 4 & 5 Wellbeing and mental health lead

	<p>Mental health and well being lead added to increase pastoral capacity. Overview of student wellbeing and mental health as well school based avoidance +4 months EEF social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Staff are trained in EBSA and Zones of Regulation</p>	<p>TLR 1b £12044 included in Salary with oncosts £106393</p>
<p>School councillor two days a week and on site Mental Health Support Team workers</p>	<p>https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions</p>	<p>4 £13338 for the year</p>
<p>ACHIEVE days. High quality OSHL and trips used to raise aspiration and build cultural capital</p>	<p>EEF Aspirations interventions Although little evidence exists nationally as a school, we feel this is an essential part of our work given the context of the school. Student voice and year 13 exit interviews tell us this. During lockdown when we were unable to run this program it had a real impact on the engagement of students in school. EEF arts participation + 3months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>5 OSHL TLR2b £5647</p> <p>Achieve days £83941</p>
<p>Comprehensive CEG programme, work the world, Aim Higher and visits programmes raise aspirations</p>	<p>EEF Aspiration interventions</p>	<p>5 Careers path coordinator with oncosts £58946 Aim higher £5250</p> <p>Careers Guidance £30000</p> <p>UNIfrog licence £4500</p>

Total budgeted cost: £1,1711,07

Income: £696,187.91

£474,919.09 from other school income streams

Part B: Review of outcomes in the previous academic year (2023-24)

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

Quality of teaching for all			
Action	Intended outcome	Estimated impact / lessons learnt	Cost
Thinking hard strategies taught within the curriculum to support development of metacognition and self-regulation	Improve outcomes, Ofsted report, learning walks show that strategies are implemented across the curriculum and are having a positive impact on outcomes.	Learning walks show that staff are using Thinking Hard strategies successfully in lessons. Consistency of use was highlighted as effective practice leading to consistently good and outstanding teaching during recent Ofsted inspection Need to continue to develop and embed successful knowledge recall strategies that develop long term memory – Knowledge is Power	
Work with cohort managers/pupil premium leads (Recruit in Maths) to support staff in leading best practice strategies with disadvantaged students	Recruit catch-up co-ordinators in Maths and English Improved outcomes for disadvantaged students Cohort identified for support and greater engagement in interventions	Recruitment of co-ordinators Continue to embed work of catch up co-ordinators. Focus in year 7 is Reading catchup.	Cohort managers TLR2a £229878 & £3214x 3 = £9642 with oncosts
Embed disciplinary literacy through CPD and appointment of literacy subject leads who drive teaching of literacy in departments	Training provided to staff Literacy leads in each department Departments write literacy action plan for embedding disciplinary literacy	CPD successful and literacy leads have started to work on disciplinary literacy in departments. Highlighted as an area strength during OFSTED inspection. Continue with training and strategies in department in this years CPD plan. Focus on vocab and reading	Literacy Co-ordinator £71401 & TLR2b x1 £5353=£5353
Improve independent work and homework through a whole school approach to HW	CPD on effective HW and implementation across site Use and development of knowledge organisers to support student revision Purchase of online learning platform SENECA	Effective CPD and examples of good practice observed – OFSTED 2024 SENECA purchased with 1200 active students, who were regularly engaging with homework tasks on Seneca. Moreover, we have over 1000 active parents who can track and monitor their child's engagement and progress with homework. We had KS4 students regularly completing 3-4 hours of additional learning each week, and KS3 students regularly completing 1-2 hours of additional learning each week.	Cost of SENECA £4216.83 Cost of Mathswatch £450
Total budgeted	£69379.49	Total expenditure	£320940.83

Targeted support			
Action	Intended outcome	Estimated impact / lessons learnt	Cost
Weekly compulsory homework clubs for targeted group students	Students with low HW scores on report improve HW completion improves across the site.	HW clubs introduces Tracking much improved. Students were identified at each data entry point based on their homework score across all teachers. The lowest scoring 5-7% of students attended homework club the following term, to offer them support with their homework but also support with establishing a good routine for completing homework Further engagement with parents would help.	Pastoral assistants
Revision and prep room made available for each KS with student mentors to support with self-study	Sixth form study room is used effectively. KS4 study room set up HW spaces available for all year groups	Good use of year 11 and sixth form study space. Could we engage more students in KS3?	£8.50per hr X2 duty, from Nov to EOY, 150 days =£2550
Various intervention sessions run after school and during school holidays, including Easter revision school	Good attendance in Easter revision school. Ensured lost learning caught up and we maintained outcomes.	Student engagement was high and helped to improve outcomes for students. Threshold data in line with NA and 2019 results. P8 score +0.2 is above average	Easter school staff costs £11216.56 –
Targeted students receive support with revision strategies to improve metacognition and self-regulation. Workshops run Wednesday pm through core department teaching for year 11. Generic study skills workshops for targeted year 9 and 10 students	Students improve revision strategies and are able to recall more knowledge. Self-regulation improves. Helps meta-cognition and self-regulation EEF above 7+ months	Due to staffing constraints this did not run.	
Cohort managers TLR in the core subjects to monitor specific groups of underachieving pupil premium students	Essential roles in monitoring the outcomes of our interventions and having a more focused approach on improving outcomes for our disadvantaged students.	Clearer expectations on monitoring. When and how. Catch up co-ordinators produce a report on impact to include data tracking but also students voice.	Accounted for above

<p>Improve reading and literacy for students with the lowest reading age in year 7 and are through targeted reading intervention in form time and during class (peer to peer)</p> <p>Hodder reading test in yr 7 and then yr8 and 9 to monitor progress of targetted group</p> <p>Intervention of cohort either: SDD cohort for those on register, EAL reading support, Reading age below 8 and reading age below 10.</p> <p>Please see reading intervention plan for more details.</p>	<p>Students reading ages improve which leads to students being able to access work independently.</p>	<p>Year 7 reading age test completed and those requiring support put on appropriate program</p> <p>Year 7 cohort then retested at start of year 8. Reading age improved for 77% cohort who engaged in the program. Report available with case studies.</p> <p>Support to continue in year 8 with identified cohort and then throughout KS3/4</p> <p>54% students with reading buddies showed improvement in their reading age.</p> <p><i>OFSTED "Leaders' sharp focus on supporting weaker readers has been further developed through the school's literacy strategy. Testing is used effectively to identify those most in need. Year 7 pupils now also benefit from having Year 11 'reading buddies'"</i></p>	<p>GL assessment reading test £2440 Lexia TLR 2a £3214 Literacy co-ordinator accounted for above.</p>
<p>Use of external tutors through the NTP to close learning gaps in Year 11</p>	<p>Provision of one-to-one online tuition in English and Maths to support pupil learning and raise academic attainment by focusing on specific topics and parts of the curriculum that would benefit from extra attention</p>	<p>Improved outcomes in terms of progress for the targeted group.</p> <p>Individual positive impact reports from Pearson comparing baseline assessments to post tuition scores</p>	<p>X2 Pearson Tutoring £24300 = £48600</p>
<p>Total Budgeted</p>	<p>£70379.49</p>	<p>Total expenditure</p>	<p>£68020.56</p>

Wider strategies			
Action	Intended outcome	Estimated impact / lessons learnt	Cost
West Ham Hub mentor RPC mentoring to raise aspirations	Improve behaviour and increase engagement in school	Attendance to sessions is good. Student voice suggests students find mentoring process beneficial	£22000
Use of pastoral support assistants to work with targeted groups e.g. disadvantaged and support progress	Improve behaviour and increase engagement in school	Yes spreadsheet monitors interventions, Improved engagement and low FTS data . Positive climate for learning within school. Ofsted””	<i>Pastoral Support staff £166001with oncosts</i>
Use of staff in bespoke learning support unit to provide one-to-one support to students with BESD	Improve behaviour and increase engagement in school Tracking of internal isolations monitors repeats and effectiveness of interventions.	Yes spreadsheet monitors intervention. Improved engagement and positive climate for learning. See above	(4 staff LSU) £135316 with oncosts
Attendance officers used to ensure first day calling, chase attendance, provide data for AHT and HOY etc Target specific cohorts disadvantaged students and monitor attendance and PA	Improve PA and attendance	Attendance @ National @ PA @ National @	(3 staff) £125141 with oncosts
Embed trauma-informed practice as a whole school approach:	Support student mental health and wellbeing and improve engagement and attendance in school Trauma informed schools UK: Increasing numbers of children are presenting with mental health difficulties and high Adverse Childhood Experiences (ACE) scores impacting on future life chances, mental and physical health and progress and attainment.	Improved attendance, see above.	£30805 Mentor Wellbeing and mental health lead TLR 1b £11416
School councillor two days a week and onsite CAMHS workers	Support student mental health and wellbeing and improve engagement and attendance in school	See above	
ACHIEVE days. High quality OSHL and trips used to raise aspiration and build cultural capital	Raise aspirations and increase engagement in school	Engagement in OSHL is evidenced by student voice and registers. ACHIEVE program valued by students as highlighted in student voice feedback and Ofsted report.	OSHL TLR1b £11416 oncosts

			Achieve days £54285.40
Comprehensive CEG programme, work the world, Aim Higher and visits programmes raise aspirations	Raise aspirations and increase engagement in school	Gatsby benchmarks met	Careers path coordinator with oncosts £29908 Careers Guidance £30000 UNIfrog licence £4500
Total budgeted	£653,494.80	Total Expenditure	£620788.40

Total budgeted 2023-2024	£812,668
Total expenditure 2023-2024	£851,535.44
Total pupil premium allocation 2023-2024	£525,990

Externally provided programmes

Programme	Provider
Online tutoring	Pearson
Maths tutor	Teach First

Further information

Development of literacy. Please also refer to our literacy strategy which also contributes to raising the attainment of students.

- Year 7 use Lexia software regularly, which provides a personalised reading development programme for all students
- Comprehensive reading catch up strategy
- Key curriculum vocabulary taught and highlighted in Knowledge Organisers and Schemes of Work. Whole-school strategy for teaching subject specific vocabulary
- Right to Write programme across the curriculum to develop extended writing