

# The Jo Richardson Community School

## Pupil premium strategy statement

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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	1686
Proportion (%) of pupil premium eligible pupils	38.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement for each academic year</b> )	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Lisa Keane - headteacher
Pupil premium lead	Lisa Keane
Governor / Trustee lead	E Dwaah

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 606,400
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£606,400</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our school motto is **Success for All**, we want every student irrespective of their background to make the very best academic progress and to leave school with the key character traits that will enable them to be successful in life after school. We will do this by providing high quality teaching, a knowledge rich curriculum and the very best pastoral care which ensures pupils feel safe, get the care, advice and support they need to be successful and have a strong sense of belonging to the Jo Richardson School Community.

Alongside the challenges faced by our disadvantaged students we will also consider the challenges faced by all our vulnerable students such as those who have a social worker, young carers, EAL and SEND. The activity we have outlined in this statement is intended to support the needs of all students, regardless of whether they are disadvantaged or not. We will also carefully consider the needs of our double disadvantaged students and those with persistent disadvantage.

At the heart of our strategy is a real focus on high quality teaching and learning. This is proven to have the greatest impact on improving standards for all students. We want to ensure we offer a well sequenced, knowledge rich curriculum that teaches students rehearsal and recall strategies in lessons that help them learn and remember more so that they achieve better outcomes in school. 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 will use robust data and diagnostic tests to assess the needs of our pupils. Targeted interventions will be put in place for those students who need extra support.

Strong pastoral support with consistently applied behaviour management systems and routines will support us in ensuring a positive climate for learning where low level disruption is rare and students are actively engaged in lessons.

Good attendance and a sense of belonging are essential for our students to achieve good outcomes. We will use a number of wider strategies to enhance our pastoral care, sense of belonging and inclusion and to monitor and promote good attendance. High student attendance is one of the highest predictors of good outcomes in the school.

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. Ensuring we have a knowledge rich curriculum with retrieval practice built into lessons to ensure students remember and learn more. We are currently developing metacognition and self-regulation strategies. Alongside this we are developing disciplinary literacy with a focus on reading. We are ensuring students are actively engaged in learning by ensuring consistent application of behaviour management systems, consistent routines at the start of lessons, front loading instructions during transitions and the effective use of strategies detailed in our T&L policy to promote engagement and participation.

- **Targeted interventions:** We will also use pupil premium funding to provide small group targeted interventions for our pupil premium students. We will fund programmes that support students with low reading ages through tailored intervention programs to improve their reading and comprehension skills. We will also provide homework clubs and a study space for all students, interventions and Easter and Saturday revision schools for exam classes.
- **Wider strategies:** These will include improving attendance of pupil premium students through first day calling and timely interventions, working with parents and students to remove barriers to learning and strategies to improve student engagement and a sense of belonging to the school community. 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 section details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Our observations suggest that too many students are passive in lessons. This lack of engagement leads to lower attainment and progress at the end of year 11. We need to ensure students are engaged in their learning through using thinking hard strategies, and the following strategies from our teaching and learning policy to promote engagement: consistent lesson start routines, consistent application of bottom lines from our behaviour management policy, front loading instructions, checking for listening, student attention in transitions, e.g. pens down and eyes on me, checking for understanding strategies, think , pair, share, SLANT</p> <p>A8 of disadvantaged students was 37.7 in 2024 v 51.96 for our non-disadvantaged. In 2025 this improved to 40.6 v 51.2 non-disadvantaged. We want to ensure we continue to maintain and further close this gap with the work we have begun. The number of disadvantaged middle attaining students achieving a grade 5 in English and maths (28.89% 2024 is lower than our non-disadvantaged students 53.38% 2024).</p>
2	<p>Staff and student voice has told us that too many of our pupil premium students do not know how to work and revise independently. Too many students were not completing homework set. We need to provide our students with regular opportunities to complete homework that helps students to recall knowledge. Some do not have the space, facilities or structure to do so at home. We will provide structured space and facilities for homework and revision. We need to promote the importance of homework and develop good study habits in KS3.</p>
3	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. On entry to year 7 in the last 2 years, between 46%(2024) - 36%(2025) of our disadvantaged pupils arrive with a reading age below their chronological age compared to 28% (2024) to 21% (2025) of their peers.</p>
4	<p>Our assessments, observations and discussions with pupils and families have identified high levels of adverse childhood experiences leading to social and emotional issues for many pupils, such as anxiety, depression, difficulty self-regulating and low self-esteem. These challenges particularly affect disadvantaged pupils, including their attainment and behaviour. We need to continue to support the mental health and wellbeing of our students. We also need to ensure we have a consistent and predictable approach to behaviour management and routines that promote a positive climate for learning and a calm and supportive environment for students.</p>
5	<p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 89.3% in 2023 (gap to school non disadvantaged -4.7%) to 91.3% in 2025 (gap to non-disadvantaged -4%). We need to work to continue to close this gap.</p> <p>35% disadvantaged students were persistently absent in 2024 with a gap to school non disadvantaged -19.8 and 39.8% (2023) gap -23.7 in 2023. The gap continued to improve in 2025. However, our assessments and observations indicate that absenteeism is still negatively impacting disadvantaged pupils' progress.</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 engagement in lessons from students across the school leads to better outcomes among disadvantaged pupils across the curriculum at the end of KS4.	<ul style="list-style-type: none"> <li>- Lesson observations show that students are more engaged in their learning.</li> <li>- Homework completion rates have improved. This leads to better outcomes for students.</li> <li>- KS4 performance measures in 2027/28 demonstrate that disadvantaged pupils achieve an average Attainment 8 score of at least 4.8 and at least 45% pass GCSE maths at grade 5 or above.</li> </ul>
Improved independence, metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	<ul style="list-style-type: none"> <li>- Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning.</li> <li>- This finding is supported by improved homework completion rates across all classes and subjects.</li> <li>- Monitor use of homework club and student study facilities</li> </ul>
Improved reading comprehension among disadvantaged pupils across KS3.	<ul style="list-style-type: none"> <li>- Reading comprehension tests demonstrate a 50% improvement in reading age scores among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</li> <li>- Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</li> </ul>
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"> <li>- Reduced levels of wellbeing concerns</li> <li>- Increased levels of wellbeing reported in student surveys</li> <li>- Positive feedback from interventions that show impact</li> <li>- Reduced numbers of internal exclusions for poor behaviour including recurring behaviours as students are more able to regulate their emotions.</li> </ul>
To ensure a calm and positive climate for learning by implementation of behaviour management policy	<ul style="list-style-type: none"> <li>- Staff, student voice and observations suggest a positive and calm climate for learning across the school</li> <li>- Behaviour management policy is implemented consistently as seen through analysis of behaviour data and observations of staff</li> <li>- Routines that promote positive behaviour (positive reframing, entry routines, front loaded instruction at transitions and use of SWAT) are observed during learning walks.</li> <li>- Improved levels of suspensions, particularly for disadvantaged students</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>- Sustained high attendance by 2028/29 demonstrated by:</li> <li>- the overall unauthorised absence rate for all pupils being no more than 5% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%.</li> <li>- the percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 10% lower than their peers.</li> </ul>

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£339,965.80**

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 (explicit instruction, modelling thinking, think pair share, guided practice (I do, we do, you do))	EEF +8 months High quality teaching and learning with embedded think hard strategies to challenge students to know more and remember more <a href="#">Metacognition and self-regulation   EEF</a>	1 & 2
Staff CPD through teaching and learning communities to share good practice and ensure consistently good teaching across the site. Focus on front loaded instruction, particularly during transitions, routines that promote a positive climate for learning and student engagement	EEF +8 months <a href="#">Summary of recommendations poster 2021 -10-27-151056 qiiz 2021-10-29-074723 miux.pdf</a> and <a href="#">EEF-Effective-Professional-Development-Guidance-Report.pdf</a> and <a href="#">Improving behaviour in schools</a> +3 months	1,2 & 4
Improve students reading and comprehension by ensuring staff are trained on a whole school approach to supporting reading and disciplinary literacy across the site	EEF +7 months <a href="#">Reading comprehension strategies   EEF</a> <a href="#">Improving Literacy in Secondary Schools   EEF</a>  DFE guidance on reading: <a href="https://readingwise.com/assets/uploads/pdf/Supporting_reading_in_secondary_school_for_secondary_leaders.pdf">https://readingwise.com/assets/uploads/pdf/Supporting_reading_in_secondary_school_for_secondary_leaders.pdf</a>	3
Improve independent work and homework through a whole school approach to HW  - CPD on effective HW and implementation across the curriculum - Use and development of knowledge organisers, to support student revision - Use of online learning platforms such as SENECA, SPARX and UPLEARN	EEF HW +5 months <a href="#">Homework   EEF</a> ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1&2

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

Budgeted cost: **£16,029.75**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly compulsory homework clubs for targeted group students (two or more HW detentions in a week, short interventions at HW club)	EEF HW +5 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>  <a href="#">Homework   EEF</a> ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1&2
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 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a>	1 & 2
Various intervention sessions run after school and during school holidays, including Easter revision school	Small group tuition EEF +4 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a>  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
Improve reading and literacy for students with the lowest reading age in KS3 through targeted reading intervention in form time and during class (peer to peer)  Hodder reading test in yr 7 and then yr8 and 9 to monitor progress of targeted group  Intervention of cohort either:  SDD cohort for those on register, EAL reading support, reading age below 8 and reading age below 10.	EEF reading comprehension strategies +6 months  Peer tutoring +6months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>  EEF strategy 1 improving literacy levels in departments  Helps students to access curriculum.	3

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

Budgeted cost: **£580,137.92**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding good practice set out in DfE's guidance on <u><a href="#">working together to improve school attendance</a></u>.</p> <p>Staff training and release time to develop and implement procedures. Attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	5
<p>Embed trauma-informed practice as a whole school approach:</p> <p>Small group and 1;1 interventions and mentoring sessions that support students' mental health and wellbeing as identified yes project:</p> <p>-mentoring (Pastoral assistants, West Ham hub officers, Construction Youth trust, RPC , YARM,subwize),school councillor,YARM referrals</p> <p>-staff are trained in and deliver EBSA and Zones of Regulation, anger gremlins.</p>	<p>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.</p> <p>+4 months EEF social and emotional learning  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>EEF + 2 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>	4&5
<p><b>Total Budgeted</b></p> <p>Teaching</p> <p>Targeted academic support</p> <p>Wider strategies</p> <p>Total</p>	<p><b>£339,965.80</b></p> <p><b>£16,029.75</b></p> <p><b>£580,137.92</b></p> <p><b>£936,133.47</b></p>	<p>Pupil premium funding</p> <p>£606,400</p> <p>Other funding streams</p> <p>£329,733</p>



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Quality of teaching

Last year we saw improved outcomes for our disadvantaged pupils and the gaps are beginning to close suggesting the strategies we have implemented are having a positive impact. Our A8 for disadvantaged students was 40.6 with a gap to our non-disadvantaged of 9.7 in 2025 compared to A8 of 37.7 with a gap to our non- disadvantaged of 14.27 in 2024.

We introduced thinking hard strategies to ensure students were actively engaged in their learning during lessons. This included activities such as transform, redraft, summarise and transform. Learning walks show that staff are using Thinking Hard strategies successfully in lessons which is leading to students being more engaged in their learning. Consistency of use was highlighted as effective practice leading to consistently good and outstanding teaching during recent Ofsted inspection. Low stakes testing was also promoted, and effective use was observed. We need to continue to develop and embed successful knowledge recall strategies that develop long term memory.

Last year we launched our homework strategy and ensured staff were trained in CPD on the importance of homework, the type of homework which has the most impact (mode A HW that involves knowledge recall) and why follow up is important. Staff are setting more of mode A homework and we are seeing more staff follow up on misconceptions in lesson time. However, student voice suggested follow up is not consistent in all lessons and this will be a focus for this year. Following the success of online learning platform SENECA with over 1200 active students engaging in the program we continue to develop its use. We will be introducing SPARX Maths and Science .

We started to embed some strategies to improve disciplinary literacy. Students have opportunities to talk in lessons and think pair share is used effectively across the curriculum. We introduced literacy leads with a focus on developing reading across the curriculum. Due to CPD time constraints this had less impact, and we need to develop this in year 2.

#### Targeted Support

We ran various intervention workshops and Easter holiday school for exam classes that were well attended and had a positive impact on results as detailed above. A study room and facilities were made available for KS4 and 5 students and the environment in the LRC was updated for all students.

We ran compulsory homework clubs for students not completing homework based on their termly report data. This had a positive impact for some students, but the intervention ran for too long meaning that some students disengaged after a number of weeks. We will run this session again but ensure the intervention is more frequent and for a shorter period of time.

Cohort managers in the core subjects ran interventions for disadvantaged students in KS3. Clearer expectations on monitoring are required to ensure we have the evidence of impact. This year Catch up coordinators will be asked to produce a report on impact to include data tracking but also student's voice.

The most successful interventions were in English where there was a focus on reading. The Year 7 reading age test was completed and those requiring support were put on appropriate programs. The year 7 cohort were then retested at start of year 8. For all students the reading age improved for 77% of the cohort who engaged in the program. A report is available with case studies. 54% students with reading buddies showed an improvement in their reading ages This support is to continue in year 8 with an identified cohort and then throughout KS3.

#### Wider strategies

We ran a number of mentoring and behaviour and emotional support interventions. We need to more closely monitor the impact of each of these types of interventions in year 2. Student voice is positive about these sessions and the various support offered to students.

Student voice tells us that our ACHIEVE days, OSHL and extracurricular program alongside our CEG raise student aspiration and improve student enjoyment and engagement in school fostering a sense of belonging which we believe leads to improved attendance.

We used the DFE guidance on tracking and improving attendance. This has had a positive impact on student attendance that has improved from over the last 3 years. Attendance among disadvantaged pupils has improved from 89.3% in 2023 (gap to school non disadvantaged -4.7%) to 91.3% in 2025 (gap to non-disadvantaged -4%). We need to work to continue to close this gap. We will continue these strategies using a more tiered and targeted approach in year 2 and 3.

### Externally provided programmes

Programme	Provider
On line tutoring	Purple ruler
On line tutoring	Academy 21

## Further information

### Additional activity

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

- The intervention for our disadvantaged students is subsidised from other budget streams. Recruitment and retention of high-quality teaching staff and subject specialists has a high impact on disadvantaged high-quality also invest heavily in student support staff in SDD, LSU, safeguarding as well as pastoral assistants to support our disadvantaged students.
- We have moved to mixed ability teaching across the curriculum. We believe this is starting to have a positive impact on our disadvantaged students as it helps to maintain high expectations of all students and improve student engagement. We will continue to closely monitor this.
- Utilising support from our local Mental Health in schools' team to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- Offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. We collapse our timetable 5 days a year to offer students a range of workshops, trips and visits during our ACHIEVE days that raise aspirations will focus on life skills such as confidence, resilience, and socialising.
- We offer all students a comprehensive CEG program that raises aspirations. The uptake of all students is monitored and disadvantaged pupils are invited to participate in a large number of activities, workshops and mentoring programs (RPC, construction youth trust)
- We have a comprehensive arts, drama and dance curriculum and offer many extra-curricular activities to engage all pupils in arts and cultural experiences which improve cultural capital and enhance mental health and wellbeing
- All students have access to free instrumental lessons and students are offered the opportunity to join one of our many bands or choirs.
- A small number of students may receive a bespoke curriculum with extra support from our on line tutoring partners.

### Planning, implementation, and evaluation

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. A review of our planning and evaluation has been undertaken by our governing body and a visit to observe impact is conducted annually by the governor responsible for pupil premium.

We looked at several 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 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 implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils.