

Disadvantage Strategy Review

2023-24

Briefly describe your strategy. Three to four bullets, no more than 15 words per bullet.
<ul style="list-style-type: none"> • All students have access to a challenging, knowledge rich and broad curriculum • Many of the approaches are whole school strategies, which serve to embed our ethos and culture • A clear focus on high quality teaching and learning, routines are set, guidelines and expectations are explicit • CPD focus on metacognition, positive framing, self evaluation and improvement.
How does socioeconomic disadvantage impact on learning (50 words maximum)
<ul style="list-style-type: none"> • Many of our disadvantaged students still find it hard to memorise, retain and recall knowledge, which can result in a lack of resilience and motivation. • The behaviour and attitude to learning of a proportion of our disadvantaged students still adversely affects their progress. • Lower attendance rate compared to Non PP students
How are you working to overcome the impact of disadvantage on learning? (50 words maximum)
<ul style="list-style-type: none"> • Whole school drive in developing teachers own teaching & learning through Instructional coaching, supported by the use of IRIS • Calendared CPD sessions for BfI and TfLbased on 'Walk-thrus' • Improving behaviour for learning through our whole school culture and ethos • Clear Attendance system and support plan in place • Focus on self regulation through targeted interventions and aspirational mentoring
How well-embedded is your disadvantage strategy? Is it understood by all staff and governors? How do you know? (50 words maximum)
<ul style="list-style-type: none"> • The disadvantage strategy is fully aligned with the whole school development plan. • There is a whole school staff CPD session each year to ensure that all staff understand the strategy and their role within it. • PP is a standing LGB agenda item • PP appears on all 360 reviews and is a standing item in all faculty meetings • PP champion regularly communicates with all Faculty PP reps
To what extent is your disadvantage strategy and activity based on research evidence? (50 words maximum)
<p>Evidence indicates that quality teaching is the most powerful way for schools to improve the outcomes of disadvantaged students. (EEF).</p> <ul style="list-style-type: none"> • Instructional coaching is used to support the whole school focus on quality first teaching • Development is heavily influenced by Rosenshine's principals and the Learning Scientists • Clear focus on attendance to ensure students are in lessons accessing HQFT • Consistent whole school approach to behaviour management and CPD in BfL strategies to support students Social, emotional and behavioural needs.
Is your disadvantage strategy integrated into senior and middle leadership roles? Is there sufficient leadership capacity to monitor, evaluate and quality assure each activity? (50 words maximum)
<p>Leaders at all levels know that closing the disadvantage gap is a priority.</p>
What evidence do you have that all staff have high expectations of all pupils, regardless of background or barrier to learning? (50 words maximum)
<ul style="list-style-type: none"> • Open door policy, learning walks and behaviour and achievement data analysis clearly see a consistent application of whole school strategies for BfL: SLANT, SHAPE, PROUD, STEPS.

- The weekly reward system message 'Push for Positives' is delivered to all tutees to promote a positive ethos
- Book looks regularly see marking for PROUD and Green pen with retrieval practice
- Learning walks see lessons use of the learning scientists and activities of Rosenshine's Principles such as concrete models and scaffolding as well as regular cold call and clear questioning

How does the school's curriculum build cultural literacy for disadvantaged pupils? Do disadvantaged pupils get equitable access to a broad and balanced curriculum and experienced, well-qualified teachers? How does this disadvantage impact on pupils across the curriculum? (50 words maximum)

Curriculum is broad, balanced and open to all.

Briefly describe outcomes for disadvantaged pupils at each Key Stage. Are there any strengths or weaknesses to be aware of? (50 words maximum)

Outcomes for disadvantaged pupils at KS4 show a consistently improving picture at Judgemeadow, with the gap between pp and non-pp continuing to fall year on year.

Cohort		2019		2021		2022		2023	
		No.	A8	No.	A8	No.	A8	No.	A8
PP	Yes	54	3.86	60	4.47	63	4.10	60	4.60
	No	196	5.28	242	5.35	240	5.25	229	5.16
	GAP	142	1.42	182	0.88	177	1.15	169	0.56

2019							
Non-PP				PP			
Measure				Measure			
Average Total Attainment 8				Average Total Attainment 8			
Average Attainment 8 Grade				Average Attainment 8 Grade			
Average KS2 Prior Attainment				Average KS2 Prior Attainment			
Average Estimated A8				Average Estimated A8			
Average Total Progress 8				Average Total Progress 8			

2023							
Non-PP				PP			
Measure				Measure			
Average Total Attainment 8				Average Total Attainment 8			
Average Attainment 8 Grade				Average Attainment 8 Grade			
Average KS2 Prior Attainment				Average KS2 Prior Attainment			
Average Estimated A8				Average Estimated A8			
Average Total Progress 8				Average Total Progress 8			

How well do disadvantaged pupils take part in wider school life? (50 words maximum)

- PP Students have always been very well represented in all extra-curricular and academic provisions. Extra work is always done by the PP team to ensure PP students are encouraged to apply for leadership roles and take part in opportunities.
- The recovery premium was used to fund a number of cultural capital widening participation activities across the curriculum as well as fund a number of scholarships for cultural and educational trips abroad.
- The Polished programme ensures that all disadvantage students are able to access a wide range of experiences and develop a range of soft skills

How does disadvantage activity work towards achieving the schools overarching improvement aims? (50 words maximum)

- There is a synergy between the whole school development plan and the disadvantage strategy – These processes do not operate in isolation from one another
- Senior and middle leaders across the school are aware of their responsibilities in relation to the whole school strategy.

What is/are the issue(s) you want to address from the perspective of the following?

Teachers

- We need to continue to embed the strategies that have led to higher progress and attainment more consistently across all staff and departments

	<ul style="list-style-type: none"> • Staff still need to continue to focus on quality first teaching so that attainment and progress of PP students matches their non-PP peers in all subject areas • Continue to challenge stereotypes around disadvantaged students and reiterate what has been successful/research led approach. • Staff still need to use a range of BFL strategies without just relying on the behaviour policy. • We still need to continue to ensure better consistency with the application of the behaviour policy.
Other staff	<ul style="list-style-type: none"> • Continue to focus on improving attendance • Reduce the number of detentions for punctuality and behaviour
Students	<ul style="list-style-type: none"> • Continue to reduce the number of detentions through the use of student voice and targeted intervention. • There needs to be a focus on explicitly teaching self-regulation.
Attainment	<ul style="list-style-type: none"> • PP and Non-PP gap continuing to decrease. From 1.42 in 2019 to 0.56 in 2023; hopefully even closer to zero in 2024 • This picture is seen consistently across all subject areas. Core is strong at present. These figures need replicating at other Ebacc subjects and the open bucket subjects
Other	<ul style="list-style-type: none"> • Increasing parental and community engagement
What actions, programmes and activity should we expect to see in lessons and other activities from the perspective of the following?	
Teachers	<ul style="list-style-type: none"> • Lessons at Judgemeanow should follow the key tenets of our practice. Namely, the use of the learning scientists and then within that, the granular activities of Rosenshine's Principles. • Use of the new LET feedback policy, particularly self assessment, green pen within retrieval practice and other in-class activities • Focus on clear questioning, use of cold call • Whole school strategies for T&L and BfL: SLANT, SHAPE, PROUD, STEPS. • Six BFL Walkthrus: establish your expectations; positive relationships; positive framing; front loading behaviour; certainty vs severity; the dot in the empty square
Other staff	<ul style="list-style-type: none"> • Attendance is reviewed each week by each year team and students referred to attendance clinics for discussions regarding attendance. If needed, students and parents meet with pastoral staff and attendance support plans are implemented. • PP team set attendance and behaviour challenges for targeted PP students. Those that complete their challenges will gain a reward that they can choose from the reward box • We launched an Aspirational Mentoring programme at the end of the last academic year, paying former JMCC pupils now at Post 16 to come into school for 2 hours a week to: mentor pupils with high rates of detentions by meeting with them after school; offering some support in lessons and delivering/supporting extra-curricular activities.

Students	<ul style="list-style-type: none"> • A range of interventions are used to work with students on reflecting on their behaviour. This includes the REACH project and the use of a behaviour intervention – Commando Joes. Rewards are widely used to support attendance and behaviour. • Self-reflection in detention. Students are expected to reflect on their behaviour and come up with strategies to improve their behaviour. Students will also engage with retrieval practice during detention.
Attainment	<ul style="list-style-type: none"> • A culture of feedback • A culture of questioning, answering and high engagement • Clear sense of a delineation of learning within the construct of the lesson
Other	<ul style="list-style-type: none"> • Promoting school events via social media, newsletters and podcasts • Organise One Community Event per term and promote to ensure parental and community engagement. <p>Autumn Term – The Big Show – Centred around Diwali. Spring Term – The Spring Show – Drama and Music performances. Summer Term – Culture Day – showcase the year 11 event to parents.</p> <p>Events are organised to allow local community organisations to highlight their work in the community. Allow stalls to be visited before/after and during show interval.</p> <ul style="list-style-type: none"> • Community Stake Holders Group – Friends of Judgemeanow – To assist in promoting events at Judgemeanow and be a voice of the school in the community. Can allow parents another avenue to approach the school via the stake holder groups. • Judgemeanow Funday Event would include: Football Tournament – Organised by CFA Stalls from local businesses –Food/drink/arts/crafts/facepainting Bouncy Castle etc. • Ramadan Iftar Party – Invitation from Governors to local community leaders and organisations to break the fasting of a day in Ramadan. Invite parents and students to partake. • In the Meadows Podcast/Social Media – Develop Podcasting to promote our work in the community. Focus on showing the journey of ex students and entrepreneurs from our community. Promote engagement with social media to produce engaging contents.

Emerging: Limited evidence of this in your school.

Improving: There is increasingly some evidence of this in your school, but it is inconsistent.

Mature: There is extensive evidence of this in your school. It is embedded.

Expectations are high for all pupils.

Irrespective of prior attainment and PP/FSM status, leaders, teachers and non-teaching staff are committed to the academic achievement of all pupils.

Building Blocks	Emerging	Improving	Mature	Evidence and Reflections
Leaders, teachers and non-teaching staff are ambitious for the academic attainment of all pupils, regardless of starting points and the challenges they face.				Exam results Progress 8 is good PP review
Improving outcomes for disadvantaged pupils is a whole-school priority regardless of the proportion being low or high. There is a collective ownership of the strategy, with individuals understanding their role within it.				PP review Interviews with a range of staff PP appears on all 360 reviews and is a focus
School leaders set goals and benchmarks against the highest performing schools rather than setting limits on what disadvantaged pupils can achieve.				Data analysis in the light of GCSE outcomes (progress and attainment) focuses on comparative data with: Other LET schools Other city schools National data With the aim of outperforming all others within these parameters.
Disadvantaged pupils and their families are held in positive regard.				Disadvantaged pupils' families engage well with the school. Work is being undertaken to increase family's engagement with the school, such as regular email communication and regular communication with disadvantaged students while at school

Staff have a shared language around high expectations, with no use of limiting languages such as 'low ability' or 'bottom set'.				<p>Still work to be done around staff perceptions. We still talk about low ability, not low attaining</p> <p>Work is being undertaken to raise aspirations of students from staff and their self-belief that all students can do well. The pupil premium champion meets with disadvantaged students and discusses aspirations and the want for them to do the best they can</p>
There is a good understanding of the challenges of growing up as a disadvantaged young person and the implications of this on classroom practice.				Staff can access pupil passports that give them an insight into disadvantaged students backgrounds and then can see how this effects their classroom practice
Disadvantaged pupils do not work disproportionately with less qualified/ experienced staff.				All students taught by a qualified teacher
Staff discuss expectation in terms of age-related expectation, not just progress.				KS2 data as a predictor of GCSE progress is the key (using SISRA) as opposed to internal KS3 data, which can be cumbersome and potentially flawed.
Strategy and activity continually challenge and extend disadvantaged pupils.				Brilliant Club – RMA
Disadvantaged pupils are on a trajectory to access KS5.				<p>Very good NEET figures Excellent Careers provision</p> <p>PP works closely with the careers team to ensure all students have completed their college applications Initiatives introduced to include mock interviews and widening participation events Students are spoken to about next steps for college</p>

				and advice is given regarding KS5 Support is offered for work experience and facilitating all disadvantaged students taking part in this
Stakeholders understand and comprehend the relationship between academic achievement and self-esteem.				Standing item on LGB agenda
Every pupil has an advocate to support them towards ambitious goals.				PP Champion – Student voice Careers Advisor Form tutor All disadvantaged students know they have additional support through the PP team and know who contact if they need additional support The PP team have regular contact with students and ensure they are ambitious thrive for the best they can
All pupils have access to high-quality teaching, language and social skills.				
Disadvantage strategies prioritise pupil attainment.				Focus on HQFT
Lessons challenge pupil assumptions and enhance cultural capital.				
Classroom strategies 'scaffold up', supporting pupils to access challenging tasks, rather than 'differentiate down'.				Part of CPD on Teaching and Learning strategies continues to focus on how scaffolding can be best used to explore the whole spectrum of achievement, as opposed to simply a 'pass' (GCSE grade 4) or a grade deemed good enough.
Where additional support in core subjects				There is additional support available in lessons for

is required, this is additional and extra to the wider curriculum.				English and Maths through PP learning mentors – this is targeted to classes that have a high percentage of disadvantaged students in these Year 11/10 disadvantaged students are offered tuition after school in a variety of subjects including core subjects
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2

Data is used to identify tightly focused improvement priorities.

Building Blocks	Emerging	Improving	Mature	Evidence and Reflections
Data is a key driver for the disadvantage strategy. Assessment, not assumption, drives the strategy.				All Heads of Department track achievement through assessment across their subjects at KS4, driving data snapshot input, along with clear advice about professional judgement as a necessary adjunct to this.
Multiple sources of data are gathered and analysed routinely and effectively to inform strategic planning and pinpoint areas of focus. These could include diagnostic assessment (pastoral and academic), summative assessment, classroom observations, teacher voice, pupil voice, and parent voice where appropriate.				B.P A.P Suspensions SISRA Student Voice Staff Voice
Barriers to learning identified are not just academic. There is a multi-faceted approach to ensuring pupils overcome barriers to developing the skills and experiences necessary for accessing future opportunities. However,				Focus on PP Behaviour, attendance, Suspension data Lots of careers guidance and opportunities to develop skills and experiences: Polished programme Work Experience

where activity focuses on activities outside the classroom, there is a clear rationale for doing so.				<p>Mock Interviews Speed networking</p> <p>The Meadows offers some vulnerable pupils therapeutic input to support their well-being and strategies to improve in their mainstream lessons.</p> <p>Increase information on vocational courses</p> <p>The pupil premium team meet with students to discuss their barriers to learning and what can be put in place to supporting these students. Each student then has a pupil passport created which staff can access to see which lessons they struggle with and any other barriers they may have.</p>
School leaders set goals and benchmarks against the highest performing schools in their family of schools, rather than set limits on what disadvantaged pupils can achieve.				Although final GCSE grades are compared and we judge ourselves against the other schools in the LET, data snapshots during KS4 utilise SISRA P8 and SPI as a comparative tool.
There is a clear understanding of how socioeconomic disadvantage impacts on learning and there is a strategic plan to identify solutions. This understanding is nuanced for subject-specific and phase impact.				<p>There is continuing support on subject specific disadvantage. Support has been offered to all GCSE Food technology PP students to purchase and provide them with their ingredients for the whole academic year. PE kit is ordered for students who need it. Uniform is provided to any disadvantaged student who requires this. Art supplies were given to all GCSE PP students. Subject specific revision guides are ordered for students who</p>

				request these to facilitate their learning in all lessons.
Self-evaluation is rigorous and honest, drawing on a range of sources of data.				<p>Combination of formal and informal QA across the academic year, driven by middle leaders, who have significant autonomy to shape processes. All forms of QA have a specific pp focus.</p> <p>PP team constantly assess the impact of all they do and reflect on what can be changed to have the best impact. Teacher feedback and student voice are used to evaluate the effectiveness of the work PP do</p>

3

Appropriate evidence-based teaching, academic intervention and wider approaches are used to address the root causes of underachievement. Curriculum equity is prioritised.

Building Blocks	Emerging	Improving	Mature	Evidence and Reflections
A range of data is a key driver for the selection of evidence-based programmes and teaching approaches.				<p>In Year 7 NGRT testing is used to identify students with standardised score below 90. All these students are placement tested for DI and those who meet the criteria are placed into DI group (one in each band). Students in Year 7 who get 90 or below and are not in DI groups will do Reciprocal Reading intervention with TA 1-1 in registration.</p> <p>Year 8 and 9 students who score below 90 are placed into RR 1-1 with TA once a week during registration.</p>
Interventions are strategically selected to target key issues. They are supplementary to high-quality teaching.				<p>Direct Instruction – Return to curriculum when progress is made (90 or above on NGRT) and do not stay out of lessons longer than necessary.</p>

Low prior attainers do not get a narrower curriculum entitlement than their peers.				<p>Students in RR return to registration when they make the required progress (90 or above on NGRT).</p> <p>There are PP learning mentors in both English and Maths – supporting targeted students with literacy and numeracy</p>
Teachers and leaders are willing and able to make connections between the impact of socio-economic disadvantage on learning and how this presents in the classroom.				<p>A focus for improvement</p> <p>Address in CPD, briefings,</p> <p>Links to PP passports of students are sent to all staff via Sharepoint</p>
Schools engage with and deploy research evidence on best practice for disadvantaged learners.				<p>QFT is a key policy – Rosenshine – ELS</p>
Teaching and learning staff buy-in to the approaches being adopted.				<p>Instructional Coaching is part of the School Development Plan 23-24, building on the work already completed in 22-23. Instructional Coaching sessions are calendared throughout the year, with staff completing four phases of sessions. Each phase is based on key strategies to do with Behaviour for Learning and Quality of Education, creating a golden thread. The strategies are based on our 'Walk-thrus' and the LET Writing Focus, with staff therefore being able to develop their skillset, rather than introducing new ideas.</p> <p>We have invested in IRIS Connect, which is being used as the vehicle to drive Instructional Coaching. All staff have access to a range</p>

				<p>of research-driven techniques that they can use to develop their own practice as part of their personalised CPD programme. Through IRIS, staff are able to record and review their practice, all of which is low-stakes, thus building staff buy-in.</p>
<p>All pupils, including those from disadvantaged backgrounds and low prior attainers, have equitable access to a rich, broad and balanced curriculum.</p>				<p>Curriculum is broad, balanced and open to all.</p> <p>Newly remodelled KS3 (7-9) is the same for all students, regardless of background or prior attainment, with some small changes for those with particular EAL needs who enter the school during the academic year and need initial help to access the curriculum. KS4 offers two open option choices with a good range of subjects, which are not exclusive according to ability.</p>
<p>Teachers and support staff use inclusive teaching practices to ensure all pupils can access the curriculum.</p>				<p>TAs in lessons are tasked with helping anyone who struggles.</p> <p>Teachers are given advice and guidance on how TAs should be deployed in their classrooms in regular briefings and bulletins. The emphasis is always on the needs of the student. The least amount of help is given first.</p>

Building Blocks	Emerging	Improving	Mature	Evidence and Reflections
The purpose of activity should be to ensure disadvantaged pupils are accessing consistently high-quality learning opportunities.				Our teaching and learning strategies all focus around delivering high-quality teaching so that all learners, regardless of backgrounds, can succeed. Our writing strategy, which incorporates <i>The Writing Revolution</i> and Doug Lemov's <i>Teach Like a Champion</i> , is designed to give all learners the opportunity to express their voice and to be able to write with confidence. Middle leaders have begun to embed writing strategies into their subject areas, with data showing an improvement in outcomes for disadvantaged students.
Interventions/programmes are given a time frame and clear success criteria. They show fidelity to the evidence.				
School leaders are building the capacity of leadership teams for mentoring, coaching, planning, monitoring and evaluation.				In the past five years we have attempted to empower staff at all levels to be leaders who drive change and can thus empower others. SLT conduct regular LM with middle leaders, VP for Academics works with middle leaders to monitor, evaluate and train and CPD programme encourages reciprocal planning and coaching through IC.
The highest priority for disadvantaged pupils is ensuring high-quality learning in every lesson.				

CPD is used to develop and improve inclusive teaching and learning.				
CPD is targeted and focused on an area of development, with pupil need in mind/ targeted at the needs of disadvantaged pupils and their gaps in learning.				One of the targeted areas for this year has been centred around BFL due to a need response. Staff conducted a behaviour survey to identify current behavioural issues. The main issues were low-level disruption to learning. 6 Walkthru BFL strategies were identified as a tool to address the identified issues. The BFL strategies were front-loaded to staff at the end of last academic year. CPD was delivered to staff during training day 2. Furthermore, there will be 2 IC cycles focusing around BFL this academic year.
CPD is compliant with the DfE's professional standards for CPD and aligned with the best evidence on effective teaching and learning.				
School leaders are building the capacity and a collective responsibility for the implementation of the strategy.				

5

There is a long-term, well-specified, stage-by-stage plan for addressing disadvantage.

The plan takes into consideration the teaching and learning, academic intervention and wider approaches to support pupils.

Building Blocks	Emerging	Improving	Mature	Evidence and Reflections
The disadvantage strategy is based on a whole-school approach; solutions are not just a single initiative confined to isolated pockets of the school but instead consist of a range of				

different strategies that reflect the complexity.				
Activities must specifically target the impact of disadvantage on learning experienced by individual students.				PP students have their own personal budget and individual student tracker to ensure we have a deeper focus on each individual student. They all have pupil passports created throughout the academic year which staff can all access
Strategies target 'readiness' for next stages of life and learning to ensure that pupils access opportunities.				<p>Ofsted commented positively on how we are preparing our students well for the next pathway.</p> <p>Continue to build on and improve careers education</p> <p>Destinations data still show a trend for students to go on to doing A levels, so work continues to be done on educating about alternative pathways such as T-levels and Apprenticeship week through assemblies, Careers Week, careers champions.</p> <p>Strong PP Team support with the careers team helps to ensure our students have a readiness for their next stages in life and are supported with their college applications and regular discussions about aspirations for the future take place</p> <p>Initiatives such as mock interviews; widening participation events; the brilliant club; business talks; ensure that students are ready for the next stages in life</p>
The disadvantage strategy is implemented across the				

school in a structured and staged manner.				
Adequate time and care are taken in preparation for implementation.				
School leaders recognise that not all pupils face the same barriers and challenges.				
If funding is spent on activities outside learning, there is a clear rationale for doing so.				<p>The funding is also spent on activities outside learning which enrich students lives and break down barriers to their learning</p> <p>Pastoral care from an established pastoral team</p> <p>PP champion and 2 PP learning mentors.</p> <p>Attendance and behaviour support – challenges to reward students for improving in these areas, rewards include stationery, equipment and sensory equipment.</p> <p>Trips/events by each department to help encourage engagement in lessons such as a Maths escape room, English language CSI event, Geography peak district trip.</p> <p>Extracurricular support, equipment for subject specific lessons and uniform</p>

6

Schools set clear outcomes for the impact of disadvantage strategies and monitor progress and quality using robust and pragmatic measures.

Building Blocks	Emerging	Improving	Mature	Evidence and Reflections
Robust quality assurance and impact evaluation processes are in place to ensure success for disadvantaged learners.				<p>All QA processes have a specific pp focus.</p> <p>Systems are being created in Beehive to ensure we can clearly</p>

				<p>evaluate impact of Extra curricular / Academic Interventions/ Cultural Capital and Careers activities.</p> <p>All trackers include a comparison between PP vs Non-PP to breakdown the impact</p> <p>Formal: discussion and evaluation at SLT level, with necessary actions taken.</p> <p>Informal: 'softer' constant informal QA actioned initially via LM and then taken to SLT where necessary/relevant.</p>
<p>The expected impact of a given strategy or activity is set out at the start of the implementation process.</p>				<p>We are clear on aim – need to do more on impact.</p> <p>The Aspirational Learning Mentors project last year had some success but limited impact upon reducing repeat offenders in detention. We have re-launched the programme in 223/24 in order that:</p> <ul style="list-style-type: none"> • All ALMs appointed will be PP pupils that attended JMCC providing them with financial support and enabling them to use their 'lived experience.' • Allocated to work in school using a different approach • Project to be led by PP Team not the Principal

A plan for robust evaluation of the disadvantage strategy is decided upon at the planning stage.				
Schools understand the difference between monitoring and evaluation.				
Goals for outcomes are specific, time-limited and ambitious. Those involved in the implementation of a given programme are not responsible for the evaluation.				The Lionheart Educational Trust offers a myriad of opportunities for quality assurance that is led by staff that work outside JMCC for example: Curriculum Directors overseeing curriculum implementation; LET work sample days; LET reviews of the school three times a year, LET PP review.
Schools do not over-rely on end of year tests/GCSE Results as a measurement of effectiveness of interventions(correlation/causation).				We are still too GCSE driven in this respect Destinations data PP champion gets regular feedback on the effectiveness of the PP learning mentors to help identify whether they are having the best impact. Feedback is received through teacher and student voice
There is a clear process for internal quality assurance and frequent milestones.				

7

The disadvantage strategy aligns with the school's overall mission, goals and whole-school strategy.

These support a leadership environment and school climate that is conducive to changing practices across the school.

Building Blocks	Emerging	Improving	Mature	Evidence and Reflections
Schools have a collective, shared vision and ambition for disadvantaged pupils				Polished programme Poetry by Heart Speakers programme /Debating club

that recognises that academic attainment is necessary, but not sufficient for success.				
School leadership has a clear direction and strategy for the culture and values of the school, underpinned with a plan to bring it to life.				The vision and strategy for the school has been clearly articulated to all stakeholders at the school over the last 5 years and has remained the same with some slight tweaks. It doesn't need writing down in this box because it is at the core of everything that happens at JMCC.
School leaders and teachers recognise the intersectionality between socio-economic disadvantage and other areas of vulnerability.				More work done on this would be useful Some training but not all staff are aware
The whole school community is engaged with the school's mission on disadvantage.				Every department has an allocated PP rep who ensures that in department meetings PP is discussed and, on the agenda. Meaning that the whole school community are engaged with the school's mission on disadvantage
Disadvantaged pupils feel included in the school community, in lessons and in wider school life.				
The disadvantage strategy dovetails clearly with/is at the heart of the overarching school development plan: there is a sense of how Premium-funded activity works towards achieving the school's overarching improvement aims.				
Disadvantage is an important item in leadership, staff, subject and phase meetings.				Every department has an allocated PP rep who ensures that in department

				meetings PP is discussed and, on the agenda
There is a trajectory of improved attainment for disadvantaged pupils.				GCSE results show the gap between pp and non-pp is dramatically reducing: 2019: 1.42 2021: 0.88 2022: 1.15 2023: 0.56
Middle leaders and leadership teams are critical in ensuring that strategies are actioned in the classroom consistently (they are critical for internal QA).				There is a golden thread between whole school development planning- overarching T&L aims – the planning of whole school CPD and then the processes for actioning and following up these strategies via QA and the discussion and actions that follow.
The disadvantage strategy is integrated into senior and middle leadership roles.				
Leaders and teachers are consistent in upholding the School culture and embody the culture and values of the school as models to the pupils.				