

# Jesmond Park Academy Pupil Premium Strategy and Self-Evaluation 2020/2021

1. Summary information *Numbers of students correct week beginning December 7 <sup>th</sup> 2020					
School	Jesmond Park Academy				
Academic Year	2020 - 2021	Total PP budget	£505000	Date of most recent PP Review	December 2020
Total number of pupils	*1605	Number of pupils eligible for PP as per information from the DfE	*541	Date for next internal review of this strategy	September 2021
Year Group	*Number of students in the Year Group	*Number of PP Students (% of cohort)	*Number of non-PP students (% of cohort)		
7	359	110 (31%)	249 (69%)		
8	331	113 (34%)	218 (66%)		
9	310	101 (33%)	209 (67%)		
10	301	106 (35%)	195 (65%)		
11	304	111 (37%)	193 (63%)		
Total	1605	541 (34%)	1064 (66%)		

2. Current attainment 2019/2020 GCSE results based upon CAGs			
	All Pupils (previous years)	Pupils eligible for PP (previous years)	Pupils not eligible for PP (previous years)
Progress 8 score average	+0.08 (-0.15, -0.185)	-0.26 (-0.45, -0.67)	+0.26 (+0.02, +0.050)
Attainment 8 score average	51.04 (45.9, 47.66)	41.83 (36.13, 36.12)	56.17 (51.19, 53.05)
Grade 5 or above in English & maths	51.9 (50.2%, 48.8%)	31.4 (26.4%, 22.3%)	63.4 (63.1%, 61.2%)

3. Academic barriers	
A.	Although it is continuing to improve, PP/Disadvantaged student progress is not as fast compared to non-PP/Disadvantaged student progress across many curriculum areas in all Year groups 7 - 11.

<b>B.</b>	Statistically, 25 – 30% of PP students arrive in Year 7 with lower Reading Age, Literacy and Numeracy skills – exact number not known due to no KS2 scores.	
<b>C.</b>	Although it is continuing to improve, lack of focus with study and revision for PP/Disadvantaged students compared to non-PP/Disadvantaged students.	
<b>D.</b>	Lack of access to equipment and resources for many PP/Disadvantaged students at home. This is particularly important post COVID 19 as many PP/Disadvantaged students do not have access to important ICT equipment such as laptops in order to fully access all home learning materials.	
<b>Additional barriers</b>		
<b>E.</b>	Statistically, lower attendance levels for PP/Disadvantaged students compared to non-PP/Disadvantaged students in all year groups.	
<b>F.</b>	Statistically, behaviour for learning is lower amongst PP/Disadvantaged students compared to non-PP/Disadvantaged students in all year groups. Exclusion and Isolation rates are higher amongst PP/Disadvantaged students in all year groups. This results in higher rates of 'lost learning' due to students being subject to FTE, Internal Exclusion or Isolation. This is not proving to be as big a barrier at present due to COVID 19 restrictions.	
<b>G.</b>	Although it is improving, limited knowledge or awareness of higher aspirational progression for some PP/Disadvantaged students in all year groups.	
<b>Intended outcomes</b>		
	<b>Success criteria</b>	
<b>A.</b>	All students make good progress across all subjects. Measured using internal tracking data and flightpaths for students in Years 7 – 10 against EOY and EOKS targets. Measured using external GCSE performance data for Year 11 students.	Improving P8 and A8 scores for Year 11 PP/Disadvantaged students to continue to become less negative and more positive.
<b>B.</b>	Increased Literacy and Numeracy levels and Reading ages of all targeted PP/Disadvantaged students. Measured using internal tracking data (in English and Maths) for Literacy and Numeracy skills. Measured using Accelerated Reader Reading ages for students in Years 7 – 9.	Improving Reading ages for PP/Disadvantaged students in Years 7 – 9. Narrow the current gap between reading ages of PP/Disadvantaged and non-PP/Disadvantaged students. Improved Numeracy scores for students in Year 7.
<b>C.</b>	All Year 10 and Year 11 PP/Disadvantaged students are well equipped for lessons, revision and examinations. Measured using questionnaire and survey of Year 10 and 11 students prior to and the end of the examinations.	All Year 10 and Year 11 PP/Disadvantaged students issued with revision guides, equipment, and resources for examination preparation.
<b>D.</b>	All PP/Disadvantaged students are able to complete work using equipment or resources require ICT equipment such as laptops. Measured using questionnaire and survey of identified students before and after intervention.	All PP/Disadvantaged students are issued with ICT equipment such as laptops.
<b>E.</b>	PP/Disadvantaged students have raised levels of attendance. The % attendance gap between PP/Disadvantaged students and their non-PP/Disadvantaged counterparts is narrowed. Measured using ongoing attendance data for all Year groups. PP/Disadvantaged students vs non-PP Disadvantaged students vs National data.	PP/Disadvantaged students' attendance is in line with non-PP Disadvantaged students for all Year groups 7 – 11 and for whole school.
<b>F.</b>	PP/Disadvantaged students have reduced PEX, FTE, Internal Exclusion and Isolation rates. PP/Disadvantaged students have reduced 'lost learning' due to the above.	PP/Disadvantaged PEX, FTE, Internal Exclusion, Isolation rates and lost learning in line with non-PP/Disadvantaged students for all Year groups 7 – 11 and for whole school.

	Measured using ongoing behaviour data for all Year groups and the 'lost learning' spreadsheet. PP/Disadvantaged students vs non-PP/Disadvantaged students (and, where appropriate vs National data).	
<b>G.</b>	<p>PP/Disadvantaged students are well prepared for the next stage of their education, training or employment.</p> <p>PP/Disadvantaged Students have knowledge of and are guided towards more aspirational and appropriate pathways at the end of Year 11 and Year 13.</p> <p>Measured using DfE and internal destination data for Year 11 and Year 13.</p>	No NEET students. Higher proportions of PP/Disadvantaged students progress to an aspirational range of higher and further education establishments, apprenticeships, employment or training.

4. Planned expenditure *Please note some spending attributed to partial salary costings which may be subject to change. **Spending subject to change due to COVID.					
Academic year		2020 - 2021			
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>All class teachers to be very aware of PP/Disadvantaged students through highlighting on SIMS and Frog. Broaden the functions to include a vulnerability rating that will support the detailed support needed for vulnerable PP/Disadvantaged students.</p> <p>Staff teaching files and tracking info to require PP/Disadvantaged students to be highlighted. PP/Disadvantaged students prioritised in all appropriate department and whole school intervention.</p> <p>Whole School CPD regarding intervention strategies for PP/Disadvantaged students.</p>	<p>To raise the achievement of PP/Disadvantaged students.</p> <p>Generic strategies for all students in Years 7 - 11.</p>	<p>Ofsted 2013: "Where schools spent the Pupil Premium funding successfully to improve achievement, they ... ensured that class and subject teachers knew which pupils were eligible for the Pupil Premium so that they could take responsibility for accelerating their progress ...."</p>	<p>All teaching files contain information regarding PP/Disadvantaged students to ensure that planning and teaching to support Disadvantaged/PP students is in place.</p> <p>Disadvantaged/PP student planning is evidenced during Learning Snapshots, Lesson Observations and deep dives. Faculty Action plans detail the tailored support for PP/Disadvantaged students in each Faculty/department.</p>	<p>STH RSF</p>	<p>December 2020 during Faculty Monitoring and Evaluation review.</p> <p>Ongoing review as part of the Teaching and Learning strategy.</p> <p><i>COVID pending.</i></p>
<b>Total budgeted cost</b>	£22056 * May be slightly higher/lower subject to finalised staffing costs.				

<p>Undertake a Pupil Premium Review in identified subject areas where PP/Disadvantaged students have underperformed to incorporate learning snapshots, lessons observations, book scrutinies, analysis of schemes of work and Pupil Premium Student Voice. <i>Post-COVID – date to be confirmed.</i></p>	<p>To raise the achievement of PP/Disadvantaged students in targeted departments.</p>	<p>To further identify the needs of the different Pupil Premium students across each year group in each department. To monitor and evaluate the effectiveness of key elements of the current Pupil Premium strategy.</p>	<p>Assistant Headteacher (Director of Student Progress), Acting Co-Principals (Performance and Standards), Assistant Headteacher (Director of Teaching and Learning) will lead different elements of the review.</p>	<p>STH RSF NSH</p>	<p>Pupil Premium review to take place during academic year 2020/2021. <i>COVID pending.</i></p>
<p><b>Total budgeted cost</b></p>	<p>No anticipated cost for this element of the strategy.</p>				
<p>Mixed ability teaching in Years 7, 8 &amp; 9. In Year 7 &amp; 8, mixed ability groupings in all subjects except Maths &amp; Science (which are blocked together). In Year 9, mixed ability grouping in Technology, Performing Arts, PE, Accelerated Reading, Citizenship, RE</p>	<p>To raise the achievement of PP/Disadvantaged students in KS3.</p>	<p>EEF: On average, pupils experiencing setting or streaming make slightly less progress than pupils taught in mixed attainment classes. The evidence suggests that setting and streaming has a very small negative impact for low and mid-range attaining learners, and a very small positive impact for higher attaining pupils. There are exceptions to this pattern, with some research studies demonstrating benefits for all learners across the attainment range.</p>	<p>Assistant Headteacher (Director of Teaching and Learning) assigned mixed ability teaching groups for Years 8 &amp; 9. Assistant Headteacher (Director of KS3) assigned mixed ability teaching groups for Year 7.</p>	<p>RSF</p>	<p>January 2021 as part of the resetting process. Ongoing review as part of the whole school Teaching and Learning strategy. <i>COVID pending.</i></p>
<p><b>Total budgeted cost</b></p>	<p>No anticipated cost for this element of the strategy.</p>				

Effective Questioning CPD. 'Pose, Pause, Pounce, Bounce. Teachers to specifically target PP/Disadvantaged students.	Effective Questioning	PP students tend to be less active in group discussion or less able to verbally articulate. LO (Oracy lead) has identified the 'Vocabulary gap' of JPA PP/Disadvantaged students vs JPA non-PP/Disadvantaged students as part of a whole school Oracy strategy.	Planning for the questioning of PP/Disadvantaged students is evidenced during Learning Snapshots and Lesson Observations as part of the Pupil Premium review. Faculty Action plans detail the tailored support for PP/Disadvantaged students in each Faculty/department.	STH RSF NSH	January 2021. Ongoing review as part of the whole Teaching and Learning strategy. <i>COVID pending.</i>
<b>Total budgeted cost</b>	No anticipated cost for this element of the strategy.				
Ongoing focus on teaching marking, written feedback to students and student responses to the feedback. Teachers specifically focus upon the books and work of PP/Disadvantaged students.	Effective written feedback	EEF: Feedback studies tend to show very high effects on learning. In general, research-based approaches that explicitly aim to provide feedback to learners, tend to have a positive impact. Feedback has effects across all age groups.	Faculty book reviews and scrutinies as part of whole school monitoring and evaluation schedule.  Pupil Premium book reviews and scrutinies as part of the Pupil Premium review described above.	STH RSF NSH	December 2020. Ongoing review as part of the whole Teaching and Learning strategy. <i>Review pending – COVID 19</i>
<b>Total budgeted cost</b>	No anticipated cost for this element of the strategy.				

<b>Overall Total budgeted cost for this area of the strategy.</b>	£22056 * May be slightly higher/lower subject to finalised staffing costs.
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**ii. Targeted support**

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>Continue with 1:1 Literacy intervention for identified PP/Disadvantaged students. Continue to implement the whole school Literacy strategy. Continue to embed Literacy sessions in both lessons and Tutor time. Increase the frequency and consistency to marking for literacy across the school.</p> <p>Focus on technical vocabulary in each subject areas and the facilitating Tier 2 words delivered in a coherent whole school approach.</p>	<p>To continue to raise the Literacy levels of PP/Disadvantaged students.</p>	<p>Statistically over the last few years, 25 – 30% PP/Disadvantaged students arrive in Year 7 with lower Literacy levels. Ongoing lower Literacy/Reading levels could remain a barrier to answering GCSE questions in Year 11.</p>	<p>RSF to continue to lead the ‘Literacy across the curriculum’ strategy. Faculty and whole school book reviews as part of ongoing monitoring and evaluation.</p> <p>Literacy coordinator has provided whole-staff briefings &amp; CPD on strategies for across the curriculum, with more planned in the CPD calendar throughout the year.</p> <p>Literacy representatives from each department continue to model best practice and share resources with departments outside of English.</p> <p>CA to oversee the deployment of the Literacy HLTA to support targeted PP students with 1:1 Literacy intervention.</p>	<p>RSF CA</p>	<p>January 2021. Review of 2019/2020 Literacy intervention September 2020 prior to 2020/2021 Pupil Premium Strategy and Self-Evaluation. <i>Review pending – COVID 19</i></p>
<p><b>Total budgeted cost</b></p>	<p>£13500 * May be slightly higher/lower subject to finalised staffing costs.</p>				



Continue with 1:1 Numeracy intervention for identified PP/Disadvantaged students.  A new method of delivery created using software and bespoke workbooks. Review of new resources and intervention delivery has been completed.	To continue to raise the Numeracy levels of PP/Disadvantaged students. students.	Many PP/Disadvantaged students arrive in Year 7 with lower numeracy levels. For these students this could remain a barrier to progress throughout KS3 – KS4.	CA to oversee the deployment of the Numeracy HLTA to support targeted PP/Disadvantaged students with 1:1 Numeracy intervention.	CA	January 2021. Review of 2019/2020 Numeracy intervention September 2020 prior to 2020/2021 Pupil Premium Strategy and Self-Evaluation. <i>Review pending – COVID 19</i>
<b>Total budgeted cost</b>	£13500 * May be slightly higher/lower subject to finalised staffing costs.				
Continue with 1:1 and group work with identified PP EAL students. Continue to develop and embed EAL teaching strategies. Group strategies to support EAL students created for teaching staff and linked to their class lists.	To support PP students with EAL.	PP/Disadvantaged EAL students have lower levels of English comprehension. This remains a barrier to answering GCSE questions in Year 11.	EAL Co-ordinator in place. Oversee individual and 'whole class' support in place for EAL students.	CA JS	January 2021. Review of 2019/2020 EAL intervention September 2020 prior to 2020/2021 Pupil Premium Strategy and Self-Evaluation. <i>Review pending – COVID 19</i>
<b>Total budgeted cost</b>	£3000* May be slightly higher/lower subject to finalised staffing costs.				

<p>Continue to further develop the role of the Heads of Year, Year Managers and other key staff in relation to PP/Disadvantaged students through the tracking of and intervention with their cohort.</p> <p>Implementation of a 'Head of Year' Handbook with specific reference to the support of PP/Disadvantaged students. Implementation of the Leadership of the Year Group Calendar identifying key events and tasks for the Year Teams to undertake with specific reference to the support of PP/Disadvantaged students and their Parents/Carers. Ensure that all Year 11 PP students are part of the Assertive Mentoring initiative.</p> <p>Heads of Year and Year Managers work closely with departments to ensure PP students selected for intervention sessions have high rates of attendance.</p> <p>Timely identification of all Year group cohorts for intervention and support, based upon intake data, start of year data and ongoing performance data at each key in.</p> <p>Extra Year Manager capacity in Year 10, which has the highest proportion of PP students.</p> <p>Extra Year Manager capacity in Year 8 one day per week.</p>	<p>To strengthen the leadership of the Year Teams. To ensure robust monitoring of the Year Teams' support of PP/Disadvantaged students. To improve focused support for PP/Disadvantaged students.</p> <p>Raise the profile of individual PP students, including their strengths and weaknesses, barriers to learning and needs and put plans in place, where appropriate, to overcome them.</p>	<p>To ensure that all PP/Disadvantaged students in Years 7 – 11 have extra support in place where it is required and Heads of Year monitor that support.</p> <p>Ofsted 2013: "Where schools targeted the funding well, they ... considered a range of barriers to pupils' learning, including attendance, behaviour, family circumstances and resources to support learning at home or at school"</p>	<p>Directors of Key Stages and Director of Student Progress oversee the work of the Heads of Year in relation to this.</p>	<p>CWA DJM NSH</p>	<p>January 2021. Review of 2019/2020 Pastoral Support of Pupil Premium students September 2020 prior to 2020/2021 Pupil Premium Strategy and Self-Evaluation. <i>Review pending – COVID 19</i></p>
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<b>Total budgeted cost</b>	£81677 * May be slightly higher/lower subject to finalised staffing costs.				
<p>Close monitoring of attendance and punctuality of PP/Disadvantaged students, particularly those at risk of being persistent absentees by Heads of Year and Year Managers.</p> <p>'Risk list' of PP/Disadvantaged students in place for all year groups.</p> <p>'Traffic light' intervention strategy in place to include early intervention from the EWO for those causing concern with a particular focus upon Year 11. Incentive intervention strategy in place for targeted cohort of Year 10 &amp; Year 11 students.</p> <p>The EWO has a 'hard to reach' cohort. Effective and timely communication of concerns to parents.</p> <p>Students arriving persistently very late (e.g. break time) to be issued with truancy comment as well as late comment.</p> <p>Heads of Year, Year Managers, and Attendance Officer work together collaboratively with the EWO to ensure good attendance for PP students.</p>	<p>Improve attendance and punctuality for PP/Disadvantaged students. Reduce number of PP/Disadvantaged PA students.</p>	<p>Internal attendance data shows that statistically attendance rates are lower for PP/Disadvantaged students than for non-PP/Disadvantaged students for all Years groups 7 – 11. Clear correlation between high levels of attendance and high levels of attainment.</p> <p>Analysis of 2018/2019 Year 11 shows that where students have an attendance of 97% of higher there is no difference in the P8 scores of PP/Disadvantaged and non-PP/Disadvantaged students.</p> <p>Where students have an attendance of 93% - 96% there is very little difference. Below 92% attendance the P8 score falls rapidly negative and increasingly more negative for PP/Disadvantaged students</p>	<p>Directors of Key Stages and Director of Student Progress oversee the work of the Heads of Year in relation to this.</p>	<p>NSH CWA DJM</p>	<p>January 2021.</p> <p>Review is ongoing but there will be a full review of Support of Pupil Premium students September 2020 prior to 2020/2021 Pupil Premium Strategy and Self-Evaluation.</p> <p><i>Review pending - COVID 19</i></p>
<b>Total budgeted cost</b>	£26870 * May be slightly higher/lower subject to finalised staffing costs.				

<p>Year 11 Raising Achievement Plan in place.</p> <p>Actions within this plan to raise the achievement of Year 11 PP/Disadvantaged students include:</p> <p>Assertive Mentoring Programme.</p> <p>English, Maths and Science Peer Mentoring programme.</p> <p>Compulsory Period 7 study and revision programme.</p> <p>6-week Saturday Maths school.</p> <p>Revision packs to include revision guides.</p> <p>How to support your child</p> <p>Parent/Carer information evening.</p> <p>February Half term revision sessions.</p> <p>Easter School revision sessions.</p> <p>May half term revision sessions.</p> <p>Examination support programme throughout the duration of the examination period.</p> <p>Associate Head of Year 11 to support and oversee the Year 11 intervention programme.</p> <p>Extensive programme to further develop independence in learners particularly in Years 9 – 11.</p> <p><i>Interventions all COVID dependant.</i></p>	<p>To raise the achievement of Year 11 PP/Disadvantaged students.</p> <p>Specific intervention strategies to support PP/Disadvantaged students in Year 11.</p>	<p>Analysis of GCSE results 2018 – 2019 show that PP/Disadvantaged students' progress has continued to improve. From -0.924 (2017) to -0.454 (2019) Whilst there is still much to do the plan demonstrated success and will be further refined and repeated.</p> <p>CAG analysis from 2019/2020 indicates further improvement of PP students to -0.26</p> <p>Ofsted 2013: "Where schools had successfully begun to narrow the gaps in achievement... reflected on ways in which they could better support older pupils to study independently outside of the school day"</p> <p>Mentoring EEF:  'Some studies have found positive impacts for pupils from disadvantaged backgrounds'.</p> <p>Peer Mentoring EEF:  'Overall, the introduction of peer tutoring approaches appears to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress'.</p>	<p>Director of Student Progress has written a detailed Year 11 intervention plan. The progress of key interventions will be tracked through weekly Senior Leadership Team meetings.</p>	<p>NSH</p>	<p>January 2021.</p> <p>Full review of 2019/2020 Year 11 intervention plan</p> <p>September 2020 (including the impact on progress of Pupil Premium students) prior to 2020/2021 Pupil Premium Strategy and Self-Evaluation.</p> <p><i>Review pending – COVID 19</i></p>
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<b>Total budgeted cost</b>	£58706* May be slightly higher/lower subject to finalised staffing costs.				
<p>Targeted compulsory Period 7 revision sessions for all PP/Disadvantaged students prior to the Year 10 summer mocks.</p> <p>Revision packs for all PP/Disadvantaged students prior to the summer mocks.</p> <p>Purchase revision guides for all PP/Disadvantaged students.</p> <p>Extensive programme to further develop independence in learners particularly in Years 9 – 11.</p>	<p>To raise the achievement of Year 10 PP/Disadvantaged students.</p> <p>Specific intervention strategies to support PP/Disadvantaged students in Year 10</p>	<p>Analysis of Year 10 Summer mock results 2018 – 2019 show that PP students' progress improved from 2017 – 2018.</p> <p>Therefore, the programme will be refined and repeated.</p> <p>EEF: As above regarding independent Learning.</p>	<p>Director of Student Progress will write a detailed Year 10 intervention plan to start February half term 2021. The progress of key interventions will be tracked through weekly Senior Leadership Team meetings from February half term 2020.</p> <p><i>COVID – pending.</i></p>	NSH	<p>July 2021.</p> <p>Full review of 2020/2021 Year 10 intervention plan September 2021 after the mock results (including the impact on progress of Pupil Premium students) to inform the new Year 11 Intervention plan 2021/2022 prior to writing the 2021/2022 Pupil Premium Strategy and Self-Evaluation.</p> <p><i>COVID – pending.</i></p>
<b>Total budgeted cost</b>	£2000				

<p>Accelerated Reading programme in place in Years 7 – 9. Analysis of reading progress of PP/Disadvantaged students analysed after first star reading window and every star reading test thereafter. Non-teaching staff to support and listen to the reading of weaker readers, with specific focus upon PP/Disadvantaged students.</p>	<p>To continue to raise the Reading levels of PP/Disadvantaged students</p>	<p>Statistically over the last few years, 25 – 30% PP/Disadvantaged students arrive in Year 7 with lower Literacy levels. Ongoing lower Literacy/Reading levels could remain a barrier to answering GCSE questions in Year 11.  Refer to the evidence below in last year’s review which details the positive impact this has had on the reading levels of all students, in particular PP/Disadvantaged students.</p>	<p>JB to oversee the delivery of the Accelerated Reading scheme and tracks the progress of Reading ages of PP/Disadvantaged students.</p>	<p>JB RSF</p>	<p>January 2021. Review has been ongoing throughout the year. Full review of 2019/2020 Accelerated Reading programme September 2020 (including the impact on progress of Pupil Premium students) prior to 2020/2021 Pupil Premium Strategy and Self-Evaluation. <i>COVID – pending.</i></p>
<p><b>Total budgeted cost</b></p>	<p>£12709* May be slightly higher/lower subject to finalised staffing costs.</p>				

<p>Heads of Year track underachievement of LAC students. Continue to support LAC students academically and with their extra-curricular activities. Greater focus needed with the role of Head of Year and post grade card analysis for LAC students.</p> <p>LAC designated teacher/Head of Year to attend all PEPs.</p> <p>LAC Year Manager in place.</p>	<p>Improve achievement of Looked After Children</p>	<p>Due to their vulnerability LAC students require close monitoring, support and intervention.</p>	<p>LAC designated teacher to oversee the Heads of Year monitoring the action plans and PEPs for all LAC students.</p>	<p>CA</p>	<p>January 2021. Heads of Year review progress of LAC students is ongoing. <i>COVID-pending.</i></p>
<p><b>Total budgeted cost</b></p>	<p>No anticipated cost for this element of the strategy.</p>				

<p>Tailored CEIAG provision for all PP/Disadvantaged students. Provide guidance and access to opportunities such as trips, events and progression opportunities, aspirational progression pathway visits, visits to employers, local colleges and universities. Offer a Higher Education information opportunity to all PP/Disadvantaged students at some point in Years 7 – 11. Close monitoring of all PP/Disadvantaged potential NEETs. Funded EDT Careers appointments for all non-targeted Year 11 PP/Disadvantaged students as part of their transition at KS4. Funded EDT Careers appointments for all Year 9 PP/Disadvantaged students as part of the ‘Routes and transition into KS4’ process. Year 10 Work Experience is tailored to raise awareness, ambition and aspiration of PP/Disadvantaged students. All PP/Disadvantaged students given full support to find their WEX placement. College and Nurture group in lieu of work experience for the most vulnerable PP/Disadvantaged students. Monitor and track destination data by key groups, in particular PP/Disadvantaged students.</p> <p><i>WEX – COVID pending.</i></p>	<p>Raise aspirations and ambitions of all PP/Disadvantaged students. As GCSE results continue to improve ensure that a greater proportion of PP/Disadvantaged students enrol onto more aspirational Level 3 courses. Raising aspiration of PP/Disadvantaged students remains a priority for the school.</p>	<p>Sustained Destination data and not NEET data is strong for all students including PP/Disadvantaged students.</p> <p>Latest DfE data indicates JPA is at the national average for sustained destination at the end of KS4.</p> <p>However, ongoing analysis indicates that we could continue to raise further the proportion of PP/Disadvantaged students progressing to a more aspirational range of higher and further education establishments, apprenticeships, employment or training.</p> <p>Raising aspiration of PP/Disadvantaged students remains a priority for the school.</p>	<p>Careers Leader consultant oversees the Careers Plan and directs some of the work of the Careers Manager. Overseen by Director of Student Progress.</p>	<p>NSH</p>	<p>January 2021. Full review of 2019/2020CEIAG strategy September 2020 (including the impact on destinations of PP/Disadvantaged students) prior to 2020/2021 Pupil Premium Strategy and Self-Evaluation. Also external review as part of the Quality in Careers Standard Award December 2020. <i>*JPA has achieved the QICS for a further three years.</i></p>
<p><b>Total budgeted cost</b></p>	<p>£21885 * May be slightly higher/lower subject to finalised staffing costs.</p>				



<p>Refine support provision for 'at risk' PP/Disadvantaged students to include 'waves of intervention' strategy. Heads of Year and Year Manager to intervene with 'at risk' PP/Disadvantaged students promptly and effectively.</p> <p>Formalised behaviour support for identified PP/Disadvantaged students. To have a sharper focus of who the Head of Year or Year Manager is providing long-term support for and strategically plan for these groups long term.</p> <p>Heads of Year and Year Manager to support consistent use of the Praise Code for 'at risk' PP/Disadvantaged students by monitoring planner comments for those students regularly.</p> <p>Senior staff to show due consideration of PP/Disadvantaged status when deciding upon the appropriateness and length of a fixed term exclusion. Use of Internal Exclusion in lieu of FTE (where appropriate) for identified PP/Disadvantaged students.</p> <p>Alternative Provision in place for PP/Disadvantaged students identified as at risk of long term FTE to prevent PEX. Implementation of a 'Head of Year' Handbook and leadership of the Year Team calendar with specific reference to supporting PP/Disadvantaged students.</p>	<p>Reduce the 'lost learning' impact of PP/Disadvantaged students receiving Fixed Term Exclusion, Internal Exclusions and Isolations.</p>	<p>EEF: Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours... School-level behaviour approaches are often related to improvements in attainment, but there is a lack of evidence to show that the improvements are actually caused by the behaviour interventions, rather than other school interventions happening the same time. This is why Head of Year behaviour interventions sit alongside whole school academic interventions.</p>	<p>Directors of Key Stage to oversee the work of the Heads of Year in supporting PP/Disadvantaged students at risk of exclusion. Directors of Student Progress to oversee the work of the Heads of Year in supporting the PP/Disadvantaged students 'lost learning' impact' as a result of receiving Fixed Term Exclusion, Internal Exclusions and Isolations.</p> <p>Directors of Key stage to report to SLT the progress of identified students' plans. For Year 11, this is part of the Year 11 intervention plan.</p>	<p>NSH DJM CWA CA</p>	<p>January 2021.</p> <p>Full review of 2019/2020 Isolation, Internal Exclusion and Fixed Term Exclusions ongoing and undertaken in September 2020 (with specific reference to PP/Disadvantaged students) prior to 2019/2020 Pupil Premium Strategy and Self-Evaluation.</p> <p><i>Review COVID pending.</i></p>
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<b>Total budgeted cost</b>	£203716* May be slightly higher/lower subject to finalised staffing costs.
<b>Overall Total budgeted cost for this area of the strategy.</b>	£437563 * May be slightly higher/lower subject to finalised staffing costs.

iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Tracking database set up by SLT admin.	Tracking database set up matching up key interventions to each individual PP/Disadvantaged student.	An overview of the support for groups of PP/Disadvantaged students is available for SLT to monitor.	Heads of Year give SLT admin key information. SLT admin oversees the database.	NSH	January 2021 <i>Review COVID pending.</i>
<b>Total budgeted cost</b>	No anticipated cost for this element of the strategy.				
Continue with the well-established transition arrangements developed within the Ouseburn Learning Trust and other Primary schools that Year 6 students are transferring from so that we have a detailed knowledge of PP/Disadvantaged students' strengths and needs for September planning. Continue with transition meetings with feeder Primary schools' pastoral staff for handover of information, with specific focus included on PP/Disadvantaged students, including barriers to learning and parental engagement. A dedicated and experienced Year 6 to 7 Head of Year and Year Manager team is now in place.	Continue to develop Year 6 to 7 transition to JPA for PP students to enable them to settle in quickly.	Pastoral information (in particular behaviour and attendance and underpinning performance scores) indicate that PP/Disadvantaged students feature disproportionately therefore the smooth transition of PP/Disadvantaged students and their Parents/Carers remains a priority. Proportion of Parents/Carers of PP/Disadvantaged students attending Parental information evenings remains lower than their non-PP/Disadvantaged counterparts.	Director of Key Stage 3 oversees Year 6 to 7 transition and reports regularly to Senior Leadership Team meetings regarding the process.	CWA	January 2021. Full review of 2019/2020 Transition strategy September 2020 (including the support for Pupil Premium students) prior to 2020/2021 Pupil Premium Strategy and Self-Evaluation.  <i>Review COVID pending.</i>

Year 7 trip to the Pantomime taking place December 2020. Funding in place for PP/Disadvantaged students. <i>Transition programme altered – COVID.</i>					
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<b>Total budgeted cost</b>	£3000				
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Careful analysis of Year 9 PP/Disadvantaged performance data to ensure that PP/Disadvantaged students are placed in the most appropriate route for success in Years 10 & 11. New curriculum for Year 10 2018 – 2019 in place rolled out to new Year 10 2019 – 2020 and then onto new Year 10 2020 – 2021 and Year 10 2021 - 2022 Curriculum design	Year 9 – 10 transition for PP students.	Analysis of Year 11 GCSE results 2016 – 2017 and 2017 – 2018 identified underperformance particularly within the Open Bucket for low and mid prior attaining students. Analysis of Year 11 GCSE results 2018 – 2019 indicated improved performance in the open bucket. From the predicted	Director of Student Progress and Director of Performance and Standards oversee the routes process and curriculum offer.	STH NSH	January 2021. Review is ongoing and will also take place September 2021 once Year 9 students have moved into Year 10.
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specifically changed to support and accelerate the progress of low and mid prior attaining PP/Disadvantaged students.		outcomes for the open bucket is anticipated that the increased emphasis on vocational subjects that is in place for PP/Disadvantaged students is helping to accelerate the progress of these students in this bucket. <i>Due to CAG 2019/2020- based analysis upon most recent GCSE examinations.</i>			
<b>Total budgeted cost</b>	No anticipated cost for this element of the strategy.				
Heads of Year and Year Managers to be alert to the possibility that different groups of students may be in need of counselling, e.g. boys, PP, SEN, ethnicities other than White British, and to make referrals accordingly. Heads of Year and Year Managers refer 'at risk' students to School Counselling service. To have a sharper focus of who the school counsellor is providing long-term sessions for in and strategically plan for these groups long term.	Ensure school counselling service is as effective as possible for PP students	Ofsted 2013: "Where schools targeted the funding well, they ... considered a range of barriers to pupils' learning, including attendance, behaviour, family circumstances and resources to support learning at home or at school"	Directors of Key Stage oversee the work of the Heads of Year in relation to this.	CA CWA DJM	January 2021. Ongoing review of support for Pupil Premium students by Directors of Key Stage and Director of Student Support via CPOMS.
<b>Total budgeted cost</b>	£17766 * May be slightly higher/lower subject to finalised staffing costs.				
NUFC Foundation	To support engagement of PP/Disadvantaged students.	NUFC foundation have a track record within Gosforth group of effective support and	Director of KS3 to oversee the work of the Year Managers.	CWA	July 2021 <i>COVID pending.</i>

		engagement of PP/Disadvantaged students.			
<b>Total budgeted cost</b>	£2000 * approx.				
Text messaging system used to communicate with all Parents/Carers of PP/Disadvantaged students. Form Tutors made aware of importance of engaging parents. Year 11 Assertive Mentors to contact home to praise positives outcomes from Mentor/Mentee meetings. Attendance at subject parental engagement evenings of PP/Disadvantaged students closely monitored, with identified admin staff writing again and (where appropriate or possible) ringing Parents/Carers to encourage attendance. Increased postal home to PP/Disadvantaged Parents/Carers. Text/VLE/Frog Parental contact admin support. Parents Evening admin support. <i>Strategy being refined post COVID restrictions.</i>	To improve communication with Parents/Carers of PP students	Analysis to all Parental events indicates that whilst the % attendance of PP/Disadvantaged Parents/Carers is increasing they remain underrepresented compared to their non-PP/Disadvantaged counterparts.	Director of Student Progress oversees the work of the SLT admin and Heads of Year in promoting the attendance of Parents/Carers of PP/Disadvantaged students to all parental events. This is also a key part of the Year 11 Intervention plan. <i>Strategy being refined post COVID restrictions.</i>	NSH	January 2021. <i>COVID - pending.</i> Review of Attendance to parents Evening has been undertaken. Although the gap narrowed further from 2017/2018 to 2018/2019 in all year groups, there remains a gap between the % of PP/Disadvantaged and non-PP/Disadvantaged Parents/Carers attending. Need to consolidate current strategies and review the implementation of different strategies to aim to narrow this further. <i>COVID pending.</i>
<b>Total budgeted cost</b>	£20678* May be slightly higher/lower subject to finalised staffing costs.				

NEMCO music support in place. Uniform assistance in place. Financial support for trips and educational visits in place. General hardship funding and other financial support.	Financial assistance is in place to support PP/Disadvantaged students as and when identified.	PP/Disadvantaged students studying GCSE Music and PP/Disadvantaged students in KS3 can often not afford Music lessons. Motivational and enrichment trips are supported for PP/Disadvantaged students where cost is prohibitive.	School Business Manager oversees all student financial assistance and reports all expenditure to the Senior Leadership Team.	AJS	January 2021. <i>COVID pending.</i>
<b>Total budgeted cost</b>	£10000				
Daily breakfast club.	To provide a daily breakfast for identified PP/Disadvantaged students. Promote positive interactions between the staff and the students.	Year Team information reports that many of these students do not have a breakfast at home and often arrive at the school building before 7:30am	School Business Manager oversees the running of the breakfast club reports all expenditure to the Senior Leadership Team.	AJS	January 2021. <i>COVID pending.</i>
<b>Total budgeted cost</b>	£2000				
<b>Overall Total budgeted cost for this area of the strategy.</b>	£55444* May be slightly higher/lower subject to finalised staffing costs.				

Entire strategy of the three areas budgeted cost	£515063* May be slightly higher/lower subject to finalised staffing costs.
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**5. Review of expenditure**

Previous Academic Year	Review of Pupil Premium plan 2018 – 2019 – <i>Review of 2019-2020 plan disrupted by COVID-19</i>
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**i. Quality of teaching for all**

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
All class teachers to be very aware of PP student through highlighting on SIMS. Staff teaching files and tracking info to require PP students to be highlighted. PP students prioritised in all appropriate department and whole school intervention.	To raise the achievement of PP students. Generic strategies for all students in Years 7 – 11.	PP students all identified on every seating plan in every lesson observed. In many lessons observed planning information had been provided for PP students via the 'your notes' section of Mint Class. In some cases this was very well developed and the interventions stated were having a positive impact on the progress of the students.	We will continue to develop the 'your notes' function and encourage staff to share useful tips to support the progress of PP students via the General Notes section of Mint Class. We will also broaden the functions to include a vulnerability rating that will support the detailed support needed for vulnerable PP students.	£22056



<p>Undertake a whole school Pupil Premium Review to incorporate learning snapshots, lessons observations, book scrutinies, analysis of schemes of work and Pupil Premium Student Voice. Taking place Monday 3<sup>rd</sup> December – Friday 14<sup>th</sup> December.</p>	<p>To raise the achievement of PP students.</p>	<p>The whole school review took place in December 2018. Refer to PP Review Appendix 3. As can be seen from student outcomes at the end of Year 11 there remains a wide gap between the progress of PP/Disadvantaged students compared to non-PP/Disadvantaged students. As can be seen from the data summary and Appendix 3 within that document this gap is present in Year 7 and currently is widening as students progress through the school. There are a number of next steps listed within the document. The information from this review was used to refine the current Pupil Premium Strategy 2018 – 2019 and to inform the Pupil Premium Strategy 2019 – 2020.</p>	<p>A further PP review will take place in December 2019 and will focus on specific subject areas where the progress and outcomes of PP/Disadvantaged students is a particular cause for concern.</p>	<p>£0</p>
<p>Moved towards mixed ability teaching in Years 7, 8 &amp; 9. In Year 7, mixed ability groupings in all subjects except Maths &amp; Science (which are blocked together). In Years 8 &amp; 9, mixed ability grouping in Technology, Performing Arts, Accelerated Reading and Citizenship.</p>	<p>To raise the achievement of PP students in KS3.</p>	<p>Mixed Ability rolled out into Year 8 English band Initial attainment data showed a positive impact <b>Year 7 Headlines</b> Mixed Ability Sets - <b>positive</b> residual of 0.07 Ability Sets - <b>negative</b> residual of 0.11 <b>Year 8 Headlines</b> Mixed Ability Sets - <b>positive</b> residual of 0.07 Ability Sets - <b>negative</b> residual of 0.004 <b>Year 9 Headlines</b> Mixed Ability Sets - <b>positive</b> residual of 0.13 Ability Sets - <b>negative</b> residual of 0.1</p>	<p>Further analysis of impact over time is required plus other analysis of softer data will strengthen this impact statement.</p>	<p>£0</p>
<p>Effective Questioning CPD. 'Pose, Pause, Pounce, Bounce'. Teachers to specifically target PP students.</p>	<p>Effective Questioning</p>	<p>Lesson observations as part of MFL, Technology and History departmental reviews identified, in all departments, questioning was a strength. There was widespread evidence of targeted questioning of PP students especially during the whole school Pupil Premium review.</p>	<p>Tighten the quantitative analysis of the impact of Questioning through bespoke lesson observation proforma on Bluesky and use of IObserve to target</p>	<p>£0</p>

Focus on teaching marking, written feedback to students and student responses to the feedback. Teachers specifically focus upon the books and work of PP students.	Effective written feedback	Work review summary findings from the department reviews and the PP review showed an improving standard of written feedback in student workbooks and development in students' responses.	Staff need to be asked to spend a proportionally higher percentage of their time marking PP students work and providing formative feedback.	£0
<b>ii. Targeted support</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Continue with 1:1 Literacy intervention for identified PP students. Continue to develop and embed the whole school Literacy strategy. Embed Literacy sessions in both lessons and Tutor time. Increase the frequency and consistency to marking for literacy across the school.	To continue to raise the Literacy levels of PP students.	Literacy Form Tutor sessions have been much more effectively delivered this year with a greater degree of consistency and impact. General profile of Literacy continues to rise across the school. Literacy feedback, whilst improved using evidence for PP review and departmental reviews, still requires strengthening especially the marking of Grammatical errors and the use of punctuation and conjunctions in longer responses. 84.6% of catch-up literacy students reached their end of year target in English.	Needs a much tighter focus on the technical vocabulary in each subject areas and the facilitating Tier 2 words which should be delivered in a coherent whole school approach. Reading age progress for catch-up students needs to be above that of non catch-up students.	£13500
Continue with 1:1 Numeracy intervention for identified PP students.	To continue to raise the Numeracy levels of PP students.	Identified catch-up students provided with numeracy intervention once or twice a week. The purpose of the intervention is to raise the level of numeracy of the catch-up cohort to the level of the year group average. 96.7% of catch-up numeracy students reached their end of year target in Maths.	A review of how the numeracy intervention was delivered conducted during summer term 2019. A new method of delivery created using software and bespoke workbooks. Review of new resources and intervention delivery needed after this year's intervention has been completed.	£13500

<p>Continue with 1:1 and group work with identified PP EAL students. Continue to develop and embed EAL teaching strategies.</p>	<p>To support PP students with EAL.</p>	<p>The EAL LSA was deployed to support the new to English students in class. After school intervention delivered to groups of EAL students. Using the proficiency codes that the DFE released in 2016, progress was measured for students.</p>	<p>Group strategies to support EAL students created for teaching staff and linked to their classlists.</p>	<p>£3000</p>
<p>Continue to develop the role of the Heads of Year, Year Managers and other key staff in relation to PP students through creating a cohort, tracking, and intervention. Completion of questionnaire for all PP students in each year group in order to further identify any barriers to learning and establish how these might be overcome. Ensure that all Year 11 PP students are part of the Assertive Mentoring initiative. Heads of Year and Year Managers work closely with departments to ensure PP students selected for intervention sessions have high rates of attendance Timely identification of all Year group cohorts for intervention and support, based upon intake data and start of year data. Extra Year Manager capacity in Year 8, which has the highest proportion of PP students. Extra Year Manager capacity in Year 9 one day per week.</p>	<p>To improve focused support for PP students. Raise the profile of individual PP students, including their strengths and weaknesses, barriers to learning and needs.</p>	<p>The Heads of Year play a key role in ensuring that PP/Disadvantaged students are supported in their learning. A leadership of learning calendar for each Year Group is in place. Refer to PP Review Appendix 7. This details the actions of each Head of Year and Year Manager at key times of the year such as preparation for students for key assessments, review of grade card performance, options etc. There is a specific focus upon supporting PP/Disadvantaged students. Although outcomes are improving for PP/Disadvantaged students in terms of their progress at the end of Key Stage 4, PP/Disadvantaged students remain overrepresented in statistics such as FTE, Isolation, Internal Exclusion and lower attendance levels.</p>	<p>There is an increased focus upon the tracking of 'Lost learning' due to Unauthorised Absence, Fixed Term Exclusion, Isolation and Internal Exclusion. Tracking databases are now in place for those students (particularly PP/Disadvantaged students) who are at risk of underachievement due to missed learning. There is an increased focus on the tracking of students (particularly PP/Disadvantaged) who have low Underpinning Performance scores at each data key in. Heads of Year are being held to account by the Directors of Key Stage to ensure that there are action outcomes with impact for the above tracking. This will be incorporated into the PP Action Plan 2019-2020.</p>	<p>£81677</p>

<p>Close monitoring of attendance and punctuality of PP students, particularly those at risk of being persistent absentees by Heads of Year.</p> <p>'Risk list' of PP students in place for all year groups.</p> <p>'Traffic light' intervention strategy in place to include early intervention from the EWO for those causing concern with a particular focus upon Year 11.</p> <p>Effective and timely communication of concerns to parents.</p> <p>Students arriving persistently very late (e.g. break time) to be issued with truancy comment as well as late comment.</p> <p>Heads of Year, Year Managers, and Attendance Officer work with the EWO to ensure good attendance for PP students.</p>	<p>Improve attendance and punctuality for PP students.</p>	<p>Refer to PP Review Appendix 4. This details the full analysis of attendance for the whole school (Years 7 – 11) and makes specific reference to the attendance of PP/Disadvantaged students. The attendance for the whole school for 2018-2019 was 93.3%.The percentage attendance for PP/Disadvantaged students was 90.1% and the attendance for non-PP/Disadvantaged students was 95%. Although the percentage attendance for PP/Disadvantaged students increased in 2018-2019 compared to the previous year there remains a gap in attendance compared to non-PP/Disadvantaged students. PP/Disadvantaged students remain overrepresented in Persistent Absence statistics.</p> <p>Refer to Appendix 1 of PP Review Appendix 5. This details the impact of attendance upon overall P8 score. It shows that where students have an attendance of 97% or higher there is no difference between the progress of PP/Disadvantaged and non-PP/Disadvantaged students at this level of attendance. All students with an attendance above 93% had a positive P8 score. Students with an attendance below 93% have an increasingly negative P8 score. This is the same for both PP/Disadvantaged students and non-PP/Disadvantaged students.</p>	<p>Whilst the Attendance strategy 2018-2019 demonstrated impact in terms of improving levels of attendance (despite a 'spike' in low attendance during the virus time) there remains a gap between the attendance of PP/Disadvantaged students and non-PP/Disadvantaged students. The impact of lower attendance is seen very clearly in the Year 11 2018-2019 performance figures. The Headteacher, Deputy Headteacher responsible for attendance and the Director of Student Progress are meeting October 2019 to refine the 2019-2020 Attendance Strategy within the PP Action Plan 2019-2020 in light of this. This will involve using PP funds to increase the staffing within the Attendance Team.</p>	<p>£26870</p>
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<p>Actions to raise achievement of Year 11 PP students include:</p> <p>Assertive Mentoring Programme.  English, Maths and Science Peer Mentoring programme.  English Literature Super Learning Day.  Compulsory Period 7 study and revision programme.  6 week Saturday morning English &amp; Maths school.  Revision packs to include revision guides.  How to support your child Parent/Carer information evening.  February Half term revision sessions.  Easter School revision sessions.  May half term revision sessions.  Examination support programme throughout the duration of the examination period.  Appoint an Associate Head of Year 11 to support and oversee the Year 11 intervention programme.  Developing independence in learners at KS4 and KS5 CPD in place.</p>	<p>To raise the achievement of Year 11 PP students.  Specific intervention strategies to support PP students in Year 11.</p>	<p>Refer to PP Review Appendix 5 Impact of the Year 11 Intervention Plan. This details the full review of the Intervention Plan with specific reference to the impact upon PP/Disadvantaged students.  PP/Disadvantaged students have significantly underperformed compared to non-PP/Disadvantaged students at Jesmond Park Academy (formerly JPA School) for the last few years. There is still a gap between non-PP and PP/Disadvantaged students but it has narrowed slightly again this year. Comparing Year 11 2016/2017, Year 11 2017/2018 and Year 11 2018/2019, the overall P8 score for the school improved from -0.446 to -0.169 to -0.139; for PP/Disadvantaged students it improved 0.213 (from -0.924 to -0.667) to -0.454. This was a greater level of improvement than for non-PP/Disadvantaged students. Whilst the gap has narrowed between PP/Disadvantaged and non-PP/Disadvantaged students and progress overall is improving there is still much to do to improve the progress of both PP/Disadvantaged and non-PP/Disadvantaged students.</p>	<p>The Year 11 Intervention Plan demonstrated clear impact in terms of the increasing outcomes for all students, in particular PP/Disadvantaged students. Refer to PP Review Appendix 6 Year 11 Intervention Plan 2019-2020. PP Review Appendix 5 details 'Lessons learned' and 'What we will do differently'.</p>	<p>£58706</p>
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<p>Targeted compulsory Period 7 revision sessions for all PP students prior to the Year 10 summer mocks</p> <p>Revision packs for all PP students prior to the summer mocks.</p> <p>Purchase revision guides for PP students.</p> <p>Developing independence in learners at KS4 and KS5 CPD in place.</p>	<p>To raise the achievement of Year 10 PP students.</p> <p>Specific intervention strategies to support PP students in Year 10</p>	<p>Year 10 2018-2019 responded very well to the intervention planning in the lead up to the summer mocks. PP Review Appendix 1 details the mock results for the current Year 11 (2019-2020) from summer 2019. These results are significantly higher than the previous Year 11 2018-2019. All students were given revision guides to support them with their independent study in the lead up to the mocks. The attendance to the compulsory Period 7 sessions was near 100% (of those students in school that day). Staff commented upon the high level of learning ethos observed from all Year 10 students (PP/Disadvantaged and non-PP/Disadvantaged). The independent study groups were mixed PP/Disadvantaged/non-PP/Disadvantaged students and provided roll modelling for some of the students who were unsure how to revise.</p>	<p>The Year 11 (2019-2020) is written and in place. Refer to PP Review Appendix 6.</p>	<p>£2000</p>
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<p>Roll out the Accelerated Reading programme into Year 9 in addition to Year 7 &amp; 8. Analysis of reading progress of PP students can be analysed after first star reading window and every star reading test thereafter. Non-teaching staff to support and listen to the reading of weaker readers, starting with PP students.</p> <p>NB – This year Accelerated Reader is being paid for from the Year 7 Literacy and Numeracy catch-up funding. Proportion of extra books paid for by PP funding.</p>	<p>To continue to raise the Reading levels of PP students</p>	<p>Accelerated reader (AR) has been rolled out across Year 7-9.</p> <p>Impact of AR on the progress of PP students in Year 7 and 8 showed improvement in all categories:</p> <table border="1" data-bbox="929 292 1458 619"> <thead> <tr> <th>Year 7 PP</th> <th>September 2018</th> <th>June 2019</th> </tr> </thead> <tbody> <tr> <td>At/Above Benchmark</td> <td>42%</td> <td>52.5%</td> </tr> <tr> <td>At Benchmark</td> <td>7%</td> <td>8%</td> </tr> <tr> <td>On Watch</td> <td>30%</td> <td>26.5%</td> </tr> <tr> <td>Require intervention</td> <td>21%</td> <td>13%</td> </tr> </tbody> </table> <table border="1" data-bbox="929 644 1458 971"> <thead> <tr> <th>Year 8 PP</th> <th>September 2018</th> <th>June 2019</th> </tr> </thead> <tbody> <tr> <td>At/Above Benchmark</td> <td>37%</td> <td>43%</td> </tr> <tr> <td>At Benchmark</td> <td>8%</td> <td>8.5%</td> </tr> <tr> <td>On Watch</td> <td>36%</td> <td>32%</td> </tr> <tr> <td>Require intervention</td> <td>18.5%</td> <td>15.5%</td> </tr> </tbody> </table> <p>15 Non Teaching staff read with Year 8 PP students – average reading progress of students was above average for the cohort</p> <p>30 Sixth Form students read with Year 7 PP students - average reading progress of students was above average for the cohort.</p> <p>1:1 Literacy intervention led to an 11 month increase in the reading age of the students selected – 4 months above chronological age rise.</p>	Year 7 PP	September 2018	June 2019	At/Above Benchmark	42%	52.5%	At Benchmark	7%	8%	On Watch	30%	26.5%	Require intervention	21%	13%	Year 8 PP	September 2018	June 2019	At/Above Benchmark	37%	43%	At Benchmark	8%	8.5%	On Watch	36%	32%	Require intervention	18.5%	15.5%	<p>Strengthen and broaden the reading support provided from Non-teaching staff and reading staff. Create clearer routines for AR staff to follow. Encourage 1:1 reading with PP students in their classes.</p>	<p>£12709</p>
Year 7 PP	September 2018	June 2019																																
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<p>Heads of Year track underachievement of LAC students. LAC designated teacher to attend all PEPs to ensure predicted grades are met, and where needed intervention is put in place.</p>	<p>Improve achievement of Looked After Children</p>	<p>LAC progress analysed after grade cards completed. Head of Years and SENDCo provide intervention for any students needing academic support. PP+ money made available for LAC students who would like to attend extra curricular activities (ski trip) or learn to play an instrument. Monthly LAC meetings and twice yearly PEP meetings held. Yr11 LAC student's achieved on average ¼ grade better than the national average.</p>	<p>To continue to support LAC students academically and with their extra-curricular activities. Greater focus needed with the role of Head of Year and post grade card analysis for LAC students.</p>	<p>£0</p>
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<p>Tailored CEIAG provision for all PP students. Provide guidance and access to opportunities such as trips, events and progression opportunities, aspirational progression pathway visits - visits to employers, local colleges and universities. Offer a Higher Education information opportunity to all PP students at some point in Years 7 – 11.</p> <p>Close monitoring of all PP potential NEETs. Funded Connexions appointments for all Year 11 PP students as part of their transition at KS4. Funded Connexions appointments for all Year 9 PP students as part of the 'Routes and transition into KS4' process.</p> <p>Year 10 Work Experience is tailored to raise ambitions and aspirations of PP students. All PP students given a Connexions WEX placement. College and Nurture group in lieu of work experience for the most vulnerable PP students. Monitor and track destination data by key groups, in particular PP students.</p>	<p>Raise aspirations and ambitions of all PP students.</p>	<p>Full analysis of sustained destination of Year 11 students (2018-2019) will be possible April 2020 after two terms. CEIAG is a strength of the school. Progression support for Year 11 students is detailed within the CEIAG plan. Recruitment to the Sixth Form is a whole school priority. All PP/Disadvantaged students are assigned a 1:1 Connexions interview. This is in addition to universal 1:1 Sixth Form interviews by Sixth Form Tutors. A database was in place detailing planned student destinations (both first choice and back up). Intervention by Connexions for those students (particularly PP/Disadvantaged students) who may be at risk of low aspiration or NEET September 2019.</p> <p>167 (64%) students from Year 11 2018/2019 were recruited to JPA Sixth Form (Compared to 61% recruitment from Year 11 2017/2018). Confirmed NEET data is not yet available but it looks like as of October 2019 there will only be one NEET student.</p>	<p>As GCSE results continue to improve it is anticipated that a greater proportion of PP/Disadvantaged students will enrol onto more aspirational Level 3 courses. Raising aspiration of PP/Disadvantaged students remains a priority for the school.</p>	<p>£21885</p>
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<p>Continue to embed the Praise Code. Refine support provision for 'at risk' PP students. Heads of Year and Year Manager to intervene with 'at risk' PP students promptly and effectively. Formalised behaviour support for identified PP students. Heads of Year and Year Manager to support consistent use of the Praise Code for 'at risk' PP students by monitoring planner comments for those students regularly and liaising with teaching staff who need additional guidance in the application of the Praise Code. If uniform is an issue that leads to PP students receiving time in Isolation, ensure that school provides, where possible, the uniform item required. Senior staff to show due consideration of PP status when deciding upon the appropriateness and length of a fixed term exclusion. Use of Internal Exclusion in lieu of External Exclusion (where appropriate) for identified PP students. Alternative Provision in place for PP students identified as at risk of PEX.</p>	<p>Reduce the numbers of PP students receiving Fixed Term Exclusion, Internal Exclusions and Isolations.</p>	<p>Praise code embedded across all year groups Additional "waves of intervention" of in school support planned for at risk students Uniform spares of shoes available to HoY and YMs Internal Exclusion has been used as an interim step for many PP students through the year prior to or instead of fixed term exclusions For some PP students Praise code escalation of the length of FTE has been avoided where possible. AP (Own it, prices trust) in place and PP students are prioritised for these placements.</p>		<p>£203716</p>
<p><b>iii. Other approaches</b></p>				
<p><b>Action</b></p>	<p><b>Intended outcome</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

<p>Tracking database set up by SLT admin. Every time a PP student receives intervention or other support this is recorded into the database and associated costs recorded.</p>	<p>Tracking database set up matching up key interventions to each individual PP student.</p>	<p>The database was set up for all PP/Disadvantaged students in Years 7 – 11. Interventions such as Connexions interviews, distribution of revision guides etc. (Costings actually refer to the proportion of dedicated admin to support all intervention strategies for PP/Disadvantaged students across the whole school Years 7 – 11.</p>	<p>Although the database is in place it has not served as a 'universal destination' for <u>all</u> interventions across the school. Director of Student Support and Director of Student Progress have worked together to produce a new software version to pull together all interventions. This is being rolled out to all staff October/November 2019.</p>	<p>£7599</p>
<p>Continue with the well-established transition arrangements developed within the Ouseburn Learning Trust and other Primary schools that Year 6 students are transferring from so that we have a detailed knowledge of PP students' strengths and needs for September planning. Organise an event in the summer term for Year 6 students as part of transition work. Continue with transition meetings with feeder Primary schools' pastoral staff for handover of information, with specific focus included on PP students, including barriers to learning and parental engagement. A dedicated Year 6 to 7 Head of Year and Year Manager is now in place.</p>	<p>Continue to develop Year 6 to 7 transition to JPA for PP students to enable them to settle in quickly.</p>	<p>Students who are PP/Disadvantaged are identified at the handover meetings between the Primary Schools and Director of Key Stage Three. The new Year 7 school intake has come from 38 Primary Schools with 7 schools as the established feeders. A dedicated Year 7 Team has meant that there is a specialised transition team in place every year with a specific focus upon supporting students from PP/Disadvantaged backgrounds. The Year 7 students 'Lost Learning' data from 2018-2019 is significantly lower than all other Year groups (16% of the total lost in Years 7 - 11). Praise stamp data is higher for Year 7 than all other Year groups. The PP/Disadvantaged students remain overrepresented in this data however. This a pattern throughout Years 7 – 11. Based upon intake data in July 2019 148 (out of a possible 332 students) Parent/Carers attended the Year 6 new intake evening. Approximately 50% of Parent/Carers of PP/Disadvantaged students attended and 40% of Parents of non-PP/Disadvantaged students attended.</p>	<p>Parental feedback, 'Lost Learning' data and Praise Stamp data show that Year 7 'as a whole' settle in well. There is a well-established programme in place, which will continue 2019-2020. A whole school priority is to further improve the engagement of Parent/Carers of Disadvantaged students. Transition will form part of this.</p>	<p>£3000</p>
<p>Careful analysis of Year 9 PP performance data to ensure that PP students are placed in the most appropriate route for success in Years 10 &amp; 11. New curriculum for Year 10 2018 – 2019 in place rolled out to new Year 10 2019 - 2020. Curriculum design specifically changed to support and accelerate the progress of low and mid prior attaining PP students.</p>	<p>Year 9 – 10 transition for PP students.</p>	<p>The EOKS progress of the current Year 11 students in July 2019 was predicted to be +0.071. The progress of PP/Disadvantaged students was predicted to be -0.134, the progress of non-PP/Disadvantaged was predicted to be +0.180. There was a gap of 0.314. The predicted progress for PP/Disadvantaged students (particularly mid and low prior attaining students) is higher and the gap is smaller than the previous year group at this time. The newly designed curriculum can be attributed to some of this impact. Refer to PP Review Appendix 1.</p>	<p>Analyse the current Year 9 carefully with particular reference to PP/Disadvantaged students to ensure that they are correctly placed into routes for Year 10 2020-2021.</p>	<p>£0</p>

<p>Heads of Year and Year Managers to be alert to the possibility that different groups of students may be in need of counselling, e.g. boys, PP, SEN, ethnicities other than White British, and to make referrals accordingly.</p> <p>Heads of Year and Year Managers refer 'at risk' students to School Counselling service.</p>	<p>Ensure school counselling service is as effective as possible for PP students</p>	<p>The School Counsellor delivered long term counselling sessions to 33 students last year. These sessions normally last 12 weeks. A referral to CYPS is also made in connection to a school counselling referral. Entry and exit assessments indicate that all students benefitted from this provision, however, some student's needs are so complex that professional medical assessments are required.</p> <p>Risk registers created every half term to support the deployment of school resources. Teachers alerted to students who have high value on the risk register through</p>	<p>To have a sharper focus of who the school counsellor is providing long term sessions for in order to strategically plan for these groups long term.</p>	<p>£17776</p>
<p>Text messaging system used to communicate with all Parents/Carers of PP students.</p> <p>Form Tutors made aware of importance of engaging parents.</p> <p>Year 11 Assertive Mentors to contact home to praise positives outcomes from Mentor/Mentee meetings.</p> <p>Attendance at subject parental engagement evenings of PP students closely monitored, with identified admin staff writing again and (where appropriate or possible) ringing Parents/Carers to encourage attendance.</p>	<p>To improve communication with Parents/Carers of PP students</p>	<p>The overall attendance to Year 7 – 11 Parents Evenings of all Parent/Carers and the engagement of Parent/Carers of PP/Disadvantaged students has increased this year. The attendance of all Parent/Carers Year 7 – 11 has risen from 62% to 66%. The attendance of Parent/Carers of PP/Disadvantaged students has risen from 41% to 48%. There has been a bigger increase with the Parent/Carers of PP/Disadvantaged students than for non-PP/Disadvantaged Parents/Carers. There remains a gap in the attendance between PP/Disadvantaged Parent/Carers and non-PP/Disadvantaged Parent/Carers. Refer to Pupil Premium Review Appendix 2.</p>	<p>The strategy from 2018-2019 demonstrated impact and will continue 2019-2020. However, there remains a gap and ways to further increase the Parent/Carers of PP/Disadvantaged students will be sought within the 2019-2020 PP plan.</p>	<p>£20678</p>
<p>NEMCO music support in place.</p> <p>Uniform assistance in place.</p> <p>Financial support for trips and educational visits in place.</p>	<p>Financial assistance is in place to support PP students as and when identified.</p>	<p>Difficult to quantify impact. NEMCO support enabled two students to pass GCSE Music.</p>	<p>Continue the 'as and when' basis of support. Current Year 7 PP/Disadvantaged students will be supported with the cost of the Year 7 trip to the pantomime December 2019.</p>	<p>£4347</p>

