

JPA Pupil Premium (including Recovery Premium) Strategy Statement

This statement outlines how we are **intending** to spend the Pupil Premium (including recovery premium) for 2021 – 2022 and outlines the impact (where possible to assess) of last year's spending (Pupil Premium and Catch Up Premium).

School overview

Detail	Data
School name	Jesmond Park Academy
Number of pupils in school (*as of 3.12.21)	*2011 (1624 Yr7 – 11 & 387 Yr12 – 13)
Proportion (%) of pupil premium eligible pupils	34% (*554 out of 1624 Yr7 – 11)
Academic year/years that our recovery strategy plan covers	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Steve Campbell Academy Principal
Pupil Premium Lead	Nigel Holmes Assistant Headteacher Director of Student Progress
Recovery Premium Lead	Claire Smith Deputy Headteacher Director of Achievement and Curriculum
Local Advisory Group/Trustee Lead	

Funding overview

Detail	Amount
JPA Pupil Premium Fund (2021 - 2022+)	£538,620
JPA Provisional Recovery Fund (2021 - 2022+)	£82,505
JPA School-led Tutoring Grant (2021 – 2022+)	£69,052.50

Part A: Pupil Premium (including Recovery Premium) Strategy Plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

Pupil eligibility

The Recovery Premium will be allocated using the same data as the Pupil Premium. This means the following pupils will attract Recovery Premium funding to schools:

- pupils who are eligible for free school meals (FSM)
- pupils who have been eligible for free school meals at any point in the last 6 years
- children looked after by local authorities and referred to as looked-after children (LAC)
- post looked-after children (post-LAC)

Using Pupil Premium and Recovery Premium funding

As in the Dfe guidance JPA will spend this premium on evidence-based approaches to support pupils. In line with the [Education Endowment Foundation's pupil premium guide](#), activities which may include:

- support the quality of teaching, such as staff professional development
- provide targeted academic support, such as tutoring
- deal with non-academic barriers to success in school, such as attendance, behaviour, social and emotional support and aspiration.

For the Pupil Premium and Recovery Premium we will:

- spend the Pupil Premium and Recovery Premium on a wider cohort of pupils than those who attract the funding.
- direct Pupil Premium and Recovery Premium spending where we think the need is greatest

The activity we have outlined in this statement is intended to support pupils needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which pupils require the most support. This is proven to have the greatest impact on closing the attainment gap and at the same time will benefit the various groups of pupils in our school. Our strategy is also integral to wider school plans for pupils whose education has been worst affected by COVID 19, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of any disadvantage. The approaches we will adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure all pupils are challenged in the work that they're set.
- act early to intervene at the point need is identified.

- adopt a whole school approach in which all staff take responsibility for pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p>The maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks.</p> <p>Assessments on entry to year 7 in the last two years (National Standards 2018 – 2019) indicate that between 13 - 16% of our disadvantaged pupils arrive below age-related expectations compared to 3 - 5% of their peers. Subsequent internal and external (where available) assessments show that this gap widens for some pupils during their time at our school.</p>
2	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 in the last 2 years (National Standards 2018 – 2019), between 18% – 20% of our disadvantaged pupils arrive below age-related expectations compared to 4% - 9% of their peers.</p> <p>In addition, 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.</p>
3	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in maths.</p>
4	<p>Our observations suggest some lower/ mid attaining disadvantaged pupils lack strategies when faced with challenging tasks, notably in their evaluation of their answers. This is indicated across the curriculum, particularly MFL and Humanities.</p>
5	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>During the pandemic, teacher referrals for support markedly increased. 468 pupils (210 of whom are disadvantaged) currently require additional support with social and emotional needs, with 356 (159 of whom are disadvantaged) currently receiving small group interventions.</p>

6	<p>Our attendance data over the last 4 academic years indicates that attendance among disadvantaged pupils has been between 4 – 6.2 % lower than for non-disadvantaged pupils (A 4-year average of 5%).</p> <p>A 4-year average of 13.1% of disadvantaged pupils have been ‘persistently absent’ compared to a 4-year average of 12.9% of their PP/non-disadvantaged peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress. Please note that academic year 2020 – 2021 was significantly affected by COVID 19.</p>
7	<p>Although it is improving, limited knowledge or awareness of higher aspirational progression for some PP/Disadvantaged students in all year groups.</p>
8	<p>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.</p>
9	<p>Engagement with PP/Disadvantaged/EAL parent/carers.</p> <p>Statistically the proportion of parent/carers of PP/Disadvantaged students attending parent/carer events/evenings is not representative of the proportion of PP/Disadvantaged students in the school.</p> <p>In addition to this, statistically the percentage proportion of parent/carers of PP/Disadvantaged students attending parent/carer events/evenings is lower than the percentage proportion of parent/carers of non-PP/Disadvantaged students attending parent/carer events/evenings.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.</p>	<p>By the end of our current plan in 2024/25, around 45% or more of disadvantaged pupils enter the English Baccalaureate (EBacc). In the last 4years this figure was around 37%.</p> <p>Over the last 4 years KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> • an average Attainment 8 score of 41.08
<p>Improved reading comprehension among pupils across KS3.</p>	<p>Reading comprehension tests demonstrate improved comprehension skills among pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also</p>

	have recognised this improvement through engagement in lessons and book scrutiny.
Improved metacognitive and self-regulatory skills among pupils across all subjects.	Teacher reports and class observations suggest pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • Reduced number of students PA. Attendance of PP closing the gap with national average • the overall absence rate for all pupils being no more than *4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by *4%. • the percentage of all pupils who are persistently absent being below *7% and the figure among disadvantaged pupils being no more than *3% lower than their peers. <p>*These are all COVID dependent. Please note that academic year 2020 – 2021 was significantly affected by COVID 19.</p>
To raise higher aspirational progression for some PP/Disadvantaged students in all year groups.	No NEET students. Higher proportions of PP/Disadvantaged students progress to an aspirational range of higher and further education establishments, apprenticeships, employment or training.
To reduce gaps in FTE, isolation rates between non-disadvantaged and disadvantaged students	PP/Disadvantaged PEX, FTE, Internal Exclusion, Isolation rates and lost learning reduced and in line with non-PP/Disadvantaged students for all Year groups 7 – 11 and for whole school.
To raise engagement levels of disadvantaged parent/carers	The proportion of parent/carers of PP/Disadvantaged students attending parent/carer events/evenings to be representative to the proportion of PP/Disadvantaged students in the school.

Intended Activity in this academic year

JPA Pupil Premium (including Provisional Recovery Fund)

Intended Spending

An intended initial core programme is detailed below to address the challenges listed above. Importantly, flexibility still exists to respond to the emerging needs of students as the academic year progresses.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £34,765 (including the JPA Provisional Recovery Fund *£82,505)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All class teachers to be very aware of PP/Disadvantaged students through highlighting on SIMS and Frog.</p> <p>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.</p> <p>PP/Disadvantaged students prioritised in all appropriate department and whole school intervention including departmental monitoring of the quality of Teaching and Learning.</p> <p>Whole School CPD regarding intervention strategies for PP/Disadvantaged students.</p> <p>PP/Disadvantaged students are a focus of all department reviews in identified subject areas. This incorporates learning snapshots, lessons observations, book scrutinies, analysis of schemes of work and Pupil Premium Student Voice.</p> <p>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.</p> <p>Key strands overseen by a member of the Senior Leadership Team; Director of Teaching & Learning, Director of Student Support & Director of Student Progress.</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>EEF:</p> <p>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.</p>	<p>3, 4</p>
<p>Mixed ability teaching in Years 7, 8 & 9. In Years 8 & 9, mixed ability groupings in all subjects except Maths, Science & Computing (which are blocked together). In Year 7, mixed ability groupings in Technology, PE, Citizenship, English, Geography & History.</p>	<p>EEF: On average, pupils experiencing setting or streaming make slightly less progress than pupils taught in mixed attainment classes.</p> <p>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.</p> <p>There are exceptions to this pattern, with some research studies</p>	<p>3</p>

	demonstrating benefits for all learners across the attainment range.	
<p><u>Curriculum implementation and quality first teaching.</u></p> <p>Introduction of knowledge goals slide which has an expectation to share and teach Tier 3 vocabulary every lesson.</p> <p>We also encourage the use of common templates to support consistent implementation of our approach to Curriculum pedagogy.</p> <p>Our lessons are designed around the model of Direct Instruction, which includes key elements of pedagogy identified by EEF as supporting the progress of PP students e.g.</p> <ul style="list-style-type: none"> • Questioning • Modelling • Guided practice <p>Overseen by Director of Teaching & Learning.</p>	<p>The acquisition of a core body of knowledge is required for students to be able to access the curriculum and develop skills</p> <p>The consistent use of common templates is encouraged so as to reduce the intrinsic cognitive load.</p> <p>We feel these approaches will have a proportionately greater impact on progress of PP students</p>	3,4
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	1, 3, 4
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p> <p>It will be rolled out first in maths to help raise maths attainment for disadvantaged pupils, followed by subjects identified as priorities.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	2
<p>Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p>	2, 3

<p>Focus upon Reading to support progress of PP/Disadvantaged students, 3 key strands:</p> <ol style="list-style-type: none"> 1. Disciplinary reading. <p>Focus on developing subject specific reading. To support this, significant CPD time and whole school focus has been allocated.</p> <ol style="list-style-type: none"> 2. Reading for information and interest. <p>It is expected each department area will start to encourage a wider range of reading in their subject area. One specific strategy is to encourage and use FIRST NEWS.</p> <ol style="list-style-type: none"> 3. Reading intervention. <p>Small group and 1:1 reading support offered in lessons and form time by: Non-teaching staff, Sixth Form support & Form time.</p> <p>Accelerated Reader is used for all KS3 classes to improve reading fluency and comprehension</p> <p>Overseen by the Director of Teaching & Learning.</p>	<p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> <p>This is the third part of the whole school disciplinary literacy drive. The first and second being a focus on Vocabulary intervention and Oracy. This is designed to support the final element of developing Disciplinary Writing skills.</p> <p>Reading support has supported an accelerated improvement of reading ages and disproportionately improved the reading ages of PP students due to their lower mean reading age on entry.</p>	
<p>*Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>ALL</p>

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

Budgeted Cost: £136,600 (including the JPA School-led Tutoring Grant £69,052.50 spend indicated with an*)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>*Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3</p>

*Teach First Academic Mentor	A graduate, trained by the Teach First programme allocated a full time school placement. Subject area of need decided by school to be Geography and Modern Foreign Languages . Mentors will: <ul style="list-style-type: none"> • Work within the classroom and with small groups across all year groups; • Provide extra catch up opportunities after school where appropriate. 	1,2,3
*Maths Support Assistant	MSA employed to work as part of the core department team. Role includes: <ul style="list-style-type: none"> • Working with small groups of students on catch-up activities before and after school ; • Providing support for certain students within curriculum time; • Providing quality specialist cover for absent colleagues within the department; • Supporting students, who require extra help, after periods of self-isolation. 	1,2,3
*English Support Assistant	ESA employed to work as part of the core department team. Role includes: <ul style="list-style-type: none"> • Working with small groups of students on catch-up activities before and after school ; • Providing support for certain students within curriculum time; • Providing quality specialist cover for absent colleagues within the department; • Supporting students, who require extra help, after periods of self-isolation. 	1,2,3
*GCSE POD learning package Fresh Start Resources	Award winning digital resource with content and assessment for 28 subjects. Bought to: <ul style="list-style-type: none"> • Enhance the blended learning offer for all students in year groups 9-11; • Support students in independent study and revision for assessments. 	1,2,3,4
Additional English Teacher 0.8FTE	Evidence indicates that one to one tuition can be effective, providing	2,3

<p>Specifically in place for 1:1 and small group work.</p>	<p>approximately five additional months' progress on average.</p> <p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>(Teaching and Learning Toolkit, 2021)</p>	
<p>Continue with 1:1 Literacy, Numeracy & EAL small group intervention for identified PP/Disadvantaged students.</p>	<p>EEF:</p> <p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p>	<p>1, 2, 3</p>
<p>Academic support:</p> <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 with a specific focus upon PP/Disadvantaged students. Year Group aligned to key events and tasks for the academic year such as assessment weeks, grade card reports with specific reference to the support of PP/Disadvantaged students and their Parents/Carers.</p> <p>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 with particular reference to underpinning performance data.</p> <p>Year 11 Raising Achievement Plan in place.</p> <p>Actions within this plan to raise the achievement of Year 11 PP/Disadvantaged</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'. (Teaching and Learning Toolkit, 2021)</p>	<p>3, 4</p>

<p>students include: Assertive Mentoring Programme. Compulsory Period 7 study and revision programme. 6-week Saturday Maths school.</p> <p>Additional subject revision sessions run period 7s after school. Monday/Wednesday/Thursdays at 2.40pm. All Y11 students have the opportunity to attend across all subjects.</p> <p>Holiday Revision Sessions.</p> <p>To support our existing Saturday School programme by staffing and resourcing.</p> <p>Additional blocks of teacher led sessions at February half term, Easter and May Half Term.</p> <p>Hire of Premises.</p> <p>Targeted support Associate Head of Year Yr11 TLR.</p> <p>Additional Teaching Resources/Reprographics.</p> <p>Revision study packs to include revision guides provided for KS4 pupils To complement other revision support and further aid student independent study.</p> <p>Year 10 Raising Achievement Plan in place from Easter.</p> <p>Overseen by the Director of Student Progress.</p>		
<p>*Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>ALL</p>

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

Budgeted cost: £365,432

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice. Increased time allocation of dedicated EWO from Clennell Education solutions. 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. 'Risk list' of PP/Disadvantaged students in place for all year groups.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. In terms of JPA specific evidence: Internal attendance data shows that statistically attendance rates are lower for PP/Disadvantaged students than for non-PP/Disadvantaged students for all</p>	<p>6</p>

<p>Intervention strategies in place to include early intervention from the EWO for those causing concern with a particular focus upon Year 11.</p> <p>The EWO has a 'hard to reach' cohort.</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 together collaboratively with the EWO to promote good attendance for PP students.</p> <p>Attendance Safeguarding in place.</p> <p>Key strands overseen by a member of the Senior Leadership Team; Director of KS4 (Pastoral), Director of Student Support & Director of Student Progress.</p>	<p>Years groups 7 – 11. Clear correlation between high levels of attendance and high levels of attainment. Analysis of 2018/2019 (the last verified external GCSE results for Year 11) shows that where students have an attendance of 97% or higher there is no difference in the P8 scores of PP/Disadvantaged and non-PP/Disadvantaged students. 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>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.</p> <p>Close monitoring of all PP/Disadvantaged potential NEETs.</p> <p>Funded EDT Careers appointments for all non-targeted Year 11 PP/Disadvantaged students as part of their transition at KS4.</p> <p>Careers Leader Consultant in place.</p> <p>Careers manager in place.</p> <p>Overseen by Director of Student Progress.</p>	<p>EEF:</p> <p>The following principles from EEF inform our practice at JPA.</p> <p>To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.</p> <p>The approaches that can be used are diverse. Some aim to change aspirations directly by exposing children to new opportunities and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy.</p> <p>(Teaching and Learning Toolkit, 2021)</p>	7
<p>Behaviour support:</p> <p>PRAISE CODE in place.</p> <p>Heads of Year and Year Manager to intervene with all PP/Disadvantaged students promptly</p>	<p>EEF:</p> <p>Behaviour interventions seek to improve attainment by reducing chal-</p>	8

<p>and effectively. Formalised behaviour support for identified PP/Disadvantaged students. To have a clear focus of who the Head of Year or Year Manager is providing long-term support for and strategically plan for these groups long term. Provision in place for 'at risk' students (with a particular focus upon PP/Disadvantaged students). Full time Behaviour Support Officer in place to work with identified students. 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. Senior staff to show due consideration of PP/Disadvantaged status when deciding upon the appropriateness and length of a fixed term exclusion where possible within the PRAISE CODE. Use of Internal Exclusion in lieu of FTE (where appropriate) for identified PP/Disadvantaged students. Alternative Provision in place for PP/Disadvantaged students identified as at risk of long term FTE to prevent PEX. NUFC intervention. Overseen by director of KS4 (Pastoral).</p>	<p>lenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. The interventions themselves can be split into three broad categories: Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning; Universal programmes which seek to improve behaviour and generally take place in the classroom; and More specialised programmes which are targeted at students with specific behavioural issues. The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours (Teaching and Learning Toolkit, 2021)</p>	
<p>Social and emotional learning (SEL) interventions to improve pupils' decision-making skills, interaction with others and their self-management of emotions. Dedicated Year Teams with specific responsibility to support the health and wellbeing of all students in their year group. Dedicated Wellbeing team. The three types of SEL intervention at JPA are: School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning. PRAISE CODE, Tutor time & Assembly programme. Universal programmes which generally take place in the classroom with the whole class. Citizenship (KS3) and personal Development (KS4). More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs. Mental Wellbeing Support through internal systems and support and external agencies: Full time school counsellor. Streetwise. School Health.</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social Emotional Learning skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment." Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. The average impact of successful SEL interventions is an additional four months' progress over the course of a year. (Teaching and Learning Toolkit, 2021)</p>	5

<p>(List not exhaustive).</p> <p>Key strands overseen by a member of the Senior Leadership Team; Director of KS4 (Pastoral) & Director of Student Support.</p>		
<p>Year 6 – 7 Transition support:</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/Disadvantaged students' strengths and needs for September planning.</p> <p>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.</p> <p>Year 6 Summer School for targeted PP/Disadvantaged students prior to joining JPA in Year 7.</p> <p>Key strands overseen by a member of the Senior Leadership Team; Director of KS4 (Pastoral), Director of Student Support & Director of Student Progress.</p>	<p>On average, evidence suggests that pupils who attend a summer school make approximately three additional months' progress compared to similar pupils who do not attend a summer school.</p> <p>(Teaching and Learning Toolkit, 2021)</p>	<p>All</p>
<p>Daily breakfast club.</p> <p>To provide a daily breakfast for identified PP/Disadvantaged students. Promote positive interactions between the staff and the students.</p>	<p>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</p>	<p>5</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>General hardship funding and other financial support.</p> <p>Financial assistance is in place to support PP/Disadvantaged students as and when identified.</p>	<p>PP/Disadvantaged students studying GCSE Music and PP/Disadvantaged students in KS3 can often not afford Music lessons.</p> <p>Motivational and enrichment trips are supported for PP/Disadvantaged students where cost is prohibitive.</p>	<p>All</p>
<p>To improve communication/interaction with Parents/Carers of PP/Disadvantaged students. SchoolCloud Parent/Carer evening software purchased. Strategy meeting to further enable parent/carers on PP/Disadvantaged students to engage.</p> <p>Attendance at subject parent/carers evening and parental engagement evenings of PP/Disadvantaged students closely monitored, with identified staff relentlessly contacting home to Parents/Carers to encourage/facilitate attendance.</p> <p>Increased postal home to PP/Disadvantaged Parents/Carers in addition to email/text message.</p> <p>Text/VLE/Frog Parental/email contact admin support.</p>	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>The EEF has tested a number of interventions designed to improve pupils' outcomes by engaging parents in different types of skills development. The consistent message from these has been that it is difficult to engage parents in programmes. By contrast, a trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost.</p> <p>(Teaching and Learning Toolkit, 2021)</p>	<p>9</p>

<p>Translation of key information into the home language of parent/carers.</p> <p>Overseen by Director of Student progress & Director of Student Support (EAL parent/carers home language).</p>		
<p>Focus upon supporting all students (with a specific focus upon PP/Disadvantaged students) with remote learning when required.</p> <p>Staff & student training.</p> <p>Teaching resources.</p> <p>Laptops.</p> <p>Cameras.</p>	<p>Student surveys indicate that PP/Disadvantaged students have more limited to access to ICT hardware at home. Where there are laptops/computers at home these are often shared amongst a number of siblings.</p>	<p>ALL</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>ALL</p>

Part B: Review of outcomes in the previous academic year (2020 - 2021)

The below details the impact that our Pupil Premium and Catch Up Premium activity had on pupils in the 2020 to 2021 academic year.

Context

Children and young people across the country experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Our assessment in school evidences the most vulnerable and disadvantaged backgrounds were among those hardest hit. The government announced funding to support children and young people to catch up to ensure that schools had the support they needed to help all pupils make up for lost teaching time to be used alongside the Pupil Premium grant.

Use of funds 2020 to 2021

Schools have been directed to use the Catch up funding alongside the Pupil Premium grant for specific activities to support pupils to catch up for lost teaching, in line with the guidance on curriculum expectations for the next academic year. Schools had the flexibility to spend their funding in the best way for their cohort and circumstances. The Education Endowment Foundation (EEF) produced a coronavirus (COVID-19) support guide for schools. This was used at Gosforth Group Schools to give an evidence-based approach to catch up for students and to help direct this additional funding in the most effective way alongside the existing strategies to support disadvantaged students through the use of the Pupil Premium.

JPA used Pupil Premium funding and Catch Up funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan for 2021 – 2022.

- Our assessments evidences that our engagement in the National Tutor Programme supported the improvement in student attainment particular in French and Geography.
- Funded in house interventions for key examination classes either maintained or improved student outcomes, evidence TAG 2021.
- The extensive purchase of revision material enabled all students, in particular vulnerable groups to access the curriculum and support revision of key knowledge in all subject areas, evidenced by TAG outcomes for Summer 2021.
- All students in their final year of examinations had the opportunity to take part in intervention P7 extracurricular, which offered a wide range of high-quality activities to boost wellbeing, behaviour, attendance, and aspiration. Impact of this work was evident in the building of life skills such as confidence, resilience, and socialising, our students were prepared for the next stage of education as they either left JPA (Yr13) or progressed to our Sixth Form. Current progression data for the 2020/2021 year 11 cohort is strong.