

Jesmond Park Academy

Pupil Premium Strategy Statement

Jesmond Park Academy is part of the Gosforth Group Trust

The Trust is a company registered as The Gosforth Federated Academies Limited, trading as the Gosforth Group. Our company registration number is 07431423. Our registered office is Gosforth Academy, Knightsbridge, Great North Road, Newcastle upon Tyne, NE3 2JH.

JPA Premium Strategy Statement

This statement details our school's use of premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	2091
Proportion (%) of premium eligible pupils	39.6%
Academic years that our current premium strategy plan covers	2023/24 to 2026/27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Steve Campbell Executive Headteacher
Premium lead	Claire Smith
Governor / Trustee lead	Julia Morrison

Funding overview

Detail	Amount
Premium funding allocation this academic year (including service premium and LAC funding)	£648 625
Premium funding carried forward from previous years	Nil
Total budget for this academic year	£648 625

Part A: premium strategy plan

Statement of intent

At Jesmond Park Academy, as with all Gosforth Group schools, we put the child at the centre of decision making, in particular those who experience social and economic disadvantage. We strive to ensure that all pupils, regardless of background and context, have equitable opportunities for success through an academic and enriching curriculum that meets and extends their needs. We endeavour to have a deep understanding of the many specific challenges that the proportion of our pupil's encounter beyond those captured in the Pupil Premium measure; we strive to mitigate the impact of social disadvantage across our pupil base.

The focus of our Pupil Premium strategy is to develop and embed our approach to identifying challenges and barriers at a local and individual level so that we provide appropriate support whilst still maintaining the highest expectations of attainment and achievement.

This is underpinned by our knowledge that disadvantage is best addressed, first and foremost, in the classroom. High quality teaching of a knowledge rich curriculum, implemented through a teaching and learning approach that is informed by the latest evidence in pedagogy research and learning behaviours is central to our philosophy to address disadvantage. This works alongside building a strong pastoral understanding of our pupils so that we can anticipate where individuals might need support and ensure that any barriers to learning are proactively addressed.

A central pillar of our approach is built around reading and developing pupils' language ability. We know that reading is the gateway to academic success. It is the great enabler. We have dedicated reading approaches across the school to support pupils reading and language development. This runs alongside vital support to help our children who are new to English or who need more intense reading support.

Wellbeing is also a key part of our strategic approach. We know that pupils need a sense of psychological safety if they are to thrive academically. A significant focus of our approach to addressing disadvantage is through tailored pastoral care and other support mechanisms to those who need extra care and attention.

This interweaving blend of excellent teaching, strong pastoral care and opportunities to broaden horizons and develop cultural capital are the foundations of our approach to support the most vulnerable pupils in our care. Successfully fulfilling his vision will result in all of our pupils, including those who are disadvantaged, attending well, achieving their potential and being well prepared to contribute meaningful to society and life in modern Britain.

Challenges

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

Challenge number	Detail of challenge
1 Attainment	The GCSE attainment of disadvantaged pupils at GCSE is lower than non-disadvantaged pupils. We are rightly proud that our disadvantaged attainment has improved year-on-year and is now significantly above the national average for disadvantaged pupils. However, we are not complacent or satisfied with this and are relentless in our ambition to continue to narrow the attainment gap. In particular, we are keen to focus more keenly on ensuring that the gap in proportion of pupils achieving grade 5+ in English and Maths continues to narrow at the same rate as the gap at grade 4+, as well as continue to improve attainment in humanities.
2 Reading and spoken language	Assessments, observations and discussion with pupils in key stage 3 indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. Most pupils arrive with an ability to decode written English, although there are a minority who need intensive support, including children who are new to English. We are fully aware that reading gaps can emerge through key stage 3 and a key strand of our strategy to ensure that pupils gain the wider knowledge of vocabulary and language needed to succeed in the curriculum.
3 Wellbeing	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues being more prevalent amongst our disadvantaged pupils. Typically, this links to emotional wellbeing challenges 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.
4 Engagement	Our use of The Engagement Platform (TEP) surveys has indicated small gap in school engagement between non-disadvantaged and disadvantaged pupils. This, coupled with observations suggest some lower/ mid attaining disadvantaged pupils lack strategies when faced with challenging tasks, notably in their evaluation of their answers. This manifests itself in lower engagement in school compared to their peers which amongst some sub-groups of disadvantage can result in poor behaviour leading to exclusion.
5 Attendance	We are rightly proud that the attendance of our disadvantaged pupils is above the national average for disadvantaged pupils. However, we remain committed to ensure a reducing attendance gap between non-disadvantaged pupils and disadvantaged pupil within school.

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how

we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment among disadvantaged pupils, particularly in languages and humanities and at grade 5+ in English and Maths.	2026/27 outcomes at key stage 4 demonstrate: ▪ Top quartile of progress made by disadvantaged pupils against similar schools ▪ Progress significantly above the national average for attainment of all pupils i.e. +0.1 or more ▪ The gap between non-disadvantaged and disadvantaged pupils in grade 5+ English and maths is narrowed. ▪ Attainment of disadvantaged pupils in humanities and languages is significantly above the national average for disadvantaged pupils.
Improved reading comprehension among pupils across KS3.	2026/27 evidence on reading shows: ▪ Reading diagnostics and assessment demonstrate improved comprehension skills among pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. This needs to match up with any reading interventions in the
Improved metacognitive and self-regulatory skills among pupils across all subjects resulting in improved engagement of students.	2026/27 evidence on reading shows ▪ Metacognitive planning, monitoring and evaluative strategies are explicitly planned and taught. TEP surveys indicate greater engagement in school and a narrowed gap between disadvantaged and non-disadvantaged pupils ▪ 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. ▪ The proportion of disadvantaged students involved in behaviour incidents such as suspension is reduced and in line with non-disadvantaged students.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantage including other vulnerable students	2026/27 evidence on wellbeing shows: ▪ Qualitative and quantitative data from wellbeing surveys, students voice, parent surveys and teacher observations indicates improved wellbeing of students. ▪ The proportion of the disadvantaged cohort participating in enrichment activities proportionate to the proportion of non-disadvantaged cohort participating in enrichment activities

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged including other vulnerable students	2026/27 evidence on attendance shows: ▪ Attendance of disadvantaged students improves, reducing the gap against national average of non-PP students. ▪ Continually reducing numbers of persistently absent students PA.
--	---

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 28,426

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Progress Education Endowment Foundation EEF When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF Evidence that focusing on professional development makes an impact on outcomes is provided by the EEF Guidance Report on Effective PD	1, 2, 4
Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support and release time.	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF	1, 3, 4
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools	1, 2

We will fund professional development and instructional coaching focused on each teacher's subject area.	Evidence for the role of high-quality teaching for improved outcomes, particularly for the most vulnerable pupils, is well established. There is evidence that instructional coaching is a form of PD that can make a positive impact provided key mechanisms are included. Guidance Report on Effective PD.	1, 2, 4
Whole School CPD regarding strategies that improve the universal offer, from which our vulnerable pupils will disproportionately benefit.	Improving reading comprehension, vocabulary development and fluent reading are strongly correlated to attainment outcomes at GCSE. word-gap (Oxford University Press) Developing reading strategies has a strong evidence base for improving outcomes EEF Reading Strategies	1, 2, 4
We will establish a whole school focus on reading to support progress of vulnerable groups through two key strands: 1. Disciplinary reading. Focus on developing subject specific reading. To support this, significant CPD time and whole school focus has been allocated. 2. Reading for information and interest. It is expected each department area will start to encourage a wider range of reading in their subject area. Form time reciprocal and active reading, 2 mornings a week In addition, continue use of Accelerated Reader for a majority of KS3 classes to support reading comprehension. 'Control the game' reading	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: Reading comprehension strategies EEF 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. Internal monitoring shows that 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.	1, 2, 3

strategy is used to accelerate progress		
--	--	--

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

Budgeted cost: £ 1,875

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to further develop the role of the Heads of Year, Year Managers and other key staff in relation to vulnerable students through the tracking of and intervention with their cohort with a specific focus upon vulnerable groups. Year Group aligned to key events and tasks for the academic year such as assessment/mock weeks, grade card reports with specific reference to the support of vulnerable groups. and their Parents/Carers. 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.	Evidence to support this activity comes from different sources, including improving social and emotional learning (though mostly at primary). It also comes from recommendations in the EEF Improving Behaviour in Schools Guidance Report. Embedding principles of good practice set out in EEF Guidance Report on Working with Parents.	3, 4, 5
Targeted support to raise the achievement of Year 11 of vulnerable groups. This includes additional targeted academic support in school and during the holidays, along with homework support and teacher-led sessions.	Evidence from the EEF Toolkit suggests that, under the right conditions, regular completion of homework can have a positive impact on pupil learning.	1, 4
Continue to support and develop reading fluency interventions, including small group and 1:1 reading support offered in lessons and form time by: Sixth Form support & Form time.	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: Reading comprehension strategies EEF	1, 2, 4

Continue with small group and 1:1 Phonics, Literacy, Numeracy & EAL small group intervention for identified pupils	There is a wide evidence base around the importance of foundational knowledge. Internal observations indicate that intensive tuition in small groups is impactful in providing support lower attaining learners or those who are falling behind.	1, 2, 4
--	--	---------

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

Budgeted cost: £ 432,635

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions. This includes training for school staff, collaboration with our local behaviour hub and teacher release time	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy - Youth Endowment Fund EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)	4, 5
Embedding principles of good practice set out in DfE's Improving School Attendance advice.	The evidence for this intervention is drawn from a range of different sources. Evidence for Parental engagement comes from DFE Guidance on working together to improve school attendance and the EEF Toolkit findings. Evidence for wider participation and behaviour interventions is detailed above through other activities.	5
Increased time allocation of dedicated EWO from Clennell Education solutions to 1FTE. Close monitoring of attendance and punctuality of vulnerable students, particularly those at risk of being persistent absentees by Heads of Year and Year Managers. Two additional Year Managers appointed primarily to support vulnerable students in KS3 and KS4	Internal attendance data shows that statistically attendance rates are lower for vulnerable pupils for all Years groups 7 – 11. Clear correlation between high levels of attendance and high levels of attainment.	4, 5

Tailored CEIAG provision for all PP/Disadvantaged/SEN 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/SEN students at some point in Years 7 – 11. Close monitoring of all PP/Disadvantaged/SEN potential NEETs. Funded EDT Careers appointments for all non-targeted Year 11 PP/Disadvantaged/SEN students as part of their transition at KS4. Careers Leader in place with designated administration support	EEF: The following principles from EEF inform our practice at JPA. 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. 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. (Teaching and Learning Toolkit, 2021)	4
Employ a full time Behaviour Support Officer in place to work with identified students.	EEF: Behaviour interventions seek to improve attainment by reducing challenging 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	3, 4, 5

	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)	
Employ NUFC Foundation to support programmes around literacy, numeracy, wellbeing and self-esteem.	Monitoring data provided annually by the Newcastle United Foundation indicate an increase in attendance, engagement and wellbeing amongst students involved in Foundation-led interventions.	3, 4, 5
Fund a Dedicated Wellbeing team with 2 x full time school counsellors and 1 x mentor	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	3, 4, 5
Focus on effective transition for incoming Year 6 students.	An enhanced Year 6 transition process is in place for all PP students, including extra targeted visits to meet key support staff.	All
To provide a daily breakfast for targeted pupils so that they can eat and socialise in a welcoming and supporting environment and have the opportunity to build purposeful relationships	There is some existing evidence that breakfast clubs help improve attainment and attendance though it is more in a primary setting. EEF Magic Breakfast	4, 5

with their teachers and peers.		
Support vulnerable pupils with an interest in music through NEMCO music support in place.	As well as being valuable in itself, wider participation can have a positive impact on wellbeing - EEF Arts Participation A literature review by Goldsmiths University for The National Children's Bureau highlights how extra-curricular activity increases sense of belonging.	4

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal assessments. Accurate information on pupil progress is not possible for this cohort who did not complete their KS2 SATS during covid and so do not have any prior attainment data for the school to use.

We were pleased that there were gains made in a number of attainment measures for disadvantaged pupils. We were particularly pleased that our overall A8 has improve year-on-year and was significantly above the national average for disadvantaged students in 2025. Our disadvantaged A8 against non-disadvantaged also improved to -7.0 having improved from -11.3 in 2023. Other measures were similarly strong although humanities and languages have not made the same strong gains seen in other key performance measures. It is encouraging that the Secretary of State wrote to the school to recognise the strength of our 2025 outcomes for disadvantaged pupils at key stage 4.

We have also drawn upon other school data to inform our evaluation. We are pleased that FSM6 attendance has improved year-on-year and is significantly above national average for FSM6 students. We continue to focus robustly on this priority as there were lower gains in the last academic year compared to previous. In addition, our suspensions data continues to improve for FSM6 where we are now below the national average and saw a significant decrease from 2023/24. We remain committed to continue to reduce the suspension gap between non-disadvantaged pupils and disadvantaged.

Additional wellbeing resources have helped to ensure that we have a greater level of support for our pupils who need help with their mental wellbeing, mental health and other pastoral support. The appointment of an assistant SENCo and other roles in student support have further strengthened our offer for our most vulnerable pupils.

Overall outcomes

Outcome	Evaluation
Improved attainment among disadvantaged pupils, particularly in languages and humanities and at grade 5+ in English and Maths.	Overall A8 increase from 39.0 in 2023 to 43.4 in 2025. Languages Grade 4+ is now significantly above national average against disadvantaged pupils at 76.1% (67 in cohort) with a positive gap of +0.1. Humanities gap is narrowing from -0.94 to -0.54 but remains a focal point for work.
Improved reading comprehension among pupils across KS3.	Internal monitoring show significant increases in the reading ability of pupils who access phonics. In-class monitoring and accelerated reader data show an improvement amongst pupils.
Improved metacognitive and self-regulatory skills among pupils across all subjects resulting in improved engagement of students.	Student engagement in TEP for FSM6 is above the TEP national benchmark at 6.6 against a national average of 5.8. Learning walks show greater engagement of students. Case sampling focused on disadvantaged students indicates the same.
To achieve and sustain improved wellbeing for all pupils, including those	Surveys indicate higher levels of wellbeing.

who are disadvantage including other vulnerable students	Edinburgh-Warwick benchmarking indicates that SEMH interventions typically have a positive impact.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged including other vulnerable students	Attendance amongst FSM6 has increased and is above the national average. It remains a focus in 2025/26.

Externally provided programmes

Programme	Provider
Wellbeing Programme. Steps to Success Programme	Newcastle United (NUFC) Foundation
Level 6 Guidance interviews	EDT
Streetwise wellbeing programme	Streetwise
Mentoring	MCR
Support and mentoring	Young Carers Newcastle
Support and Health advice	School Health
Mentoring around crime prevention	Violence Reduction Unit