

JPA Premium (including Recovery 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	31.32%
Academic year/years that our current premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2024/2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2027
Statement authorised by	<i>Steve Campbell</i> <i>Executive</i> <i>Headteacher</i>
Premium lead	Claire Smith
Governor / Trustee lead	tbc

Funding overview

Detail	Amount
Premium funding allocation this academic year	To Follow
Recovery premium funding allocation this academic year	To Follow
Premium (and recovery premium) funding carried forward from previous years	Nil
Total budget for this academic year	To Follow

Part A: premium strategy plan

Statement of intent

At JPA our intention is to ensure that all pupils, particularly those who experience social and economic disadvantages, have equitable opportunities for success through an academic and enriching curriculum that meets and extends their needs. We endeavor 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.

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 success happens in the classroom as a result 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.

We know through experience that in order to deliver and embed on this, an effective professional development offer is integral to ensuring that we consistently bridge the knowing-doing gap of teacher expertise. The impact of this approach at JPA is evidenced through student outcomes over time when comparing School disadvantaged compared to national non- disadvantaged (IDSR 12/12/2025).

Alongside this, the strategy is also fundamental to narrowing the gaps between other vulnerable grounds such as pupils with SEND and Non-SEND as for many of these vulnerable groups experience social and economic disadvantage, contributing to an interplay of multiple risk factors and challenges.

In today's environment, our strategy encompasses a commitment to facilitating all students to attend school and participate in lessons, while also providing support for their Social Emotional Learning and offering a variety of enriching experiences beyond the classroom.

The specific approaches we have adopted are evidence informed. To ensure they are effective we will:

- Improved attainment among disadvantaged pupils including other vulnerable across the curriculum at the end of KS4, with a focus on EBacc subjects (MFL and HUM).
- Improved reading comprehension among pupils across KS3.
- Improved metacognitive and self-regulatory skills among pupils across
- all subjects
- To achieve and sustain improved wellbeing for all pupils, including those who are disadvantage including other vulnerable students
- To achieve and sustain improved attendance for all pupils, particularly our disadvantaged including other vulnerable students
- Continue to sustain a purposeful learning culture
- Nurture a culture where any vulnerable group is not viewed
- Regularly evaluate and review using a range of evidence sources

Challenges

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

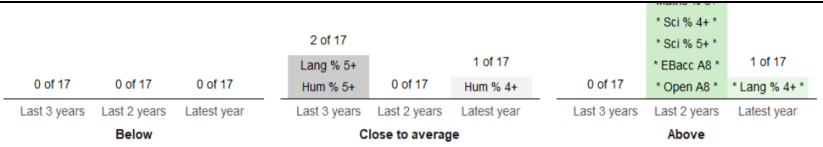
Challenge number	Detail of challenge
1	School disadvantaged compared to national non-disadvantaged learning gaps are narrowing (2022-2025) in all attainment and progress measures (IDSR 12/12/2025). Regardless on this JPA standards are exceptionally high and we still acknowledge that there is a job of work to be completed with a core group of vulnerable learners. This stems from attendance and engagement in school life.
2	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.
3	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. This has resulted in knowledge gaps resulting in pupils falling further behind age-related expectations.
4	Our observations suggest some lower/ mid attaining disadvantaged pupils lack strategies when faced with challenging tasks, notably in their evaluation of their answers.
5	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. These challenges particularly affect disadvantaged pupils, including their attainment.
6	Although good and above national average, our attendance data over the last 4/5 academic years indicates that attendance among disadvantaged and other vulnerable students has been lower than for non-same students.
7	Although much improved, there are some gaps in some core PP/Disadvantaged students' knowledge or awareness of higher aspirational progression in all year groups.

8	<p>Although much improved, 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/Dis-advantaged 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 including other vulnerable across the curriculum at the end of KS4, with a focus on EBacc subjects.</p>	<p>By the end of our current plan in 2025/26, around 45% or more of disadvantaged including other vulnerable students have access to the English Baccalaureate (EBacc). In the last 4 years this figure was around 43%.</p> <p>Over the last 4 years KS4 outcomes demonstrate that disadvantaged pupils achieve; an average Attainment 8 score of 42.86.</p> <p>2023 (Cohort 105) Disadvantaged Overall A8 was close to average (JPA 39 National 35)</p> <p>2024 Cohort 113) Disadvantaged Overall A8 was above average (Sig+) (JPA 43.3 National 34.6).</p> <p>2025 (Cohort128) Disadvantaged Overall A8 was above (Sig+) average (JPA 43.4 National 34.9).</p> <p>2026 (Cohort 108) Disadvantaged Overall A8 Projection 43</p> <p>Disadvantaged Attainment</p> <p>The chart below summarizes school performance for the disadvantaged pupil group compared to national performance of the disadvantaged pupil group across all attainment measures.</p>

	 <p>Our aim is for this trend to continue. Strategic Curriculum changes over time will support MFL and Hum to improve attainment to Above Average.</p>
<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 have recognised this improvement through engagement in lessons and book scrutiny.</p>
<p>Improved metacognitive and self-regulatory skills among pupils across all subjects</p>	<p>Metacognitive planning, monitoring and evaluative strategies are explicitly planned and taught. 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.</p>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantage including other vulnerable students</p>	<p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from voice, and parent surveys and teacher observations. • The proportion of the disadvantaged cohort participating in enrichment activities proportionate to the proportion of non- disadvantaged cohort participating in enrichment activities
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged including other vulnerable students</p>	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • Reduced number of students PA. Attendance of PP closing the gap with national average of non-PP students. • The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers reducing. • The percentage of all pupils who are persistently absent reducing and the number of PA disadvantaged pupils compared to their PA non- disadvantaged peers reducing.

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 and non-disadvantaged students in the school.

Activity in this academic year

This details how we intend to spend our premium (and recovery premium funding) this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training will be provided 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	1, 2, 3

<p>Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support and release time.</p>	<p>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</p>	<p>1, 4</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p>	<p>1, 2</p>

<p>We will fund professional development and instructional coaching focused on each teacher's subject area.</p>	<p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p>	
<p>All class teachers to be very aware of PP/Disadvantaged/SEN students through highlighting on SIMS and Mint Class.</p> <p>Include a vulnerability rating that will support the detailed support needed for vulnerable PP/Disadvantaged/SEN students.</p> <p>All staff to be aware of PP/Disadvantaged/SEN students in their classes. PP/Disadvantaged/SEN students prioritised in 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/SEN students.</p> <p>PP/Disadvantaged/SEN students remain a focus of department reviews in identified subject areas. This incorporates learning snapshots, lessons observations, work reviews analysis of schemes of work and student voice.</p> <p>Ongoing focus on written feedback to students and responses to the feedback. Teachers (specifically focus upon) give heightened</p>	<p>Ofsted 2013: "Where schools spent the Pupil Premium funding success-fully 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>:</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>	

attention to the books and

<p>work of PP/Disadvantaged/SEN students.</p> <p>Key strands overseen by a member of the Senior Leadership Team.</p>		
<p>Mixed prior attainment teaching groups in Years 7, 8 & 9. Mixed prior attainment groupings in all subjects except Maths, Science, Computing and MFL</p>	<p>EEF: On average, pupils experiencing set-ting or streaming make slightly less progress than pupils taught in mixed attainment classes.</p> <p>The evidence suggests that setting and streaming has a small negative impact</p>	<p>3</p>

	<p>for low and mid-range attaining disadvantaged learners, and a very small positive impact for higher attaining pupils in Maths</p> <p>There are exceptions to this pattern, with some research studies demonstrating benefits for all learners of Mixed prior Attainment Groups across the attainment range.</p>	
<p>Curriculum implementation and high quality teaching.</p> <p>Embedding of the knowledge goals slide which has an expectation to share and teach Tier 3 vocabulary every lesson. Knowledge goals to be explicit to students throughout the lesson.</p> <p>Use 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 Deputy Principal for Teaching and 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 extraneous cognitive load.</p> <p>We feel these approaches will have a proportionately greater impact on progress of PP students.</p>	<p>3, 4(</p>

<p>Focus upon Reading to support progress of PP/Disadvantaged/SEN students, 3 key strands:</p> <ol style="list-style-type: none"> 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 3. Reading intervention. 	<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> <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.</p> <p>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>2,3</p>
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<p>Small group and 1:1 reading support offered in lessons and form time by: Sixth Form support & Form time.</p> <p>Accelerated Reader is used for a majority of KS3 classes to improve reading fluency and comprehension. 'Control the game' reading strategy is used to accelerate progress</p> <p>Overseen by the SLT Link</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>

<p>Continue with small group and 1:1 Phonics, Literacy, Numeracy & EAL small group intervention for identified PP/Disadvantaged/SEN students.</p>	<p>EEF: 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. 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: Continue to further develop the role of the Heads of Year, Year Managers and other key staff in relation to PP/Disadvantaged/SEN students through the tracking of and intervention with their cohort with a specific focus upon PP/Disadvantaged/SEN students. 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 PP/Disadvantaged/SEN students and their Parents/Carers. Heads of Year and Year Managers work closely with departments to ensure PP/SEN 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, start of year data and ongoing performance data at each key in with particular reference to underpinning performance data.</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" Mentoring EEF: 'Some studies have found positive impacts for pupils from disadvantaged backgrounds'. (Teaching and Learning Toolkit, 2021)</p>	<p>3, 4</p>

<p>Year 11 Intervention Plan implemented</p> <p>Actions within this plan to raise the achievement of Year 11 PP/Disadvantaged/SEN students include:</p> <p>Compulsory Period 7 study and revision programme.</p> <p>Additional subject revision sessions run period 7s after school.</p> <p>Monday/Wednesday/Thursdays at 2.40pm. All Y11 students have the opportunity to attend across all subjects.</p> <p>Holiday Revision Sessions.</p> <p>Additional blocks of teacher led sessions at February half term, Easter and May Half Term.</p> <p>Hire of Premises.</p> <p>Additional Teaching Resources/Repro-graphics.</p> <p>Revision study packs to include revision guides provided for KS4 pupils To complement other revision support and further aid independent study.</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions.</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p>Cognitive Behavioural Therapy - YouthEndowment Fund</p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support</p>	<p>5</p>

<p>This includes training for school staff, collaboration with our local behaviour hub and teacher release time.</p>	<p>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)</p>	
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Increased time allocation of dedicated EWO from Clennell Education solutions to 1FT.</p> <p>Close monitoring of attendance and punctuality of PP/Disadvantaged/SEN students, particularly those at risk of being persistent absentees by Heads of Year and Year Managers.</p> <p>'Risk list' of PP/Disadvantaged/SEN students in place for all year groups.</p> <p>Intervention strategies in place to include early intervention from the EWO for those causing concern.</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</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>In terms of JPA specific evidence: Internal attendance data shows that statistically attendance rates are lower for PP/Disadvantaged/SEN students than for non- PP/Disadvantaged/SEN students for all Years groups 7 – 11. Clear correlation between high levels of attendance and high levels of attainment.</p>	<p>6</p>

<p>attendance for PP students.</p> <p>Attendance Safeguarding in place.</p> <p>Key strands overseen by a member of the Senior Leadership Team</p>		
<p>Tailored CEIAG provision for all PP/Disadvantaged/SEN students. Provide guidance and</p>	<p>EEF:</p>	<p>7</p>

<p>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.</p> <p>Close monitoring of all PP/Disadvantaged/SEN potential NEETs.</p> <p>Funded EDT Careers appointments for all non-targeted Year 11 PP/Disadvantaged/SEN students as part of their transition at KS4.</p> <p>Careers Leader in place with designated administration support.</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>	
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<p>Behaviour support: PRAISE CODE in place.</p> <p>Heads of Year and Year Manager to intervene with all PP/Disadvantaged/SEN students promptly and effectively.</p> <p>Formalised behaviour support for identified PP/Disadvantaged/SEN 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.</p> <p>Provision in place for 'at risk' students (with a particular focus upon PP/Disadvantaged/SEN students).</p> <p>Full time Behaviour Support Officer in place to work with identified students.</p> <p>Heads of Year and Year Manager to support consistent use of the Praise Code for 'at risk' PP/Disadvantaged/SEN student sby monitoring planner comments for those students regularly. Senior staff to show due consideration of PP/Disadvantaged/SEN Status when deciding upon the</p>	<p>EEF:</p> <p>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:</p> <p>Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning;</p> <p>Universal programmes which seek to improve behaviour and generally take place in the classroom; and</p> <p>More specialised programmes which are targeted at students with specific behavioural issues.</p> <p>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>8</p>
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<p>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 /SEN students. Alternative Provision in place for PP/Disadvantaged students identified as at risk of long term FTS to prevent PEX. NUFC intervention.</p>		
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<p>Social and Emotional Learning(SEL)</p> <p>Interventions to improve pupils' decision-making skills, interaction with others and their self-management of emotions.</p> <p>Dedicated Year Teams with specific responsibility to support the health and wellbeing of all students in their year group.</p> <p>Dedicated Wellbeing team with 2 x full time school counsellors and 1 x mentor.</p> <p>The three types of SEL intervention at JPA are:</p> <p>School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning. PRAISE CODE, Tutor time & Assembly programme.</p> <p>Universal programmes which generally take place in the classroom with the whole class. Citizenship (KS3) and personal Development (KS4).</p> <p>More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.</p> <p>Mental Wellbeing Support through internal systems and support and external agencies:</p> <p>Full time school counsellor. Streetwise.</p> <p>School Health.</p> <p>(List not exhaustive).</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 out- comes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.”</p> <p>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>	<p>5</p>
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Key strands overseen by a member of the Senior Leadership

Team		
<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/SEN 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/SEN students, including barriers to learning and parental engagement.</p> <p>Year 6 Summer School for targeted PP/Disadvantaged/SEN students prior to joining JPA in Year 7.</p> <p>Key strands overseen by a member of the Senior Leadership Team</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>	All
<p>Daily breakfast club.</p> <p>To provide a daily breakfast for identified PP/Disadvantaged/SEN 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>	5

<p>NEMCO music support in place. 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/SEN students studying GCSE Music and PP/Disadvantaged/SEN students in KS3 can often not afford Music lessons.</p> <p>Motivational and enrichment trips are supported for PP/Disadvantaged/SEN students where cost is prohibitive.</p>	<p>All</p>
<p>To improve communication/interaction with</p>	<p>The average impact of the Parental Engagement approaches is about an additional four months'</p>	<p>9</p>

<p>Parents/Carers of PP/Disadvantaged /SEN students.</p> <p>SchoolCloud Parent/Carer evening software purchased. Strategy meeting to further enable parent/carers of PP/Disadvantaged/SEN students to engage. Hybrid model introduced to support preference of parent/carers face-to-face or online.</p> <p>Attendance at subject parent/carers evening and parental engagement evenings of PP/Disadvantaged/SEN students closely monitored, with identified staff relentlessly contacting home to Parents/Carers to encourage/facilitate attendance.</p> <p>Increased postal home to PP/Disadvantaged/SEN Parents/Carers in addition to email/text message.</p> <p>Text/VLE/Frog Parental/email contact admin support.</p> <p>Translation of key information into the home language of parent/carers on the website</p> <p>Key strands overseen by a member of the Senior Leadership Team</p>	<p>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. (Teaching and Learning Toolkit, 2021)</p>	
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<p>Focus upon supporting all students (with a specific focus upon PP/Disadvantaged/SEN students) with remote learning ifor when required.</p>	<p>surveys indicate that PP/Dis-advantaged/SEN 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>
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Part B: Review of the previous academic year

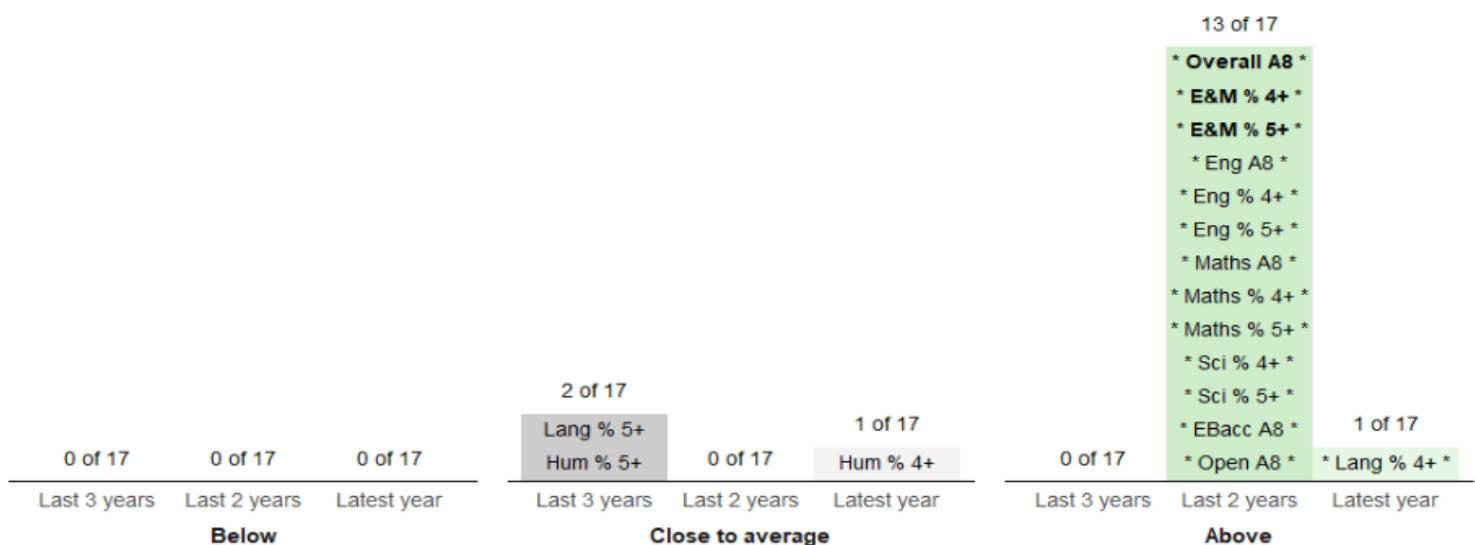
Outcomes for disadvantaged pupils

We continue to evaluate the performance of our school's disadvantaged students.

Disadvantaged Students

The chart below summarises school performance for the disadvantaged pupil group compared to national performance of the disadvantaged pupil group across all **Attainment Measures**.

Year	Key stage 4 (Year 11) attainment cohorts				Year 11 context
	A8 measures and English/maths	Science	Languages	Humanities	
2025	128	123	68	105	-
2024	113	109	74	85	-
2023	105	100	58	77	-

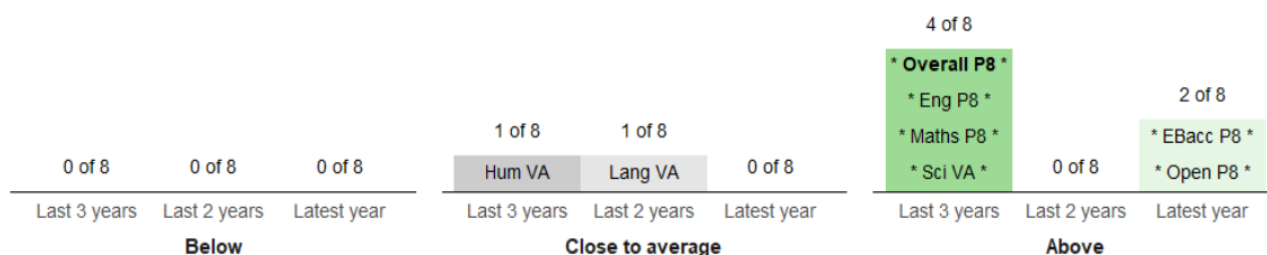


Summary of progress measures

(IDSR 12 December 2025)

The chart below summarises school performance for the disadvantaged pupil group compared to national performance of the disadvantaged pupil group across all progress measures. The school's measures are grouped by their relative performance in the latest year, and further divided to show whether that level of performance was observed in the latest year only, or if it has been sustained for the last 2 or 3 years.

Year	Key stage 4 (Year 11) cohorts				Year 11 context
	P8 measures	Science VA	Languages VA	Humanities VA	
2024	103	99	70	79	-
2023	93	89	49	72	-
2022	100	97	48	77	-



Key Stage 4 Actual Outcomes and our internal assessments evidences that the progress and attainment of the school's disadvantaged pupils has a continued improving trend.

Externally provided programmes

Programme	Provider
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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