

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Jarrow School
Number of pupils in school	849
Proportion (%) of pupil premium eligible pupils	50.18%
Academic year/years that our current pupil premium strategy plan covers	2025-28
Date this statement was published	September 2025
Date on which it will be reviewed	September 2028
Statement authorised by	Governing Board
Pupil premium lead	P Lawson, Associate Assistant Headteacher
Governor / Trustee lead	B McCulla

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£406,350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£406,350
Funding taken from other areas of budget	£0

Part A: Pupil premium strategy plan

Statement of Intent

At Jarrow School we are motivated by a strong commitment to social mobility. We believe that every student, regardless of their background or socio-economic challenges they face, deserve the opportunity to achieve academic excellence and secure qualifications and broader life-skills that allow access to success. We are in an area with significant socio-economic disadvantages. Over 80% of the local areas rank within the top 20% most deprived in England in terms of employment and health deprivation. Employment (59.4%) and Health Deprivation and Disability (50.0%) were amongst the top 10% most deprived in England. This local area is characterised by high levels of poverty, low-paid job opportunities, and significant health inequalities when compared to national averages. We strive to empower our students to become active and contributing members of both their community a wider workforce. All stakeholders set high expectations for our students to promote a culture of aspiration and will to succeed. We are an inclusive school, and the pupil premium strategy intends to promote this at every opportunity.

Jarrow's Pupil Premium strategy has its foundations in the continued improvement of teaching and learning – as this is proven to have the greatest impact on closing the disadvantage attainment gap. High-quality teaching, based on our teaching framework, ensures that all students who have good attendance achieve positive Progress 8 outcomes when they leave to seek further education or employment. Teaching and learning are supported by a highly experience pastoral team who support the broader needs of our students and wider community.

All students have access to a diverse enrichment programme, with a wide variety of clubs and intervention sessions being offered every day after school. Many of our students engage in the Duke of Edinburgh award, which cultivates essential life skills valued by employers.

Pupil Premium funding, which is provided in addition to the school's budget, can be spent with relative freedom to best support improved attainment for those eligible students and close the gap to their non-disadvantaged peers.

Primarily, the School uses this funding to:

- Improve school attendance figures.
- Increase the attainment of all students, through investment to improve quality first teaching, with a particular focus on improving the teaching of reading.
- Help overcome any cultural or socio-economic barriers to raise cultural capital and aspirations
- To strengthen community engagement and parental links
- Directly impact on the progress of disadvantaged students, through targeted interventions.
- Encourage a positive attitude to learning alongside high aspirations and standards of behaviour, by promoting Respect, Resilience and Responsibility.
- To support mental health and wellbeing

Challenges

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

Challenge number	Detail of challenge
1	Pupil Premium students demonstrate lower attendance rates compared to their peers, coupled with disproportionately high levels of persistent absence. This pattern causes a barrier to engagement and also poses a serious risk to their academic progress and overall wellbeing.
2	Literacy and Numeracy Gaps - Some PP students have low levels of literacy and numeracy which impedes their learning and their confidence. PP Average KS2 Eng 102 Maths 103 Non-PP Average KS2 Eng 105 Maths 105
3	Stretch & Challenge Aspiration - some students with higher prior attainment require additional help to enable them to fully achieve their potential.
4	Improved relationships, communication and engagement with parents to support school and home-learning.
5	Ensuring that Pupil Premium students access enrichment and aspiration-raising opportunities
6	Behavioural challenges, difficulties with self-regulation, and unmet social and emotional needs can significantly hinder Pupil Premium students' ability to engage positively in learning. Over time, this can lead to diminished academic progress, strained peer relationships, and a greater risk of exclusion, perpetuating cycles of disadvantage and widening attainment gaps.

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
Improve the level of attendance within all year groups through targeted interventions.	Improved Attendance and Reduced Persistent Absence. PP attendance to be within 1% of national average. Targeted strategies lead to measurable improvements in overall attendance and a significant decline in persistent absenteeism. Restructure of the Attendance Team New Attendance Manager post and additional HSLO to add capacity to the current HSLO. This provides increased capacity, enabling more robust monitoring and timely interventions. Focused Monitoring of Pupil Premium Attendance Daily and weekly tracking of Pupil Premium pupils ensures early identification of concerns, reducing persistent absence and improving engagement. Attendance Rewards to Boost Motivation and Buy-In Incentive schemes encourage positive behaviours, fostering a culture of attendance and improving outcomes.

<p>To ensure a narrowing the attainment gap in literacy and numeracy for disadvantaged students.</p>	<p>Attainment outcomes of PP students in English and maths above National Average.</p> <p>PP outcome to be within 10% of the non-PP students by 2028</p> <p>Targeted, evidence-based literacy and numeracy interventions are in place and show measurable impact</p> <p>Lesson observations and work scrutiny show consistent high-quality teaching and effective differentiation for disadvantaged learners.</p> <p>Teachers use assessment data effectively to adapt instruction and close identified gaps.</p> <p>The gap between disadvantaged students and non-disadvantaged peers continues to narrow over multiple academic years.</p> <p>Disadvantaged students show improved confidence, resilience, and independence in literacy and numeracy learning.</p>
<p>Disadvantaged students are stretched and challenged by high-quality teaching and learning and a broad curriculum.</p>	<p>Pre-identified gaps in areas of the curriculum will have narrowed and progress will have been made by moveable underperforming PP students.</p> <p>The aspiration and ambition of PP students are significantly raised as they progress through the school.</p> <p>Improvement in the retention and application of knowledge of PP students.</p> <p>Lesson observations, learning walks, and work scrutiny show that high-quality teaching consistently provides appropriate challenge and stretch for disadvantaged students.</p> <p>Teachers demonstrate strong subject knowledge and use effective questioning, scaffolding, and extension to deepen learning.</p> <p>Planning explicitly identifies how disadvantaged students will be challenged to achieve ambitious outcomes.</p> <p>Disadvantaged students participate in enrichment activities, trips, clubs, and wider curriculum opportunities at rates comparable to their peers.</p> <p>Increased confidence, motivation, and resilience in learning is evident through pupil voice and classroom engagement.</p> <p>Barriers to participation are identified and effectively removed.</p> <p>Strengthen post-16 destinations</p>
<p>Continue to improve school relations with external stakeholders.</p>	<p>Communication with external stakeholders (e.g. parents/carers, local authority, community partners, external agencies) is regular, clear, and purposeful.</p> <p>Stakeholder feedback indicates improved satisfaction and trust in the school's communication and responsiveness.</p> <p>Key information is shared in a timely and accessible way via MCAS.</p> <p>Strengthening of parent, teacher, student triangulation.</p> <p>Increased levels of parental engagement are evident through attendance at meetings, workshops, and events.</p> <p>Parents feel informed, listened to, and involved in their children's education.</p> <p>Systems are in place to gather and respond to parental feedback.</p>
<p>Increase enrichment participation</p>	<p>80% + PP students to have engaged in enrichment/clubs/trips or meaningful encounters</p> <p>PP students to be offered various extra-curricular opportunities to support and develop their understanding of life after Jarrow School.</p> <p>PP students to be offered various extra-curricular opportunities to support and develop their understanding of life after Jarrow School.</p> <p>The number of clubs on offer for students has increased.</p> <p>PP students to stay in education, training or employment in line with national average</p>

Improve well-being and behaviour, through pastoral support and behaviour group intervention at KS3.	Reduction in suspensions and detention, increase in positive behaviour points Students demonstrate increased confidence, resilience, and self-regulation over time. Behaviour group interventions are well-structured, evidence-based, and delivered consistently. Readiness to learn: The continuation of a breakfast club to provide pupils with a nutritious breakfast before school.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £108,968

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuous professional development of high-quality teaching and learning.	“The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them”. EEF	2 & 3
Recruitment of additional support staff – a Learning Support Assistant and 2 HLTAs	Improving the quality and quantity of HLTA’s and LSA’s within school will offer a more in-depth level of support to our disadvantaged lower ability students as well as those with special educational needs. This targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes. (EEF+4) EEF	2
ECF – all ECTs are enrolled with EDT (Northern Lights Hub). They have access to the Northern Lights online portal which provides resources and webinars to support their development.	EEF state that support for ECTs is vital to improve the quality of teaching from these members of staff. PP students should have improved outcomes from the increased skill level of ECTs.	2
ECF Mentors have enrolled on the NPQ	NPQ will allow mentors to provide a higher level of support for our ECTs and therefore improve their teaching of PP students.	2 & 3

Leading Teacher Development course.		
The focus of CPD for all staff involved in lessons is to improve understanding of the High Five reading strategies. This is delivered over five hours throughout the year. Additionally, LPs and other teachers provide CPD a wide range of teaching & learning strategies and how AI and other technology can enhance learning.	EEF: Literacy across the curriculum raised attainment EEF	1 & 2
CPD to focus on improving reading for all pupils. Additional CPD to continue to focus on Rosenshine's POI, modelling, metacognition.	EEF: High quality teaching is the most important lever for disadvantaged students. EEF	2,3 & 6
Edu Review and the T&L Leadership Group – half-termly meetings take place where relevant and topical educational articles are discussed to generate ideas that can be applied to improve quality first teaching for all students.	EEF: High quality teaching is the most important lever for disadvantaged students. EEF	2, 3 & 6
Visits to other schools with positive PP outcomes.	Identifying good practice in similar schools. Compare how our approach differs from elsewhere. This will be funded through the CPD budget.	All areas

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

Budgeted cost: £55,982

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of PP funding to provide small group 1 tuition for moveable Y11 and Y10 PP students in Maths and English	EEF: small group tuition provides +4 months Evidence	1,2,5,6
Literacy/numeracy catch-up programmes at KS3	EEF: Reading comprehension +6 months Evidence	1,2,5,6
Mentoring programme for KS4 PP borderline pupils	EEF: Mentoring shows positive effects on motivation/engagement Evidence	3,5,6
Homework club and supervised study	EEF: extended study time Evidence	5,6
Additional literacy and numeracy lessons built into the Key Stage 3 curriculum to embed and deepen the understanding of core English and Maths skills which may have been affected as a result of lost learning. Intensive reading strategy to be implemented with lowest ability Year 7 students	EEF: Reading comprehension +6 months Evidence	1,2,6
Form time literacy activities in addition to reading groups – with a focus on improving vocabulary (Word of the Week)	EEF: Reading comprehension +6 months Evidence	2
Form time literacy activities with a focus on reading skills (High 5). CPD has Reading Focus	EEF: Reading comprehension +6 months Evidence	2
Offer to purchase revision guides for PP students across all areas of the curriculum.	Improving opportunities for all disadvantaged students to have access to the same resources for independent learning as all other students (EEF +4)	2,6
Purchase of Accelerated Reader Programme to improve the reading age of students who fall below age-related expectations.	Small group interventions can improve the attainment levels for those involved. It has a moderate impact for relatively low cost (EEF +4) Evidence	1,6

<p>During the next three years there are plans to upgrade our WiFi infrastructure, improving bandwidth and roaming.</p> <p>Four class-sets of laptops per academic year will be replaced and managed spares can be provided as home-use laptops where required.</p> <p>This equates to 130 laptops per academic year.</p> <p>In academic years 2026-27 and 27-28 two computer labs per academic year will be refreshed, equating to 64 devices per year.</p> <p>Five to ten Acitv panels will be replaced over during this time.</p>	<p>The effective use of technology in the classroom brings the educational experience of every learner into the 21st century. This will prepare all learners for the next steps in their educational journey and furnish all teaching staff with the best resources to improve outcomes through quality first teaching.</p> <p>All students who require laptops to use at home will be considered as recipients of a home-use laptop, enabling them to complete homework task and access online revision resources.</p>	2,3,5
<p>Continued use of a Key Stage 4 revision room to be made available to students after school.</p>	<p>The provision of an appropriate study space to consolidate learning and improve independence and resilience. This will be of benefit to many PP students.</p> <p>Evidence</p>	6
<p>External college places are funded for students who are at risk of permanent exclusion. Improving their chances of future employment.</p>	<p>Permanently excluded pupils are less likely to attain the grades required to continue their education or be accepted on apprenticeships.</p>	3,4,7
<p>Expansion and development of behavioural support group at KS3</p>	<p>Evidence from our Lead Practitioner suggests that this programme is highly successful at reducing the number of detentions issued to students who struggle to regulate their behaviour.</p> <p><i>25% reduction in detentions in Y8 group.</i></p> <p><i>50% reduction for three of the students in Y9 and additional support for two students who showed no improvement,</i></p>	6

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

Budgeted cost: £334,547

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance strategy: officer, early intervention, incentives</p> <p>We no longer work with A -Star Attendance, however we have employed additional staff with the aim of improving attendance year on year. The staff have been employed in the following roles: Attendance Manager, Additional Home School Liaison Officer and LSC/BSC Assistant.</p>	<p>DfE: Improving attendance guidance</p> <p>Our data reveals that if students have good attendance (95% or above), they will achieve a positive P8 outcome. Pupil Premium students are more likely to have poor attendance and become persistently absent. Additional staff provide the capacity to address the ongoing problem with low attendance at the school.</p>	1
<p>Pastoral/SEMH support: counselling, ELSA, restorative practice</p>	<p>EEF: Social & emotional learning +4 months</p>	4,6
<p>Enrichment/aspiration: funding for trips, DofE, employer/university links</p>	<p>EEF: Arts participation +3 months Evidence</p>	3,5
<p>Parental engagement: workshops, PP parent champion</p>	<p>EEF: Parental engagement +4 months</p>	4
<p>Financial barriers: uniform, tech, breakfast provision</p>	<p>DfE guidance: Supporting pupils facing hardship</p> <p>Uniform and basic equipment (pen, pencil, ruler) are provided free of charge to those students unable to afford these (many are PP students).</p> <p>This ensures that all students have the minimum means necessary to attend school.</p>	5
<p>Local library links maintained to introduce the library facilities for lower attaining students in year 7 and</p>	<p>Improving levels of literacy and oracy have a large impact on achievement for</p>	1

workshops with visiting writers for some students in KS3.	a relatively low cost. This could include reading out loud, explicitly enhancing the level of vocabulary and curriculum focussed dialogue. (EEF + 6)	
Funding for trips and school activities	Funding is available for school trips (including residential visits) and activities e.g. prom, leavers hoodies etc. – for PP students who otherwise would be unable to take part. Parents/carers contact the Head of Year to discuss and necessary arrangements are discretely put in place. (EEF +3)	4,6
Appointment of additional Behaviour Mentor – Early Intervention	Heads of Year have a fortnightly supervision with the Pastoral Leader to discuss students who have hit a behaviour trigger in that two-week period, using the Skills for Success Intervention Flow Chart. This ensures that students are identified early and support is offered before behaviour escalates. PP students are prioritised for mentor places. (EEF+4)	7
Learning Mentor - Outreach	If a student is struggling to attend school because of wellbeing issues and a standard, reintegration, stepped approach has proved ineffective - we have a learning mentor who will visit the student at home and support reintegration. PP students are prioritised for this service.	4,6,7
Non-teaching Heads of Year and Pastoral Leader. Appointment of 2 additional staff (1 for SEND and another for Emotionally Based School Avoidance (EBSA))	We have a mostly non-teaching pastoral team. This ensures that someone is always available to support parents and students.	4,5,7
Breakfast club to provide a nutritious breakfast to start the day, this includes claiming funding from the NSBP to provide over 70 bagels free of charge students who arrive	To support our most disadvantaged students in accessing a meal before they start the school day.	6

at school by 8.30am. This has the additional benefit of promoting punctuality.		
Continued use of Unifrog to further develop the careers programme. PP students in Y11 receive one on one guidance with the school's careers adviser or with Connections, if they have an EHCP. These sessions offer impartial CEIAG and are tailored to the needs, interests and goals of each pupil. They explore post 16 options, skills and career interests and are vital for removing barriers and preventing NEET status.	To support all students, including our most disadvantaged in making decisions regarding their future career pathways throughout their journey at Jarrow School.	2,3,6
Financial support to ensure the most disadvantaged students access all extra-curricular trips including trips abroad to improve cultural capital.	There is a wide evidence base indicating that outdoor activities and learning can have a positive impact on outcomes such as self-efficacy, motivation and team work. This correlates positively developing metacognitive skills which has a huge impact on learners (EEF +7)	2,6
CAT testing	The school uses data from nationally recognised CAT testing to ensure that we can monitor the progress and provide support for students as soon as they join us in Year 7.	2
Subsidised music lessons	All students are given the chance to learn a musical instrument through peripatetic tutoring.	
Subsidised food for food technology lessons.	Students are not required to provide their own ingredients for cooking lessons. This minimises the stress on families who would struggle to provide their child with the ingredients.	
After-school cooking lessons for students and their parents	Free of charge cooking course, which teaches the student and their parents how to cook six healthy and affordable meals.	
Subsidised revision guides	Key Stage 4 students are able to access revision	

	guides for a small fee or for free across a broad range of subjects.	
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Total budgeted cost: £ 406,350

Total Funding: £

Additional Funding from elsewhere in budget: £?

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Outcomes of all KS4 qualifications			
Jarrow School disadvantaged students -vs- Jarrow School non-disadvantaged students 2022/23			
Headline	Disadvantaged	Non-Disadvantaged	Gap
Attainment 8	39.90	49.38	- 9.48
Progress 8	-0.30	0.08	- 0.38
9-4 English & Maths	54.0%	67.6%	- 13.6%
9-5 English & Maths	16.1%	36.1%	-20.0%
Jarrow School disadvantaged students -vs- Jarrow School non-disadvantaged students 2023/24			
Headline	Disadvantaged	Non-Disadvantaged	Gap
Attainment 8	35.54	48.95%	- 13.41
Progress 8	-0.55	0.19	- 0.64
9-4 English & Maths	40.3%	65.5%	- 25.2%
9-5 English & Maths	16.1	29.3	-13.2
Jarrow School disadvantaged students -vs- Jarrow School non-disadvantaged students 2024/25			
Headline	Disadvantaged	Non-Disadvantaged	Gap
Attainment 8	34.54	47.68	-13.14
Progress 8	-0.50	0.30	-0.80
9-4 English & Maths	35.5%	69.6%	-34.1%
9-5 English & Maths	12.9%	51.1%	-38.2%
<p>The attendance of our disadvantaged students was close to the national average for disadvantaged students. Our suspensions for all students, including disadvantaged was significantly below the national average. Over the last three years the attainment of our disadvantaged students has been close to the national average for English & Maths, English, Maths, Science and EBacc. (Evidence from IDSR).</p>			

During this academic year, we continued to support the accelerated reader programme to narrow the variation in reading ages of the most disadvantaged students. This afforded students the opportunity to further improve their reading skills which results in a larger proportion of our disadvantaged cohort being able to access subject content across our curriculum.

Funds continue to be offered to each department to support with the purchase of revision guides. This was done with the intention of improving resilience and independent learning, leading to improved outcomes, specifically with our PP students.

Funding was also used to support additional intervention for our disadvantaged cohort. A working relationship was formed with the Action Tutoring which allowed for pre-identified, underperforming PP students to access additional support within English and Maths with the aim of narrowing the PP gap in these core subject areas.

A large proportion of the funding was spent on the recruitment and retention of key staff to ensure we offer the best possible academic and pastoral education we can, given the cohort of students we currently have on roll. Additional staff are resourced to ensure class sizes are kept relatively low compared to national averages. Support staff are deployed in a way that maximises the opportunities teaching staff have in delivering bespoke and personalised lessons. This is in line with the EEF teaching and learning toolkit and its evidence of smaller class sizes.

During world of work week, over 14 employers provided meaningful encounters to year 10 students. The focus was on providing students with the key employability skills needed to succeed in the work place. The feedback from employers was that communication needs developing and is the most important skill employers are looking for. 100% of the businesses graded the event successful and the attitude of the students was either good or exceptional. This targeted approach using the PP fund is to reduce the percentage of NEET students and ensure they attend the most appropriate post 16 provider and course. On day 2 of the world of work week, we funded 6 employability skills workshops which included CV writing, LMI, interview technique, post 16 options. On average students rated this experience 4/5 and "my favourite workshop that I had done over the last three days was probably the post 16 options as the people that did it were funny, engaging and we learned lots about what to do when leaving school".

During the last academic year, we have continued to invest in the platform Unifrog. This was to ensure students could track their aspirations and career journey through school and allow staff to signpost students to appropriate careers advice and resources. This is in the infancy stage but the early signs are that year 11 students have found it useful to track and identify entry requirements for post 16 options. A large proportion of our funding continues to support the pastoral elements within school. Improving attendance remains a significant priority within school. Although school attendance continues to be impacted because of the pandemic, every effort was made within school, coupled with the use external agencies, to narrow the attendance gap between disadvantaged and non-disadvantaged students. Support was also given to promote a rewards scheme to celebrate good attendance.

We continued to improve the quality and level of communication with parents and carers using the BROMCOM app and its push notification system offering immediate feedback to any pastoral issues occurring within school.

A revision room is available to all Key Stage 4 students after school to provide an appropriate study space to consolidate their learning. This is of benefit to PP students who may not have this at home. Investments have continued to improve the technological elements of the school to ensure all classrooms have the prerequisite technology to support quality first teaching at every opportunity

Most teachers have been provided with mini-whiteboards and pens to improve their formative assessment. Some teachers have adopted the use of desk-top visualisers and stands to hold iPads, all of which have been funded to improve the outcomes of our students.

In addition to devices at home we invested heavily in replacement laptops within school. These are tailored to the needs of the departments to which they are allocated giving the school a wide range of options to suit the most flexible and dynamic of learning experiences.

Many teachers have continued to utilise the benefits of Teams and Class Notebook to improve communication with students, set and assess homework and provide further links to online learning opportunities with the intention of improving student outcomes for all.

We continued to invest and support the breakfast club initiative whereby all students are entitled to a free breakfast every morning as they arrive in school. This impacted on the most disadvantaged students who come to school for a nutritious breakfast which may not be possible at home. In the summer term we partnered with the NSBP and now provide over 70 free bagels at the school gates in the morning.

All teaching staff have completed the SSAT Embedding Formative Assessment over the past two years. The course encompassed 16 sessions, each with a duration of 75- minutes. The feedback from teachers was very positive and all staff reported that they have adopted at least one formative assessment technique into their everyday teaching. The impact of EFA has been analysed by the EEF and the highlight that schools with a high % of PP students benefit the most from improving formative assessment across all curriculum areas.

Several curriculum leaders visited other schools to quality assure their own curriculum and ensure it is accessible to all students.

Many teachers were involved in the updating of the Jarrow School Teaching Framework which outlines the 5 most important parts of good lessons. This framework, alongside the updated T&L Handbook has been introduced during the academic year 2025/26. The aim is to provide a more cohesive and consistent approach to teaching - by making it clear to all teachers what the most effective strategies are.

Many staff will complete their NPQ qualifications over the next three years. Although the courses are fully funded, costs are incurred when covering the teachers when they are out of school. The aim of the NPQs is to improve the leadership across all aspects of the school and therefore the attainment of all our students.