

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	818
Proportion (%) of pupil premium eligible pupils	49.51%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Governing Board
Pupil premium lead	J Farthing
Governor / Trustee lead	B Stonehouse

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£362,423
Recovery premium funding allocation this academic year	£56,480 (391.5 x £145)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£418,903

## Part A: Pupil premium strategy plan

### Statement of intent

Here at Jarrow School, the student is at the centre of our approach to closing any identified learning gap. We wrap around them as much support as is needed to break down any barriers to learning and ensure they make progress and fulfil their potential. Quality first teaching is essential for students to succeed, it is the lesson by lesson progress that students make that is essential to their final successes in examinations. We strive to work towards removing any barriers to learning students face such as, poor attendance, weak literacy and numeracy and emotional and behavioural difficulties. Our student safeguarding support manager ensures the most vulnerable students in the Pupil Premium cohort are offered mentoring and emotional support.

Senior staff across the school work closely with heads of faculty to ensure that classroom teachers are supported and that students' progress is monitored closely. Strategies are in place in all department to tackle underachievement and remove barriers to learning.

### Challenges

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

Challenge number	Detail of challenge
1	Some students have low levels of literacy and numeracy which impedes their learning and their confidence
2	Some students with high prior attainment need additional help to enable them to fully achieve their potential.
3	All students need the highest quality of teaching in every classroom.
4	Some students struggle to attend regularly and of these some are persistently absent
5	Some students need extensive pastoral support for a variety of reasons.
6	Some students struggle to manage their behaviour.

## 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
To ensure a narrowing in the variation in pupil outcomes for disadvantaged students.	Improved attainment and achievement for all PP students.
To implement a revision-based culture throughout the school.	Pre-identified gaps in areas of the curriculum will have narrowed and progress will have been made by moveable underperforming PP students.
Improvement in the retention and application of knowledge of PP students.	Improved student outcomes within internal assessments and overall achievement.
Improvement in the use of digital technology within the curriculum as a means to both engagement and challenge PP students in learning activities and in turn improving progress.	<p>All PP students to be able to use remote learning strategies to minimise disruption to their learning if absent.</p> <p>Evidence of narrowing of disadvantaged gap as a result of improved communication skills during absences.</p>
The aspiration & ambition of PP students are significantly raised as they progress through the school.	<p>PP students to be offered various extracurricular opportunities to support and develop their understanding of life after JS.</p> <p>Number of clubs on offer for students has increased</p> <p>Number of students accessing after school activities increases.</p> <p>Increased provision for all students.</p>
Continue to improve school relations with external stakeholders.	<p>Significant uptake of the parental app to support inclusion within school.</p> <p>Improved and forged community links between school and local area.</p> <p>Strengthening of parent, teacher student triangulation.</p>
Problems with behaviour for learning	Decrease in the amount of behaviour logs

addressed	based on JS consequence system.
Improve the level of attendance within all year groups through targeted interventions.	All year groups see improvements in the levels of attendance throughout the 3-year period. Reduction in the amount PA PP students across the school.
Readiness to learn: The continuation of a breakfast club to provide pupils with a nutritious breakfast before school.	An increase the number of students who are accessing the free breakfast each morning.

## 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: £ 42500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of additional Learning Support Assistant	Improving the quality and quantity of LSA's within school will offer a more in-depth level of support to our disadvantage lower ability students. 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)	1
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.	1, 2
ECF Mentors have enrolled on the NPQ Leading Teacher Development course.	NPQ will allow mentors to provide a higher level of support for our ECTs and therefore improve their teaching of PP students.	3
CPD to focus on EEF's "Model for Great Teaching"	EEF outline four key areas for Great Teaching, based on Rosenshine's principles. All CPD at Jarrow School is targeted to allow teachers to develop areas of weakness	3

<p>Action Research – all teaching staff are to undertake their own research on how to improve the outcomes of students. Staff will be encouraged to use evidence-based approaches to their research. Visits to other schools will be encouraged in order to compare how our approach differs from elsewhere. This will be funded through the CPD budget.</p> <p>Friday Morning CPD – additional CPD provided by LPs and other teachers. This allows for a very responsive approach to CPD. Training needs can be addressed quickly and targeted at specific teachers. ECTs are encouraged to attend.</p>	<p>within this model. LPs deliver the training. Staff are also encouraged to access additional CPD which is fully-funded by the CPD budget.</p> <p>EEF outline how using an evidence-based approach to teaching, improves teachers. It allows teachers to choose cost-effective strategies that have been shown to improve pupil progress.</p> <p><b>Quality first teaching is the most important factor in improving the outcomes of PP students. These weekly sessions allow key teaching ideas to be shared in order to increase their prevalence throughout the school.</b></p>	<p>3</p> <p>2,3</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 60000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of the NTP to provide one to three intervention for PP students within KS3	EEF (+5). The external tuition we provide involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching – for example as part of	2

	period 6 (1 <sup>st</sup> hour after school) – or as a replacement for other lessons.	
Recovery curriculums built into all years to embed and deepen the understanding of core English and Maths skills which may have been affected as a result	Allowing students additional time to catch up on core elements of the basics through quality first teaching will narrow the variation in outcomes. This additional support will directly affect our disadvantaged cohort.	2,3
Form time literacy activities – with a focus on improving vocabulary (Word of the Week)	By linking new words to their roots, students are given the opportunity to build on their vocabulary as well as their understanding of words, closing the vocabulary gap that often has a negative impact on learning. (EEF + )	1
Form time literacy activities with a focus on reading skills (High 5). These strategies	The aim of these activities is to help students to learn a range of techniques which allow them to comprehend the meaning of what they have read. Students should also be given the opportunity to use these strategies across the school wherever and whenever they are asked to read. (EEF+6)	1
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
Use of in-house tuition to support the narrowing of progress variation within KS3 and KS4.	Small group interventions can improve the attainment levels for those involved. It has a moderate impact for relatively low cost (EEF +4)	2
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)	1

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

Budgeted cost: £ £320,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Local library links maintained in order to introduce the library facilities for all students in year 7 (including ensuring all students are enrolled in the library services), and	Improving levels of literacy and oracy have a large impact on achievement for a relatively low cost. This could include reading out loud, explicitly enhancing the level of vocabulary and curriculum focussed dialogue. (EEF + 6)	1

workshops with visiting writers for some students in KS3.		
Use ambassadors to lead peer reading groups to support the reading of students (year 7/8) who have a reading age below their actual age.	Linking peer support and small group intervention to improve the levels of literacy has utilised two of the highest impact T&L toolkits to have impact on key area for school improvement. (EEF +6)	1
Use of A Star Attendance	<p>We use A Star Attendance Solutions for attendance monitoring, tracking, intervention and reporting. We have an Attendance Officer, supplied to us by A Star, who works two days per week. She mainly undertakes home visits, in line with the A Star system, as an early intervention measure to support students who may be struggling to maintain an acceptable level of school attendance. Although, this is an intervention we use with our whole cohort – pupil premium students are prioritised for visits.</p> <p>A Star has had proven results with similar secondary schools. Achieving a percentage point increase with a nearby secondary school.</p> <p>At time of writing (04/10/21) – 63 PP students are subject to intervention and support from A Star. (EEF +4)</p>	4
Uniform and equipment	<p>If a parent/carer of a PP student makes us aware that they are unable to purchase uniform or basic equipment (pen, pencil, ruler) for their child, we will provide uniform and equipment which they can keep.</p> <p>This ensures that they child has the minimum means necessary to attend school.</p>	5
Funding for trips and school activities	<p>Funding is available for school trips (including residential visits) and activities e.g. prom, leavers hoodies etc. – for PP students who may otherwise not be able to take part. Parents/carers contact the Head of Year to discuss and necessary arrangements are discretely put in place. (EEF +3)</p>	5
Behaviour Mentors – Early Intervention	<p>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</p>	6

	places. (EEF+4)	
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.	5
Non-teaching Heads of Year and Pastoral Leader	We have a mostly non-teaching pastoral team. This ensures that someone is always available to support parents and students.	5
Breakfast club to provide a nutritious breakfast to start the day	To support our most disadvantaged students in accessing a meal before they start the school day.	2,4
Classroom build investment to support restorative work	Improving the quality of the pastoral system further to develop a learning space for some of the most vulnerable disadvantaged students.  School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning;  More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs. (EEF +5)	4,5,6
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 hue impact on learners (EEF +7)	2,5

**Total budgeted cost: £ 422,500**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Covid from March 2020 – March 2021 led to National assessments being cancelled for the 2020 examinations series – there is therefore no national data. Internal assessments were used with the 2021 candidates to allocate Teacher Assessed Grades (TAG's). Internal assessments have been used to outline progress of all students throughout this time.

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 were offered to each department in order to support with the purchase of revision guides. This was done with the intention of improving resilience and independent learning knowing that these skills would be imperative in the event of another period of remote learning. Resources were used effectively during the lockdown between January and March 2021.

Funding was also used to support additional intervention for our disadvantaged cohort. A working relationship was formed with the National Tutor Programme which allowed for pre-identified, underperforming PP students to access additional support within English and Maths to ensure the negative impact of any lost learning time was minimised.

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 grades the event successful and 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”.

One to one career advice is provided through the PP funding. The advice is bespoke to the needs of the students. Connexions provided advice to the most vulnerable 50 students and then an independent company completed all other students. Every year the feedback from students is that these meetings provide clarity and motivation to perform well in year 11. It also helps to break down barriers with parents and stereotyping job roles.

During the last academic year, we also invested in the platform Unifrog. This was to ensure students could track their aspirations and career journey through school and also 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 was used to support the pastoral elements within school. Improving attendance has and always will be a significant priority within school. Although school attendance has been impacted hugely as a result of the national pandemic, every effort was made within school, coupled with the use external agencies, to narrow the attendance variation between disadvantaged and non-disadvantaged students. Support was also given to promote a rewards scheme to celebrate good attendance.

Within the pastoral elements of spend, the school invested in the use of a new Management Information System (MIS). This has been successfully implemented into everyday life and is now used for rewards, sanctions. Significant improvements in the level of communication with all external stakeholders such as parents and carers has been seen via the use of the BROMCOM app and its push notification system offering immediate feedback to any pastoral issues occurring within school.

Investments were made into improving the technological elements of the school to ensure all classrooms have the prerequisite technology to support quality first teaching at every opportunity. Our rolling replacement scheme to bring Promethean ActivPanel touchscreens to every teaching space was accelerated bringing the latest in interactive display technology to all classrooms. Every member of teaching staff also has an iPad or Android device to allow them to make the most of these displays, literally putting the most adaptable technology at our fingertips enabling high quality teaching and learning to take place every lesson of every day. Following an extensive survey of the technology available to our students at home we invested in a number of laptops to ensure all of our students could access the Internet, our Virtual

Learning Environment and our Office 365 & Teams portals while not in school. The positive impact of this was felt strongly during the most recent lockdown, where the quality of remote teaching minimised the negative effects of not being within the classroom environment. Of particular benefit to our disadvantaged cohort was the ease of student access to pastoral and learning support staff via these technologies. This allowed us to maintain the high standard of care we offer to 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.

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. The impacted and the most disadvantaged students who come to school for a nutritious breakfast which may not be possible at home.

During the academic year 2020-21 the T&L team had intended to focus CPD on Rosenshine's Principles of Great Teaching. Due to the predicted disruption to learning from COVID, we instead focussed on training staff on how to effectively use Teams - for remote learning. When the second lockdown came, teaching staff at Jarrow School were well-equipped to deliver lessons remotely. When students returned to school many teachers continued to use Teams and Class Notebook to improve communication with students, set and assess homework and provide further links to online learning opportunities.

During the Summer-term CPD of staff continued with Questioning and Feedback, Dual Coding, Metacognition and Retrieval practice being the main areas of training. Improving these key elements of teaching have been shown to effective at improving outcomes for all students.

Many teachers were involved in the creation of the Jarrow School Teaching Framework which outlines the 5 most important parts of good lessons. This framework, alongside the T&L Handbook are being introduced during the 2021-22 academic year. 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.

Funding was provided for two members of staff to receive bespoke training to improve their effectiveness at managing their teams. This has directly impacted upon the quality of teaching within their respective areas and whole school. Funding was also used to improve the effectiveness of Lesson Observations with the aim of improving the purpose and quality of observations and the feedback provided to teachers. Staff also attended external training on metacognition, retrieval and interleaving.

Breakfast CPD for staff was trialled throughout the summer term. Tea, coffee, pastries and fruit are funded to encourage as many teachers as possible to attend. This successful CPD

opportunity will continue to be funded throughout the 2021-22 academic year.

A member of the SLT was given the time to visit another local school and we have now adopted their approach to Learning Surveys, using Microsoft Forms to collate and present evidence of the standard of teaching throughout Jarrow School.