

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	844
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-25
Date this statement was published	Updated September 2023
Date on which it will be reviewed	September 2025
Statement authorised by	Governing Board
Pupil premium lead	L Rochford, Assistant Headteacher
Governor / Trustee lead	B McCulla

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£365,828
Recovery premium funding allocation this academic year	£113,943
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	£479,771
Funding taken from other areas of budget	£19,726

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium funding was introduced with the intention of supporting students from disadvantaged backgrounds. These students are often from low income families with research evidencing that they are more likely to underachieve when compared to their non-disadvantaged peers. Students at Jarrow School with eligibility for Pupil Premium funding will generally have poor attendance and punctuality and face barriers such as poor language and communication skills as well as emotional and behavioural difficulties. They often lack access to resources (specifically technology) and can find it difficult to find suitable spaces to study at home which is detrimental to development of skills such as resilience and independence as well as their overall outcomes at GCSE.

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.

For the current academic year, the school received £365,828 of Pupil Premium funding and £113,943 of recovery premium funding giving a total of £479,771. The total budgeted cost of the strategy is £479,771 meaning £19,726 is to be taken from other areas of the budget.

Primarily, the School uses this funding to;

- Increase the attainment of all students
- Directly impact on the progress of disadvantaged students
- Help overcome any cultural or socio-economic barriers to raise cultural capital
- Encourage a positive attitude to learning alongside high aspirations and standards of behaviour.

At Jarrow School, the student is central to everything we do. Quality first teaching is fundamental in providing students from all backgrounds the best educational experience possible throughout their time at the school. We recognise that some students may need additional support to achieve this and realise their potential. The Pupil Premium fund is utilised to sustain a high quality of teaching and learning and continue to review and improve intervention strategies for those students that benefit from this additional support. Evidence from articles such as the EEF guide to Pupil Premium have been used to support the writing of this document and the actions we have in place.

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 some are persistently absent.
5	Some students (identified by school) need extensive support for their special educational needs.
6	Some students need extensive pastoral support for a variety of reasons.
7	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, such as laptops, within the curriculum as a means to both engage and challenge PP students in learning activities and in turn improving progress.	All PP students to be able to use remote learning strategies to minimise disruption to their learning if absent. Evidence of narrowing of disadvantaged gap as a result of improved communication skills across the curriculum and during absences.
The aspiration and ambition of PP students are significantly raised as they progress through the school.	PP students to be offered various extra-curricular opportunities to support and develop their understanding of life after Jarrow School. Number of clubs on offer for students has increased. Number of students accessing after school activities increases. Increased provision for all students.
Continue to improve school relations with external stakeholders.	Significant uptake of the parental app to support inclusion within school. Improved and forged community links between school and local area. Strengthening of parent, teacher student triangulation.
Problems with behaviour for learning addressed.	Decrease in the amount of behaviour logs based on Jarrow School 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 of 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 in 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: £108,968

Activity	Evidence that supports this approach	Challenge number(s) addressed
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)	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, 5
CPD to focus on EEF's "Embedding Formative Assessment" over the next 2 academic years.	This evidence based CPD programme is proven to improve student outcomes by embedding the use of formative assessment strategies across the school and therefore improving quality first teaching. It encourages a personalised approach to assessment and intervention which will ultimately lead to improved progress for all students. Staff are also encouraged to access additional CPD which is fully-funded by the CPD budget.	2, 3, 5
Edu Review – half-termly breakfast club sessions to take place where relevant and topical educational articles are discussed to generate ideas that can be applied to improve quality	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.	3, 5

<p>first teaching for all students.</p> <p>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>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.</p>	<p>2, 3, 5</p>

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 Catch-up premium and PP funding to provide 1:1 external tuition for moveable Y11 and Y10 PP students in Maths and English	Evidence from EEF supports the use of 1:1 tuition to maximise progress. 3 rd space learning, the external provider of choice in Maths, identify gaps in learning and personalise the tuition programme for each individual student. They also liaise with the Maths lead to ensure it fits the GCSE specification of study.	1,2,5
Use of the NTP to provide one to three intervention for identified PP students within KS3	EEF (+5). The external tuition provided 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 period 6 (1 st hour after school) – or as a replacement for other lessons.	1,2
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	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.	1,2,3,5
Form time literacy activities in addition to reading groups – 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).	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)	2,4
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)	2,5
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
Purchase of additional activ panels to ensure all classrooms are fitted with the latest promethean technology.	The effective use of technology in the classroom brings the educational experience of every learner into the 21 st 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. This is now complete across the school and so no further spend is necessary this year.	2
Continued use of a Key Stage 4 revision room to be made available to students after school.	The provision of an appropriate study space to consolidate learning and improve independence and resilience. This will be of benefit to many PP students.	2

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

Budgeted cost: £334,547

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 workshops with visiting writers for some students in KS3.	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
Use of ambassadors to lead peer reading groups to support the reading of students (year 7/8) who have a reading age below their actual age. This is part of the intensive reading programme being introduced with year 7 students.	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	A Star Attendance Solutions is used for attendance monitoring, tracking, intervention and reporting. An Attendance Officer, supplied to us by A Star, works two days per week, mainly undertaking 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. A Star has had proven results with similar secondary schools. Achieving a percentage point increase with a nearby secondary school. (EEF +4)	4
Uniform and equipment	Uniform and basic equipment (pen, pencil, ruler) are provided free of charge to those students unable to afford these (many are PP students).	4,5

	This ensures that all students have the minimum means necessary to attend school.	
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)	4,5
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)	6
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
Purchase of an additional new mini-bus.	This will support and develop the cultural capital of our most disadvantaged as well as SEND students. More extra-curricular activities and planned school trips and residentials can now be planned to facilitate the cultural capital improvements. (EEF +4)	2,5,6
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.	4,5,6
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
Continued use of Unifrog to further develop the careers programme.	To support all students, including our most disadvantaged in making decisions regarding their future career pathways throughout their journey at Jarrow School.	5,6
Construction of an additional teaching classroom	To improve the quality of first teaching further through improved planning, preparation and implementation.	2,3
Wall art purchase within the English department.	Improving the learning environment for students will raise their aspirations and expectations of what is required within that learning space. Retrieval practice and Rosenshine’s principles of instruction	3

	correlate positively with improved academic performance. This has now been completed.	
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

Total budgeted cost: £ 499,497

Total Funding: £ 479,771

Additional Funding from elsewhere in budget: £19,726

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.			
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%	67.6%	- 13.6%

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, 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 National Tutoring 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 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”.

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 have continued to invest 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 and 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.

A revision room was introduced and made 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. 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, placing 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, investment into a number of laptops to ensure all of our students (specifically PP) could access the Internet, our Virtual Learning Environment and our Office 365 & Teams portals while not in school. This is of particular benefit to our disadvantaged cohort due to 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 as well as encourage a greater independence to the learning of many students by removing this barrier.

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.

The T&L team focused on the four key areas for Great Teaching, based on Rosenshine's principles during the 2022-23 academic year. This targeted CPD enabled teachers to develop their self-identified areas of weakness, improving the quality of first teaching available to all students. This training was delivered by Lead Practitioners. Staff were also encouraged to access additional CPD which is fully funded by the CPD budget. A number of staff also participated in active research into an area of interest to them. This was centred around improving outcomes of students and took an evidence-based approach.

A number of 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 creation of the Jarrow School Teaching Framework which outlines the 5 most important parts of good lessons. This framework, alongside the T&L Handbook has been introduced during the 2022-23 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 the 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 continued throughout the year. Refreshments are funded to encourage as many teachers as possible to attend. This successful CPD opportunity will continue to be funded throughout the 2023-24 academic year.