

Pupil premium strategy statement Updated Nov 23

This statement details our school's use of pupil premium (and recovery premium for the 2021 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	John Spence High school
Number of pupils in school	866
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Dec 2024
Date on which it will be reviewed	N/A
Statement authorised by	J Heath
Pupil premium lead	L Clay
Governor / Trustee lead	M Grimmer/Pat Blythe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£424,760
Recovery premium funding allocation this academic year	£0
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	£424, 760

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

At John Spence we believe with the right support all students can achieve and our aim is that by the time they leave us they are skilled, resilient and considerate individuals who are 'Fit for Life'

This pupil premium strategy states how the school is going to support disadvantaged students to achieve outcomes and reach goals closer to their non-disadvantaged peers. We have considered the challenges faced by our students and sourced ideas for how we will tackle these challenges.

At the heart of our plan is a strong well sequenced curriculum that will allow students to develop a broad base of knowledge and skills necessary for them to proceed to the next stage of education, training or employment. Running alongside this is the recognition that quality first teaching is paramount for student engagement and therefore a student's capacity to access the curriculum and meet expectations at the end of each stage of that curriculum. High quality teaching is proven to have the greatest impact on closing the disadvantaged gap and as a school we are proactive in staff training and staff professional development, which is reflected in staff evaluations and staff retention

Our strategy is integral to wider school plans of increasing the cultural capital of students by delivering high quality careers guidance, a comprehensive RSE curriculum and increasing student wider opportunities through our schools creative academy, sports academy, school pledge and other initiatives.

We will use this strategy to focus on all disadvantaged students and not just those who are disadvantaged and have low ability. Evidence shows that academically able pupils from disadvantaged backgrounds are most at risk of underperforming.

Our approach is to focus on 2 major programmes in order to improve student knowledge, skills, experiences and outcomes.

Reading *is key to learning across all subjects in secondary school and a strong predictor for outcomes in later life. We are going to focus on modelling and promoting reading and increasing students' vocabulary, ability to summarise and*

predict and answer questions from texts. We aim to teach students to use reciprocal reading tools to become more independent in their reading as they move through the school and beyond.

Formative assessment, disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies to understand how they can improve. Explicit use of formative assessment strategies by teaching staff will ensure all students and staff know the students areas of strength and those for development. Teachers can then use this information to adapt their teaching to individuals or groups of learners. Teaching revision strategies, embedding retrieval practice into learning alongside metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future hence making students **Fit for Life!**

We are aware that school closures due to the impact of Covid 19 has affected a wide range of our students, not just those classed as disadvantaged. It has caused gaps in knowledge and skills across the curriculum and therefore the DfE Recovery Premium will support us to provide any identified support for our students.

Challenges

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

Challenge number	Detail of challenge
1	Students need a greater range of vocabulary in order to access their GCSE examinations. A vocabulary deficit is hindering their confidence, inference skills and access to the curriculum.
2	Students lack resilience to tackle challenging texts in classrooms and examinations: it prevents them from accessing larger mark questions.
3	With the introduction of our new behaviour conduct expectations low level disruption has decreased in lessons. We now need to focus on student participation and address issues of passivity. There can be a lack of ambition in lessons for some students and from students themselves, teachers need to develop more opportunities to engage students in more mentally demanding tasks. The school needs to increase student awareness of their potential and raise student personal aspirations.
4	Student's lack of cultural capital can affect their ability to access GCSE examinations and the wider curriculum.
5	Many students are not adept in information retrieval, utilise ineffective revision strategies and struggle to recall taught knowledge, which hinders their ability to deepen that knowledge. Teachers need to routinely foster retrieval

	practices into their teaching to provide greater opportunities to reinforce prior learning including opportunities to explicitly teach and model retrieval and metacognition strategies.
6	The impact of covid has decreased students and parents' resilience which is evident in terms of attendance, if students are not in school they cannot learn.

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
1. <i>Increased student engagement with, confidence in and ability to read</i>	<p>By the end of our current plan in 2024 lesson observations will show that most/all students are confident when reading out loud willing to read aloud in class. Teachers feedback will show that students are willing to ask questions and engage more in discussions when a text is read in lessons and form time. Staff will model to students how to use reciprocal reading tools to support students analysing a text in greater depth.</p> <p>Reading comprehension tests completed through the NGRT demonstrate improved reading age and comprehension skills among the disadvantaged and there will be a smaller disparity between them and their disadvantaged counterparts when CAT data for current year 7 in 2021 is compared to their year 10 CAT scores in 2024.</p> <p>NGRT tests will be used to evaluate progress over time.</p>
2. Increase students' use and understanding of tier 2 vocabulary in order to level the playing field for pupil premium students to move them in line with their non-disadvantaged peers.	<p>Teachers will report that students are using a greater range of vocabulary both in written and spoken form. Spelling improvement will be seen in assessments when comparing 2021 assessment books to 2024 assessment books.</p>
3. Improved student motivation to read longer, more challenging texts. Use effective strategies independently (eg reciprocal reading strategies) to analyse unfamiliar texts	<p>AIR and Sparks reader will demonstrate a greater number of students engaging with reading and reading texts with a higher reading age.</p> <p>Data from the Reciprocal reading research project was inconclusive but did show a positive impact for some students. This will be implemented in January 2023 as part of our reading intervention package. The impact will be closely monitored.</p> <p>Observations of lessons, teacher feedback and student voice will all report that students</p>

	are more resilient to try to decode and comprehend a text independently before seeking help if required.
4. Improved student motivation and ability to revise , so students have a greater range of strategies to develop memory and recall.	Teacher reports, lesson observations and student voice suggest disadvantaged students are more able to engage in revision (compared to pupil voice in 2019) and therefore are able to demonstrate greater recall of prior learning as evident in data tracking of assessments and tests.
5. Further develop teachers use of formative assessment in lessons	Staff to undertake the EFA programme including lesson observations and professional dialogue. Lesson observations show teachers routinely use EFA strategies within lessons.
6. Student progress and attainment data shows improvement in terms of assessments and outcomes.	KS3 student outcomes show a greater percentage of students reaching the curriculum expectations for the same cohort in subsequent years from 2021
7. Increased A8 across all subjects by 23-24 Increased A8 for disadvantaged students Increased APS in English	<p>2024 outcomes show that disadvantaged pupils achieve higher A8 in 2024 in comparison to 2021.</p> <p>Disadvantage gap for APS and KPI will be smaller in 2024 than 2021.</p> <p>In 2021 the APS gap was 14 points (similar to the national gap), we will decrease this to 10 by 2024.</p> <p>For disadvantaged students the A8 will increase from 34.51 in 2021 to A8 of 39 in 2024</p> <p>The whole school A8 will increase from 43.21 (2019) to 45 in 2022. This will be an ambitious target as CAT data is predicting an APS of 42.9 in 2021</p> <p>The APS for English will increase from 4.1 (2019) and for disadvantaged students from 3.84.</p>
8. Improve attendance to be in line with national average	<p>Attendance data will improve from the levels when this plan started (Oct 2021) to Oct 2024, by which time we will be closer to the national average.</p> <p>The overall absence rate for all pupils will decrease and the attendance gap for disadvantaged students to non-disadvantaged students will decrease to be inline with or slightly better than the national gap for similar schools.</p>

Activity in this academic year 23-24

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: £ 32, 616

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Form time teacher reading and teaching of tier 2 vocabulary in form time and subject lessons will be increased by looking at word etymology and morphology. The reading will increase students cultural awareness through the topics and issues covered.</i></p> <p><i>There is a school expectation that either students or teachers read 150 words per lesson.</i></p> <p><i>The school will increase resources in school to give all students the ability to have access to appropriate reading materials to read for pleasure</i></p>	<p>Evidence from Sussex reading programme has shown that this strategy can improve secondary students reading by 16 months in comparison to 8 months for non-disadvantaged students.</p> <p>Sussex Research</p> <p>Air platform will initially be used to improve the number of students reading for pleasure, however this will be replaced by sparks reader which is more aligned to students reading and processing ability</p>	1, 2 and 4
<p><i>Staff training on metacognition strategies, teaching vocabulary and reading. Staff will be trained on how to use reciprocal reading tools to develop students application of the tolls to improve reading</i></p>	<p>EEF toolkit reports that: Acquiring disciplinary literacy is key for students as they learn, new, more complex concepts in each subject improving literacy in all subject areas in line with recommendations in EEF Improving Literacy in Secondary schools</p> <p>EEF Improving secondary school literacy</p> <p>Metacognition and self regulation EEF toolkit</p>	1, 2, 3, 4 and 5
<p><i>Student tasks and resources developed to be more ambitious through the use of a range of strategies including a range of</i></p>	<p>Teaching metacognition strategies to pupils is an inexpensive yet effective way of helping pupils to become independent learners as shown by EEF toolkit</p>	3 and 5

<p><i>metacognition strategies eg PiXL thinking hard strategy and Upload, process download therapies.</i></p> <p><i>Retrieval practise to be used routinely by staff to demonstrate the benefits of revision to students. Staff to model a range of revision strategies to students to help students to prepare for assessments.</i></p>	<p>EEF metacognition and self regulation guidance report</p> <p>Students will increase their knowledge of revision strategies and learn how to develop an effective revision timetable</p>	
<p><i>A Personal Learning target will be completed by teachers and shared on each KS4 termly report to students. This will help students to identify their strengths and weaknesses within the curriculum. Teachers will use student PLC outcomes to develop and coordinate both student and teacher lead intervention using the associated therapies.</i></p>	<p>EEF toolkit states that effective practice around feedback has significant benefits for pupils, particularly disadvantaged pupils.</p> <p>EEF feedback guidance</p>	3 and 5
<p><i>Purchase standardised diagnostic assessments and analyse data to inform teaching and intervention</i></p>	<p>Standardised tests (NGRT and CAT4) can provide reliable insight into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction</p> <p>Standardised test/assessing and monitoring pupil progress/ Education Endowment Foundation EEF</p>	1 and 2
<p><i>Further strengthen the quality of education with a bespoke and comprehensive CPD opportunities for staff. The school will be part of EFF Embedding Formative Assessment programme from June 2022 to July 2024 to further strengthen teaching and learning</i></p>	<p>High class quality first teaching is an effective way to narrow the disadvantaged gap. Devoting both time and money to provide effective and appropriate CPD taking into account the context and needs of the school will benefit all students, but especially those who are disadvantaged</p> <p>EEF effective teacher CPD</p> <p>The EFA project will focus staffs use of assessment so they know what a student can do and how to support further progress through a curriculum</p>	3 and 5

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

Budgeted cost: £ 222, 616

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Engagement with the National tutoring programme will be employed to provide targeted support in English for small groups of identified students whose learning has been most impacted by the pandemic. A significant proportion of the students who are offered the tutoring will be disadvantaged</i>	Our internal data from 2021 shows that 100 percent of students reported they found the NTP had been useful and rated the score at least 8/10. The students also felt the NTP had improved their English literature and language skills. 53% of the students made progress in terms of their final GCSE level. The other students maintained their attainment on a greater body of work, hence demonstrating consistent progress through a curriculum. This is very promising as the impact was seen despite the effect of covid on students' attendance to sessions. PP case studies	1 and 2
<i>Students requiring support to be appointed a mentor to provide bespoke academic mentoring and pastoral support for identified long term disadvantaged students at KS4.</i>	Students have not only been affected in terms of their knowledge gap due to covid, but we are also recognising the negative impact of covid on students socially, mentally and with reference to their personal aspirations. In order to help support long term disadvantaged students we have appointed a LTD EEF individualised instruction	3, 4, 5 and 6
<i>English and maths intensive revision days organised for specific students to target increasing grades 5 and above.</i>	Internal school data showed the benefit of this intervention with on average 49% of students progressed 1 grade following this intervention package in summer 2023. Hyperlink anonymised school data	2 and 5
<i>Intervention organised to provide personalised academic coaching for identified pupils</i>	Internal school data showed on average pupils involved in this intervention in 2021 improved their APS by 1.05 points. With disadvantaged pupils making slightly more gains than their non-disadvantaged peers. PP case studies EEF one to one tuition	3, 4 and 5
<i>HTLAs/ teachers used to address gaps in students disciplinary and substantive knowledge (core subjects only)</i>	Tuition targeted at specific skills and knowledge gaps can be an effective method to support pupils who are falling behind in small groups hEEF TA interventions	1 and 2

<i>Effective reading, communication and numeracy programmes set up and running using SSAs and HTLAs.</i>	Reading comprehension strategies can have a positive impact on pupil's ability to understand a text, this is particularly the case when interventions are delivered over a short timespan EEF reading comprehension strategies	1 and 2
<i>KS4 teachers or HTLA deliver a morning intervention programme for year 11 students running 3 times a week</i>	Tuition targeted at specific skills and knowledge gaps can be an effective method to support pupils who are falling behind in small groups EEF small group tuition	1, 2, 3, 4 and 5
<i>Family liaison officer to work with families struggling with their children's mental health, relationship issues or behaviour due to disruption caused by covid Attendance clinics running for identified students to closely monitor attendance and set targets to improve.</i>	DfE Recovery Premium Guidance: "deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support." EEF Behaviour Intervention (point 3)	

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

Budgeted cost: £ 169, 528

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>An intervention register developed and maintained for KS3 allowing school leaders and teachers to be able to identify where support is needed and track interventions and their subsequent impact</i>	Internal school tracking systems enable effective pastoral tracking and intervention to occur (OfSTED 2019). Our aim is to pull develop academic tracking inline with pastoral tracking.	All
<i>Attendance closely monitored with a specific focus on core groups</i>	The DfE guidance on improving attendance has been informed by engagement with schools that have significantly reduced persistent absence. We worked closely with another	6

<i>All parents will have a greater awareness of their child's attendance</i>	<p>school in our local authority who improved their attendance figures. After a thorough review we are implementing some of the suggested strategies.</p> <p>Gov.uk Improving school attendance</p>	
<i>School pledge developed and operational to increase cultural capital of students who have been identified as missing vital opportunities</i>	<p>Cultural capital is one of the most important concepts within the sociology of education, and it goes a long way to explaining why middle class children do better in education than working class children. If we can improve a disadvantaged child's cultural capital we can improve their outcomes.</p> <p>Cultural capital and achievement</p>	4
<i>New behaviour code of conduct introduced and consistently used across the school</i>	<p>Students who behave well in school will make more progress. OfSTED reported "Pupils are potentially losing up to an hour of learning each day in English"</p> <p>EEF Improving behaviour in schools Report</p>	3
<i>Comprehensive careers offer available in school for students in year 7-11 with specific activities for the disadvantaged</i>	<p>High quality careers education and guidance in school or college is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding</p> <p>Gov.uk Careers guidance</p> <p>Girls network The Girls' network (thegirlsnetwork.org.uk)</p> <p>EEF careers guidance</p>	3
<i>Further improvement of the FFL and RSE curriculum to promote respect, cultural awareness</i>	<p><i>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</i></p> <p>EEF social and emotional learning</p>	3 and 4
<i>Students with recurring behaviour issues are referred to engagement centre where intensive investigation will identify students' needs, the thrive approach will be used to modify student behaviour and external</i>	<p><i>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</i></p> <p>EEF Behaviour interventions</p> <p>Schools that have adopted the thrive approach have reported many benefits. These include fewer disruptions in class, reduced exclusions and improved academic results. The knock on</p>	3 and 6

<p><i>agency support will be sort if required</i></p>	<p>effect of this can be better parent-school relationships and improved staff morale.</p> <p>Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance.</p> <p>(McGuire-Snieckus et al 2015)</p> <p>The thrive approach</p>	
<p><i>Internal mentors and external agencies will be used to support mental health and wellbeing issues</i></p>	<p>Pupils with better health and wellbeing are likely to achieve better academically.</p> <p>Public Health, wellbeing</p> <p>DfE Mental health and behaviour in school</p>	6
<p><i>Fund to enable students from a pp background to participate in school visits to increase their cultural awareness</i></p>	<p>Cultural capital is one of the most important concepts within the sociology of education, and it goes a long way to explaining why middle class children do better in education than working class children. If we can improve a disadvantaged child's cultural capital we can improve their outcomes.</p> <p>Cultural capital and achievement</p>	4
<p><i>Contingency fund for acute issues</i></p>	<p>Based on our experiences, we have identified a need to set aside a small amount of funding to respond quickly to needs that have not yet been identified. Some of these may include a disadvantaged child's access to learning materials including scientific calculators, revision guides etc.</p>	All

Total budgeted cost: £ 424, 760

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 2023 to 2024 academic year.

With the introduction of a new pupil premium template, further guidance from DfE and following training from Newcastle Research School and North Tyneside Local Authority in reference to EEF we made the decision in 2021 to produce a new pupil premium strategy more firmly rooted in the evidence of impact for strategies that have been trialled across UK. This strategy will run for 3 years, allowing a greater amount of time to be given to each initiative to ensure the methodology is trialled, implemented successfully and measured to show impact. The effective initiatives will then become part of common school practice moving forward.

We developed this new strategy learning from our previous model, which due to covid, we struggled to measure the impact for the strategies we were implementing, routinely and effectively. Using the 'EEF guide to support school planning, A tiered approach' and the guidance report 'Putting evidence to work, A schools guide to implementation' alongside evaluations of our own practise we will ensure that each active ingredient is well thought out, with a clear start and end date, built in opportunities to measure impact routinely and incorporate a greater use of coaching to support the embedding of new initiatives into school culture and practise.

Taking the above into account we will ensure all strategies are well thought out, with a clear goal in mind. The impact will be measured using specific criteria rather than a more general measure of attainment. Strategies will have a defined start and end point and a tiered approach will be used with a greater focus on good classroom teaching, supported with targeted intervention for specific individuals and working alongside wider school priorities.

Strategy aims from previous year

1. Increase student engagement with, confidence in and ability to read
2. Increase students use and understanding of tier 2 vocabulary
3. Improved student motivation to read longer, more challenging texts and use effective strategies (eg reciprocal reading strategies) independently to analyse unfamiliar texts
4. Improved student motivation to revise, use cognition and metacognition strategies to further develop memory
5. Further develop teachers use of formative assessment and retrieval in lessons
6. Improve progress and attainment data outcomes

7. Increase A8, P8 and APS in English
8. Improve attendance to be closer to national

Outcomes

The activities that have been introduced to address each aim are clearly laid out in the 2 EEF implementation plans and progress to each action has been recorded on the document.

1. [EEF Reading implementation plan](#)
2. [EEF AFL implementation plan](#)

Outcomes in reading (strategy aims 1-3)

A whole school audit of reading was carried out in Nov 2024 by school leaders and governors and some quotes are included below:

Governor report

The school has prioritised reading for over 2 years. During more general discussion, students were able to talk about the importance of reading. They recognised where reading took place in school and saw this happening across the curriculum. These responses suggest that this focus on reading is beginning to change the reading culture in school.

The vast majority of the students I spoke to understood the value of reading and the importance of improving their own reading skills. They recognised where reading in school happened. I feel that this demonstrates how reading is becoming more firmly embedded across the school conceptually and practically.

The reading strategy continues to be refined and developed, however it is clear that Y8 students recognise the focus on reading within the school. Reading homework is now very firmly embedded in KS3. Student voice clearly indicated that most students are not reading extensively outside of school, therefore SPARX Reading is critical to progressing their reading confidence and pleasure. School leaders are working to maximise engagement with SPARX reader.

Data for students completing Sparks homework

Maths	Science	Reader
90%	85%	76%

Pleasingly 38% of students read more than the set weekly amount, showing that reading for pleasure is increasing.

Governor Feedback July 2023:

I remain very confident in the capacity for continued improvement [within Reading]:

- *There continues to be a significant focus by the school on raising the profile of reading. The initiatives introduced last year have been effectively reviewed and there was strong justification for the cessation or continuation of strategies this year.*
- *Close monitoring of reading ages, using standardised on entry assessment has been introduced. This will help staff to effectively monitor the impact of the interventions as well as the reading strategy as a whole.*

- *Continued QA activity needed to identify progress against stated impact on students' extended oral answers and use of Tier 2 vocabulary.*

OFSTED feedback June 2022

Leaders understand the importance of all pupils being able to read well. Improving pupils' literacy is a priority across the school.

Teachers report the following:

7/10 teachers report students are more willing to read aloud in class

8/10 teachers recognise students are more confident in reading

9/10 students are aware of the reciprocal reading strategies

9/10 teachers reported an improvement in students comprehension and inference skills

100% of teachers have increased their teaching of key vocabulary

7/10 teachers feel students are more resilient in their reading.

Outcomes in retrieval, revision and formative assessment strategy aim 4 + 5

Statements taken from Pele review of Quality of Education in school Oct 2024

Senior leaders have been working on the approach to checking for understanding and it is clear that progress is being made. Teachers are more intentional in their approach and the use of directed questioning as opposed to a reliance on 'hands up' is secure. Most teachers provide thinking time before asking questions.

In most lessons, teachers are increasingly deliberate in their approach to checking pupils' understanding. In the most effective examples, teachers provided individual thinking time before encouraging pupils to discuss the question/task with a desk partner; this stage often involved the use of mini-whiteboards. During this time, teachers circulated the classroom to listen and observe as a means of informing their questioning. When they followed up with questions and class discussion, the teachers directed questions to named individuals and drew answers from a number of pupils to ensure that key learning was understood by all. Opportunities were invariably taken to extend learning by offering further challenges through prompting and extending thinking by thoughtful questions.

Senior leaders share a commitment to ensuring SEND pupils receive high-quality teaching and support. This is reflected in the first school development priority (SDP1) for 2024/25, which aims to build best practice in checking for understanding, adaptive practice and knowledge retention strategies to support student progress, including those with SEND. Discussions with pupils provided evidence that they could recall information on recent lessons and could talk confidently about what they had learned. With prompting, they could recall key learning from the start of the school year. They understood that teachers employ a range of approaches to support them in remembering key information such as retrieval activities and live marking. The pupils were familiar with the use of retrieval tasks.

Outcomes linked to overcoming challenge of cultural capital linked to strategy aim 6

Pupils are positive about their Fit for Life lessons and appreciate the opportunities they have to discuss and debate the topics they cover. They demonstrate a keen knowledge and understanding of consent and healthy/unhealthy relationships; British values; protected characteristics; and online and offline safety. Pupils were able to answer questions about these areas and identify the most important aspects.

The school provides an impressive enrichment offer that pupils make good use of including a

Pledges system that is well developed. Another notable element of this offer is the Sports Academy that runs from 8.00-10.00am each Thursday with a large number of KS3 pupils attending

Data outcomes (strategy aims 6-7) KS4 data

We have analysed the performance of our school's Year 11 Pupil Premium students during 2023/24 academic year using their final GCSE results and published Key Stage 4 performance and data. For 2024, the Progress 8 score for our PP students (which is a measure of how much progress students at JSCHS made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar students nationally) was -0.47. This was a significant improvement on the -0.99 achieved in 2022, however we still have further work to do.

For Attainment 8 (which is a measure of GCSE attainment across eight subjects) the value in 2024 was 39.38. This again was a significant increase on 33.10 achieved in 2022. The school Attainment 8 score was also higher than the national score of 34.5 pts for disadvantaged students.

The main headline figures for the percentage of PP students who achieved at least a strong pass (grade 5+) in both English and Maths was 32.1%. This was a significant increase from 20.6% in 2021 and compares to 26% for the national figure.

For at least a standard pass (grade 4+) this figure was 54.3%, which again was significantly higher than the 2022 figure of 38.1% and the 2024 national figure of 47%.

What is also pleasing to report is that the disadvantaged gaps for all these measures are closing over the 3 year period.

Green text shows improvement on measure

	2022	2023	2024*
A8 all	41.36	43.34	43.44
A8 dis	33.10	39.38	39.38
Dis gap APS	13.56	6.76	8.58
P8 all	-0.63	-0.34	-0.31
P8 dis	-0.99	-0.58	-0.57
P8 Gap	13.56	6.76	13.56
4+ E/M all	54%	66%	61%
4+ E/m dis	38.1%	52%	54.3%
4+ E/m dis gap	26.2	23.8	14.2
Basics 5+ dis	20.6%	27.7%	32.1%
Basics 5+ gap	24.3	15.8	24.3
Eng APS all	4.40	4.55	4.62
Eng APS dis	3.62	4.15	4.23
Attendance all	89.8	90.2	89.10 (91.5 NA)
Attendance dis	86.5	86.1	86.2 (89.4 NA)

In 2023 results showed improvements in all areas with the disadvantaged APS gap and disadvantaged P8 gap nearly halving.

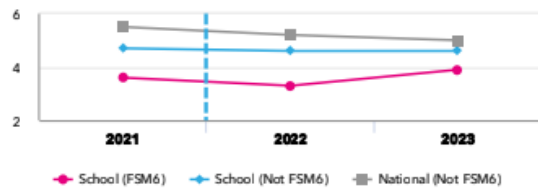
In 2024 *Shadow data was used for all measures except attendance due to 7 of students with severe mental health issues who did not attend any exams.

Data for 2024 is not included in these graphs as the data is published by FFT in Jan 25.

Disadvantaged pupils

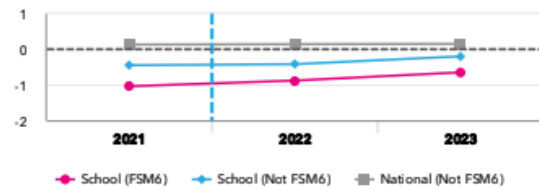
KS4 attainment for disadvantaged pupils 2023

Attainment 8 (Overall)



KS4 progress for disadvantaged pupils 2023

Progress 8 (Overall)



The graphs above show the improvement in attainment and progress for disadvantaged students over the past 2 years.

KS3 data

CU Data	Year 7	Year 9
English	Mastered and Extended	Mastered and Extended
All Students	14%	29%
SEN	10%	23%
PP	8%	30%
Maths	Mastered and Extended	Mastered and Extended
All Students	10%	22%
SEN	7%	14%
PP	11%	21%
Science	Mastered and Extended	Mastered and Extended
All Students	23%	30%
SEN	21%	21%
PP	17%	23%

Outcomes for behaviour strategy linked to aims 3, 4 and 7

Statements taken from Pele review 2024

Behaviour in the vast majority of lessons was good and supported by positive relationships between teachers and pupils. Teachers know pupils well and show they care. Pupils were attentive and listened patiently to teachers and they followed instructions promptly. The classroom environments were calm and orderly, and conducive to effective learning. The school is calm and orderly; this is built on clear systems and positive relationships between staff and pupils. A strong and visible staff presence at lesson changeover and unstructured times also support good behaviour on corridors. Older pupils recognise that behaviour has improved over time and they note that this has helped their learning. Pupils are clear about the consequences of poor behaviour and fully understand the potential sanctions that may be used. They understand the need for these sanctions and feel the system is fair although they feel that some teachers are inconsistent in the way they give warnings. The Behaviour Centre is well managed and this helps those pupils removed from lessons to moderate their behaviour before returning to class in due course. A Thrive session was seen with four pupils accessing Lego Therapy, an evidence informed approach, to develop social communication skills. The pupils were engaged and interact appropriately with the leader and each other and spoke very positively about the value of the sessions.

Outcomes for attendance strategy aim 8

Statements from Pele review 2024

Statements taken from Pele review on Behaviour and attitudes Nov 24

The pastoral system is a strength of the school and this is noted by pupils. Year leaders take responsibility for their cohort and set an ambitious tone for them using assemblies to good effect especially in raising the profile of attendance

Attendance remains a challenge with KS4 results in 2024 demonstrating the strong correlation between good attendance and outcomes. Senior leaders are taking appropriate action (see data below) to address this aspect and are forensic in their data analysis. They are also increasingly prescriptive in setting follow-up actions arising from the review of data.

	Autumn Term 1	Dec 24
John Spence	91.3	91.4
FFT North East	92.0	91.8
FFT National	92.7	92.5

Year	Aut 1 % PA pupils	% PA pupils Dec 24	Impact
7	17.97%	16.28%	1.69%
8	32.76%	27.37%	5.39%
9	32.57%	22.78%	9.79%
10	26.14%	25.99%	0.15%
11	24.24%	21.82%	2.42%
ALL	27.23%	23.23%	4.00%

Internal monitoring plans are put in place for students with attendance less than 90% the impact is:

11/140 students improved their attendance

76/140 came out of persistent absence category

On average each child improved their attendance by 8.35%

Attendance clinics are held with students whose attendance is less than 80%, the impact is
 20/24 students improved their attendance
 11/24 came out of persistent absence
 On average each student improved their attendance by 12%

Cumulative attendance	24/25 (04/12/24)	23/24 (07/12/23)	Impact
Whole school	91.40%	89.50%	1.90%
Year 7	94.20%	91.30%	2.90%
Year 8	89.20%	89.00%	0.20%
Year 9	91.90%	88.00%	3.90%
Year 10	90.70%	89.00%	1.70%
Year 11	91.60%	87.90%	3.70%

The gap between PP v Non PP still sits at -4.40%.

PA is down again from 23.23% to 21.85% with every year group dropping, the biggest drop came from year 10 with a 2.96% decrease.

Here is also a comparison for the week gone:

Daily comparison	24/25 W/c (02/12/24)	23/24 (w/c 04/12/23)	Impact
Monday	92.20%	85.60%	6.60%
Tuesday	92.30%	89.30%	3%
Wednesday	93.00%	88.30%	4.70%
Thursday	92.20%	87.10%	5.10%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details

How did you spend your service pupil premium allocation last academic year?	There were only 9 students who were in this category..
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.