

# Pupil premium strategy statement – John Spence High School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	823
Proportion (%) of pupil premium eligible pupils	47.5
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	Dec 24-Dec 27
Date this statement was published	Dec 24
Date on which it will be reviewed	Dec 25
Statement authorised by	J Heath
Pupil premium lead	L Clay
Governor / Trustee lead	P Blythe

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£424,795
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£424,795

# 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress of their disadvantaged peers.*

*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 school's sports academy, school pledge and other initiatives. It will continue to consider where additional support is required for pupils whose education and well being were impacted by covid, notably through intervention for those whose education has been most affected.*

*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 3 major programmes in order to improve student knowledge, skills, experiences and outcomes.*

1. *Supporting students to recall and apply knowledge and skills*

*Following a whole school CPD session from Chris Quigley, teachers will embark on an action research project to develop their skills in helping students to recall and apply skills and knowledge. Staff will use the helping hand strategies to ensure lessons have clear instructions, are chunked into steps, use modelling to support students and are adapted for individual needs through the use of focus 3 students to check for understanding. A whole school approach to KS3 assessment will ensure students develop effective routines and strategies that will support them as they enter their GCSE exams. Further development of our current homework regime will ensure students have opportunities to recall and retrieve prior learning.*

*2. Continuing to develop students reading and spelling.*

*Both reading and spelling are key ingredients to being a successful learner. Our aim is to further embedded students use of reciprocal reading tools so they become more independent in their reading whilst offering a range of diverse intervention strategies for weaker readers including phonics, inference, paired reading, reciprocal reading and dyslexia morning skills. Student spelling ability will be addressed through our helping hand strategy and teaching spelling rules and anomalies.*

*3. Developing students speaking and listening skills to promote greater discussions in classrooms.*

*To be successful both in education and beyond, students need to be confident speakers and analytical listeners. Our aim is to use the skills builder strategies for Listening and Speaking to move students further up the steps of progress in both of these areas, using assemblies, resources in form time and teacher CPD. Teachers will then use these 2 strategies alongside thinking time to develop effective paired discussions in lessons.*

## **Pupil Premium Network Group**

John Spence High School work in collaboration as part of a Pupil Premium Network Group with Marden High School, St Thomas More Academy, George Stephenson High School and Whitley Bay High School (all in North Tyneside). The purpose of the Network Group is to create a collaborative forum for leaders committed to improving outcomes for disadvantaged students. By working together, the group will share best practices, analyse trends, and develop innovative strategies to ensure all students supported by the Pupil Premium funding achieve their full potential. A conscious decision has been made to not make this group trust wide as locality and context is paramount.

### **Aims**

1. Foster Collaboration: Share successful interventions, resources, and challenges in Pupil Premium strategy implementation.
2. Improve Practice: Provide access to the latest research, evidence-based approaches, and practical tools to enhance teaching and learning for disadvantaged students.
3. Close Attainment Gaps: Work collectively to identify and address barriers to success, ensuring equity in opportunities and outcomes.
4. Drive Accountability: Support each other in evaluating the impact of Pupil Premium strategies and use evaluation to refine and improve provision.

### Collaboration Opportunities

- Sharing Best Practice: Case studies and presentations on successful Pupil Premium initiatives, including RADY implementation and SEMH support.
- Data Analysis and Insights: Collaborative analysis to identify trends, successes, and areas for improvement.
- Resource Development: Co-creation of materials to streamline and improve Pupil Premium planning and implementation.
- Support Network: Peer-to-peer forum to troubleshoot challenges and provide support for each other.

The Network Group meet half termly either remotely or in-person.

## Challenges

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

Challenge number	Detail of challenge
1	<i>Attendance</i> 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. In 2023-4 school attendance was 89.10% and 86.2% for disadvantaged students.
2	Engagement with parents, school's internal data records that parent's attendance at parents' evenings is lower than we would like. Students outcomes will be higher when parents are more involved in their child's education and supportive of strategies the school put in place.
3	Through staff and student voice we have identified that disadvantaged students lack metacognition strategies, carryout minimal revision and struggle to prepare effectively for assessments.
4	The attainment of disadvantaged students in basic measures is lower than their peers
5	Internal data identifies SEMH affecting increasing numbers of pupils and families compared to prior to covid. We have increasingly greater numbers of students being referred for mentoring, girls allowed group, boys 2 men and our SEC provision.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p><i>Improve outcomes among all students but particularly disadvantaged across the curriculum at the end of KS4 by increasing students recall and application of knowledge</i></p>	<p>KS4 performance measures in 2024 show the APS (A8) for disadvantaged students is 37.24 and a gap of 8.58 when compared to their non-disadvantaged counterparts.</p> <p>The APS will improve to at least 39 by 2027 and the gap decrease.</p> <p>At a whole school level  Mean APS = 4.12  Mean Non PP APS = 4.55  Mean PP APS = 3.67  Year 11 Gap = 0.88</p>
<p><i>Develop systematic approach to KS3 assessments to support students developing effective revision structures and strategies</i></p>	<p>QA shows all staff/departments are adhering to new KS3 assessment regime.</p> <p>Student and teacher voice shows that students are engaging in more revision prior to exams</p>
<p><i>Use of helping hand strategies is embedded across all curriculum areas to support disadvantaged and SEND learners</i></p>	<p>Internal QA and external Pele review's show that Helping hand initiative is embedded across the school</p>
<p>Improve students reading, comprehension and spelling ability</p>	<p>On entry into school the year 7 in 2024 had an average reading age of 11.4, we will improve this by the time they enter year 10.</p> <p>Student and staff voice will show that teachers are teaching students spelling tools inline with the helping hand strategy.</p> <p>Current Year 7 Sept 2024  Mean SAS = 94.2  Mean Non PP SAS = 96.3  Mean PP SAS = 92.8  Year 7 Gap = 3.5</p> <p>SEpt 2024 Year 11 Group  Mean SAS = 98.8  Mean Non PP SAS = 101.0  Mean PP SAS = 96.8  Year 11 Gap = 4.2</p> <p>Mean APS = 4.12  Mean Non PP APS = 4.55  Mean PP APS = 3.67  Year 11 Gap = 0.88</p>
<p>Improve attendance for all pupils, including disadvantaged.</p>	<p>In 2023-2024 attendance was 89.1% and 86.2% for disadvantaged students. National attendance was 91.5% and 89.4%. Hence attendance is lower than national and the gap is bigger.</p> <p>Attendance data will improve to be in line with national figures and the gap will decrease.</p>

Improve student's ability to listen and speak and therefore contribute to paired discussions.	KS3 classes will undertake the skills builder units of speaking and listening regularly in form time and associated assemblies. All classes will show progress through the steps from their start points.
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## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching adaptive to assessment outcomes and a broad and balanced, knowledge-based curriculum that responds to the needs of students.	Evidence indicates that high quality teaching is the most powerful way for schools to improve student attainment. (EEF, 2024)	3,4
Making it stick conference delivered to all staff to develop teachers CPD on the use of retrieval strategies and other metacognition strategies, this is further underpinned by teachers undertaking a full year action research based project to further enhance their skills in this area	Teaching metacognition strategies to pupils is an inexpensive yet effective way of helping pupils to become independent learners as shown by EEF toolkit  <a href="#">EEF metacognition and self regulation guidance report</a>  Teachers increase opportunities for students to retrieve knowledge supporting them in revision	3,4
Further strengthen the quality of education with a bespoke and comprehensive CPD opportunities for staff.	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 considering the context and needs of the school will benefit all students, but especially those who are disadvantaged  <a href="#">EEF effective teacher CPD</a>	3,4

Purchase standardised diagnostic assessments to analyse data to inform teaching and intervention	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 Standardised test/assessing and monitoring pupil progress/ Education Endowment Foundation EEF	3,4
Purchase and deliver the skills builder units on speaking and listening.	Developing a child's speaking and listening abilities show positive impacts on attainment  <a href="#">EEF language interventions</a>  Oral language interventions have been shown to have high impact for a very low cost (EEF, 2024)  See <a href="#">Skills Builder website</a> for detailed evidence based reports on the impact of Skills Builder. It is promoted and supported by many leading businesses (900 partner organisations) and is implemented in 20 countries.	4
Attendance of senior leaders to quality of education network meetings	Senior leaders attend 10 sessions a year which includes professional reading and guidance from an OFSTED inspector before discussions with other senior leaders on how to improve the whole school curriculum implementation and impact. <a href="#">EEF effective teacher CPD</a>	3,4
Attendance of middle leaders in English, maths, science and MFL at networking meetings	Middle leaders attend 10 sessions a year to share good practice and discuss how to further improve outcome and curriculum implementation. <a href="#">EEF effective teacher CPD</a>	3,4

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small Class intervention for weakest students who struggle in English	Tuition targeted at specific skills and knowledge gaps can be an effective	4



and maths in years 7, 8 and 9	method to support pupils who are falling behind in small groups <a href="#">EEF small group tuition</a>	
Step up to English AQA English qualification delivered to specific KS4 pupils to support their undertaking of GCSE English language.	Step up to English is aligned to GCSE English Language so can be used as a diagnostic tool enabling teachers to track students strengths and areas for development in readiness for GCSE study ( <a href="#">AQA 2024</a> )	4
Intensive revision days organised for all GCSE subjects to support students struggling to make progress	Small group tuition has been shown to have a moderate impact for a low cost (EEF, 2021). 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.	3,4
HLTAs/teachers/external agencies used to deliver a range of reading interventions	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 <a href="#">EEF reading comprehension strategies</a>  Reading comprehension strategies have been shown to have a very high impact for a very low cost (EEF, 2024)	4
KS4 teachers or HLTAs deliver a morning intervention programme for year 11 students that runs 3 times a week	Tuition targeted at specific skills and knowledge gaps can be an effective method to support pupils who are falling behind in small groups <a href="#">EEF small group tuition</a>	3,4
Teachers used for small group tuition to improve maths and English outcomes	High quality tuition aligned to classroom teaching can result in up to 5 months additional progress  <a href="#">EEF making a difference with effective tutoring</a>	3,4
Shotton Hall reading trial	?	4

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance is closely monitored through the appointment of an attendance officer. The attendance officer supplies the form teacher with data to share weekly with all students, so parents and students are more aware of their individual attendance and the impact it is having on their learning.	<p>The DFE guidance on improving attendance has been informed by engagement with schools that have significantly reduced persistent absence.</p> <p><a href="#">EEF supporting school attendance</a></p> <p>Research has found that poor attendance is linked to poor academic attainment across all stages. However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes. (EEF Rapid Evidence Assessment)</p>	1, 4 and 5
Skills builder challenge days offered to all KS3 year groups and offered as part of our school pledge.	<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><a href="#">Cultural capital and achievement</a></p>	1,2,5
Boys 2 men and girls aloud groups strengthened to increase number of students accessing the resource	<p>Social and emotional learning interventions seek to improve pupils' decision making skills, interactions with others and self-management of emotions and can support students making on average an additional 4 months progress.</p> <p><a href="#">EEF social and emotional learning</a></p>	1, 4, 5
Whole school pledge days	<p>Increasing students cultural capital provides greater opportunities for students and raises ambitions</p>	1, 2 and 5
School academies	<p>Extra-curricular activities are an important part of education and internal data shows they increase participation and attendance and outcomes, this is also supported by EEF physical education</p> <p><a href="#">EEF physical education</a></p>	1, 2 4 and 5
PACE (Playfulness / Positive, Acceptance, Curiosity, Empathy) training for all staff , a trauma informed approach to support pupils who are, or at risk of, becoming dysregulated and supporting them through a series of approaches. Essentially a way of	<p>Pupils with better health and wellbeing are likely to achieve better academically.</p> <p><a href="#">Public Health, wellbeing</a></p> <p><a href="#">DfE Mental health and behaviour in school</a></p>	5

thinking, feeling, communicating and behaving that aims to make the child feel safe again.		
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 agency support will be sort if required	<p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p><a href="#">EEF Behaviour interventions</a></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 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><a href="#">The thrive approach</a></p>	1,2, 4 and 5
Greater engagement with parents, through sharing curriculum plans, parental study sessions and increased attendance at parents evening etc.	<p>Working with parents to support children's learning</p> <p><a href="#">EEF Parental engagement</a></p> <p>Parental engagement has been shown to have moderate impact for low cost (EEF, 2021).</p>	2
Contingency fund for acute issues	<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: £ [insert sum of 3 amounts stated above]**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

*You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

*This is an overview from the previous PP strategy*

<b>Intended outcome</b>	
<i>1-3 Increased student engagement with, confidence in and ability to read. Students are more motivated to read and use reciprocal reading strategies to develop reading and analyze unfamiliar texts.</i>	Evidence from school Governor report Nov 24 The school has prioritised reading for over 2 years. 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. 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.
4-5 Improved student motivation and ability to revise , so students have a greater range of strategies to develop memory and recall. Further develop teachers use of formative assessment in lesson	<p>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.</p> <p>Lesson observations show teachers routinely use EFA strategies within lessons. Quotes from Pele report Oct 24 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.</p> <p>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.</p>
6-7 Attainment	See larger text below
8 Attendance	Attendance was 1.5% lower than NA last year but the attendance of pp students was 10% over pp national attendance figures

*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.

## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

**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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*