

Pupil premium strategy statement James Calvert Spence College

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 (Y7-Y11)	506
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2026
Date this statement was published	31/12/25
Date on which it will be reviewed	1/9/26
Statement authorised by	J Andriot / A Gouldthorpe
Pupil premium lead	R Mills
Governor / Trustee lead	R Griffin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£234 916
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for this academic year	£234 916
<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>	

Part A: Pupil premium strategy plan

Statement of intent

We want all pupils, regardless of their background, to reach their full potential, both in learning as well as in the wider world.

We do this by supporting pupils who are in receipt of the pupil premium in becoming successful independent learners by addressing barriers to learning and ensuring equality of opportunity.

We strive to do this by several means:

- Ensuring that teaching and learning is high quality as this is proven to have the greatest impact allowing all pupils to make rapid progress in the classroom;
- Giving all young people the basic skills, numeracy, literacy and oracy, to equip them for the next stage of learning, education or training. We have a strong focus on the development of foundational knowledge;
- Providing a safe and nurturing learning environment where pupils attend regularly and families engage positively with the school;
- Providing a broad, balanced and exciting curriculum that meets the needs of all young people both in and outside of the school environment.

We have high expectations of all of our pupils and are committed to supporting them to achieve.

Challenges

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

Challenge number	Detail of challenge
1	Improve cultural low expectations and low aspirations in terms of what can be achieved in school.
2	Improve pupils' basic skills and foundational knowledge across KS3 and KS4 through the school's numeracy and literacy strategy and through the development of the wider curriculum.
3	Improve parental and pupil engagement with communication of important pedagogical and pastoral information as well as the development of the curriculum.
4	Improve school attendance.
5	To further improve access to a wide range of experiences and opportunities including increasing aspiration through an engaging curriculum.
6	Additional support to improve the well-being of KS3 and KS4 pupils and their families through enhanced mental health support and the school's personal development curriculum.

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
Teaching and learning is of high quality in all lessons with the needs of individual pupils fully met.	Teaching is effective. It is responsive to the needs of pupils in achieving the highest standards. Those presenting with educational disadvantage are identified early. Embedding Formative Assessment (EFA) is a powerful driver for pedagogical change. Assessment and feedback is robust, structured and targeted to help pupils improve. Staff are trained on systems and software. Staff develop

	<p>through CPD and access to additional courses to develop and retain staff and ensure quality first teaching. Regular whole school QA opportunities measure impact. The curriculum is sequenced, progressive and aligned to the National Curriculum.</p>
<p>All pupils have the basic skills to be able to access the curriculum and be successful in the next stage of their education, and in the community.</p>	<p>Reading and numeracy ages in line with age-related expectations:</p> <ul style="list-style-type: none"> • Diagnostic reading tests show an improvement in reading skills among disadvantaged and a smaller disparity between the scores of disadvantaged and non-disadvantaged peers. • Teachers continue to have additional disciplinary training to improve the basic skills of pupils across the curriculum. • All pupils have access to exciting, engaging and age appropriate reading material. • Numeracy is used within context across the curriculum. • Emerging readers to access targeted interventions to address barriers to learning. The interventions are matched to specific needs on the basis of diagnostic testing. • Reading and writing is a central aspect to all curriculum plans allowing pupils to develop resilience. • All pupils have access to the library with a librarian supporting pupils to choose suitable reading books as well as supporting in class, delivering a homework club, providing additional resources to encourage wider reading/reading for pleasure as well as intervening as required.

	<ul style="list-style-type: none"> • KS3 and KS4 pupils access Sparx Reader supported by the school librarian. • KS3 and KS4 pupils access Sparx maths as part of their curriculum and homework.
Families are empowered to support their child at home and to have the confidence to work with the school community.	Parental engagement at events such as our welcome events and parents' evenings increases. Hard to reach families engage with a range of events in school aimed at improving their child's academic performance and wellbeing. Assessment data is shared through the online portal. Parents/Carers surveyed and given the opportunity to speak to leaders regarding the pastoral and academic support provided to their children.
Pupils attend school every day.	Attendance improves. PA / Severely Absent figures improve compared to the previous year. PA pupils have a support programme around them and their family to improve their attendance through the PSOs and Attendance Officer. Training provided (CPD) for staff about improving attendance and in particular, the link between high value lessons and attendance.
The curriculum offers opportunities for pupils to extend cultural capital, allowing every pupil to reach their full potential in the next stage of learning.	Pupils are equipped for the demands of the curriculum and the wider world with a broad range of knowledge and skills taught by specialist teams. There will be continued opportunities for pupils to learn off-site in courses not available at school but supporting pupils' interests and career aspirations. Work experience and CEIAG opportunities will also enhance the curriculum for pupils across all key stages.
All pupils are given the opportunity to develop their skills through the wider curriculum offer.	Pupils will have the opportunity to participate in a range of extra-curricular activities. All pupils are given access to sporting and creative activities in each

	year. Pupils and staff will be able to record this through Unifrog.
KS3 and KS4 pupils develop their self-esteem, self-confidence. Those presenting with confidence and esteem issues are identified early and support given to address any difficulties they are experiencing.	Exclusions/ sanctions of PP pupils decreases compared to the previous year. Pupil attendance increases. Pupil voice and resilience in the classroom reflects increased self-esteem and confidence. Parents feel supported through signposting and training.

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: £72, 333

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers participate in SSAT Embedding Formative Assessment (EFA) Programme to improve quality of education for PP pupils in lessons.	Developing staff and affording time for detailed CPD has a clear impact on outcomes for all pupils but mostly those with less.	1, 2.
Pupils access support to develop their foundational knowledge and age-related literacy/numeracy skills across the curriculum through use of resources like NGRT tests, Sparx Reader,	Using foundational assessment data allows schemes to be developed and teaching to be adapted to ensure pupils can access all aspects of the curriculum.	1, 2, 3.

Sparx maths and Educake.		
Leadership is developed in staff through access to additional coaching and training e.g. NPQs and PGK Education. At least one member of the ELT has specific oversight and responsibility for PP pupils which is monitored by the PP Governor link.	Leadership will develop the systems and monitoring required to support disadvantaged pupils.	1, 2.

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

Budgeted cost: £104, 833

Activity	Evidence that supports this approach	Challenge number(s) addressed
Period 6.	Transport from and staffing for P6 allows for bespoke intervention to address gaps in understanding of pupils. Given the geographical location of the school, bus passes facilitate this.	1, 4, 5
Staffing for holiday schools (February half term and Easter).	Many schools provide additional holiday interventions to support pupils with the rigour of external exams. This allows PP pupils to engage in an equivalent opportunity given to those in other schools.	1, 2, 4
Additional staffing for smaller / bespoke groups in English and maths.	Recognising the need to improve the number of PP pupils attaining Basics 4+ and 5+ measure.	1, 2

Ingredients and materials / resources for practical subjects.	Allows PP pupils to access the curriculum	5
Funding for reading intervention, 1-1 support with librarian / Sparx Reader development and technician support in practical subjects.	Allows PP pupils with below age-related reading and numeracy ages to be supported to access the curriculum. Specific technician support also helps pupils to use the school provided resources to achieve in the practical subjects.	1, 2, 3
Duke of Edinburgh funding.	To support disadvantaged pupils to access the DofE qualification	5

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

Budgeted cost: £57, 750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Relational Approach Training.	Training and support continues to be provided from local authority on the benefits of this approach.	6
Additional Pastoral staffing Investment i.e. more PSOs and attendance admin support.	Clear focus on pastoral systems and streamlined systems to support rapid interaction with pupils and parents/carers and develop positive approaches.	3, 4, 6
Development of Football Academy to build leadership, resilience and improved attitudes to learning.	The vision for the academy is to develop all aspects of pride and involvement in education and learning through participation in the academy learning programme delivered alongside PSHE.	1, 4, 5, 6
Lunch clubs delivered by school staff to provide wide range of extra-curricular opportunities.	All pupils (including PP) should be able to access the enrichment and wider learning provided through the range of clubs and extra-curricular opportunities to support their appreciation and enjoyment of	4, 5, 6

	education and improve their attendance.	
Additional pastoral resources to support uniform costs for parents/carers or any short-term uniform issues.	Poor uniform compliance is an economic barrier for some of our parents/carers but undermines the culture of high expectation in the school. Short-term uniform issues are supported through our stock of new and used uniform to ensure that pupils are not stigmatised and parents/carers are not struggling.	1, 3, 4
CEIAG Development / Development of recognition of participation in wider opportunities inc. use of Unifrog.	Goal setting for pupils and understanding of requirements encourages progress in school.	1, 5, 6

Total budgeted cost: £234 916

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Measure	2024		2025		2025 National	
	All	PP	All	PP	All	PP
P8	-0.3	-0.5	N/A	N/A	N/A	N/A
A8	34.56	33.13	35.04	28.3	45.9	34.9
EbAPS	2.9	2.36	2.9	2.3	4.08	3.02
Bas 5+%	17.89	14.29	23.5	10.7	45.2	25.6
Bas 4+%	40	28.57	38.8	21.4	64.5	35.8

- The table above demonstrates academic outcomes at KS4 for Year 11 pupils in 2024 and 2025 (with a national comparison from the DfE unvalidated data for 2025). It is important to note that P8 will not be measured in 2025 or 2026 due to the pandemic legacy.
- There is one measure where the PP pupils performed the same between years – the EbAPS. In the other measures, the school will need to enact the strategic plan in order to improve attainment.
- PP persistent absence (PA) improved at the end of the academic year 2024 2025 compared to 2023 2024 but was still below the national average.
- Teaching continues to be refined and last year's focus using the Great Teaching Toolkit has been replaced for 2025 2026 with the SSAT Embedding Formative Assessment programme which will be more focused than the individualised work of the GTT sessions.
- Last year, changes and improvements were made by the new Executive Leadership Team in terms of assessment, revision, CEIAG and work experience and the structure of the pastoral team. All of these will need to embed during 2025 2026.

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
School engagement	Newcastle United