

# Pupil premium strategy statement – North Gosforth Academy

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	557
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was first published	December 2022
Date on which it will be next reviewed	July 2025
Statement authorised by	<i>Pete Fox</i> , Principal
Pupil premium lead	<i>Chris Easton</i> , Assistant Principal
Governor / Trustee lead	<i>Sarah Wellford</i>

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£217,350
Recovery premium funding allocation this academic year	£58,512
Pupil premium (and recovery premium) funding carried forward from previous years	
<b>Total budget for this academic year</b>	<b>£275,862</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all students, regardless of background or the challenges they face make good progress and achieve well to allow them to achieve success in life. The focus of our pupil premium strategy is to ensure all disadvantaged students achieve this goal.

High quality teaching and learning is at the heart of our approach, including high quality reading instruction and intervention. These focus points are proven to have the greatest impact on closing the disadvantaged gap and will also benefit the non-disadvantaged students.

Our strategy is also integral to the wider plans for education recovery following the COVID 19 pandemic. This includes using the national tutoring programme and wider support to ensure students attend well and behave in a way to get maximum benefit from education.

Our approach will be responsive to common challenges and individual needs and will:

- Ensure disadvantaged students are challenged in the work they are set
- Act early to intervene at the point need is identified
- Adopt a whole school approach

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>School Context of Deprivation resulting in poor attitudes towards attainment.</b></p> <p>Our school context of deprivation means that there are a large number of families facing social and economic challenge. Our school deprivation indicator (IDACI) is decile 4 but this conceals a wide variation. We have an IMD of 4 (70% of our students live in decile 1-4). 22% of our students (110 pupils) live in decile 2 and 23% (115) in the 20% most deprived areas nationally. A further 10% (53 students) live in decile 3. 79 of our students eligible for PP live in deciles 1, 2 and 3.</p> <p>Statistics taken from Jan 2019 Census Data</p>

2	<p><b>Assessment and Learning Gaps in light of COVID-19</b></p> <p>There are specific concerns relating to:</p> <p>Regression in basic skills;</p> <p>Confidence issues in the classroom and barriers to home learning;</p> <p>Issues with access to resources to support home learning including work space and online access.</p> <p>Motivation and organisation</p>
3	<p><b>SEND</b></p> <p>Currently the percentage of pupils across the school (Y7-Y11) identified as SEND Support is 14% against a national average of 12.1%. Students identified as SEND Support and in receipt of an EHCP is 20%. SEND cohorts vary across year groups. Currently 57.6% of pupils recorded as pupil premium have an identified SEND. Of the 14% of students with identified SEND, 67% are receiving support as a result of social, emotional or mental health needs as a main or secondary need. These are proving to be an increasing barrier to students succeeding in school. Of the students identified in receipt of support for SEMH, 67% are eligible for the pupil premium.</p>
4	<p><b>Well-being</b></p> <p>Due to the COVID pandemic, there has been a decline in the general well-being of our students. Surveys conducted in the 2020 summer term showed a range of issues including the impact of: various changes in circumstances at home; loss of face-to- face education; loss of social interactions and increased anxiety surrounding a range of uncertainties. Within our school population a large number of families are supported historically or currently by outside agencies including social care, family support workers and Early Help Assessments (EHA). Currently 85% of our current caseload are pupils eligible for PP. Many of our families need support from school to help them to address their needs and to support their children's learning. Many of our children do not receive frequent parental support with reading, homework and school activities.</p>
5	<p>Although an improving picture, disadvantaged students achieve lower grades than their non disadvantaged peers.</p>
6	<p>The attendance of the disadvantaged is behind that of their non disadvantaged peers. This needs to be improved to give students the best chance of success.</p>

## 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				
Improved literacy skills and outcomes across the school for students eligible for PP. In particular, for Year 7 students where there is currently 37% of the cohort whose reading age is not in line with their chronological age (50% of this group are eligible for PP). In Year 8, there is currently 38% of the cohort whose reading age is not in line with their chronological age (52.1% of this group are eligible for PP).	<ul style="list-style-type: none"> <li>For NGA students to read for pleasure every single day</li> <li>For NGA students to read a wide range of challenging and ambitious academic texts</li> <li>For student 'reading age' and comprehension skills to improve significantly over time</li> <li>For <i>all</i> students arriving from primary schools to be able to decode with automaticity by the end of year 7</li> <li>To instil a love of reading in all students here at NGA</li> </ul>				
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate a large improvement in comprehension skills among the year group but particularly in disadvantaged pupils. We would also like to see a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.				
Improve attainment and progress for our current Y11 cohort for pupils eligible for PP, including more able disadvantaged pupils. Increase the number of PP students achieving a 4+ and 5+ in English and Maths and a positive progress score for PP students	Measure	All (21/22)	All (22/23)	PP (21/22)	PP (22/23)
	9-5 EM	50%	38%	38%	25%
	9-4 EM	74%	60%	65%	53%
	Attainment 8	46.96	44.96	41.08	40.35
	Progress 8	-0.26	-0.25	-0.29	-0.44

	<p>Progress for PP students in 23/24 to be at least broadly average. Attainment in 23/24 in English and Maths for PP to be at least in-line with 22/23 for all students.</p> <p>No PP students in 23/24 to be classified as NEET.</p>
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by improved homework completion rates across all classes and subjects.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall unauthorised absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%.</li> <li>• the percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</li> </ul>

## 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: £84,644

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop a whole school approach to assessment incorporating summative and formative.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	1,2,5

	<a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	
<p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing teacher training and support and release time.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,3,5
<p>Enhancement of our teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and allow learning communities to drive improvements</p>	<p>We have strengthened 'The NGA Way', and all of the components specifically designed to improve the learning of disadvantaged pupils, such as the pre teaching of key vocabulary.</p> <p>We have run significant staff training on effective scaffolding techniques such as '<i>I, we, you</i>' and live modelling so that we can create a meaningful culture of support in lessons.</p> <p>We have run significant staff training on high quality reading instruction, effective SEND provision and have launched a T and L group who are doing some action research on metacognition.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p>	1,2,5
<p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p>	1,2,5

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

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 7 and 8 reading strategy to support pupils who need additional help to ensure they can access and understand the full curriculum.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: <a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,5
The appointment one to one teachers and an inclusion manager to support disadvantaged students and those in need of catch up support.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,5

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

Budgeted cost: £71,218

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part of the DfE Attendance HUB pilot scheme to improve the attendance of the disadvantaged students	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	1,6
Appoint an EWO to challenge poor attendance and remove barriers to non-attendance in school.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	1,6
Use the Newcastle United foundation to engage students with education.	EEF research shows that re engaging students with education and teaching good behaviour will have an impact on these students	1,2,3,4,6

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
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**Total budgeted cost: £217,350**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Investment in AR, Lexia, Synthetic phonics and Reading Fluency programmes have developed students' ability to decode, read fluently and with comprehension. Year after year we see improvements in student reading ages from year 7 to year 8 with approximately 70% of the year group reading at above national benchmark. Significant interventions are put in place for students who are reading significantly below, with targeted interventions running specifically for those struggling the most. We also invest in a dedicated reading lesson once a week for students in 7 and 8 as well as form time reading in years 9 and 10. After 2 years of the NGA Reading Strategy, we decided to invest in some reading fluency intervention as that was something we hadn't yet looked at in detail. We have started to look at the efficacy of reading intervention and are going to adjust and adapt the strategy to maximise impact.

In 2024, 47.1% of Pupil Premium students achieved grade 4+ in English and maths which is above the national average of 43% for Pupil Premium students. This is also an 11.2% increase on the 2023 results and the gap between Non-Pupil Premium and Pupil Premium students has reduced from 19.9% to 18.5%. The proportion of students achieving the grade 5+ in English and maths has increased from 17.9% in 2023 to 23.5% in 2024. The proportion of students achieving this benchmark is now in line with 2022 results where grades were inflated nationally following Covid.

The overall Average Points Score (APS) for Pupil Premium students has increased from 3.29 in 22/23 to 3.38 in 23/24.

A significant investment is being made in staff training on the EEF 7 step metacognitive model, which is designed to build and maintain more independent learners. Following both internal and external QA activities, the leadership team have decided that there should be a whole-school focus on defining the crucial segments of teaching and instruction that can help demonstrate and model to young learners, and especially disadvantaged ones, how to be resilient, independent and understand your own progress and development. Briefings once a week provide staff with a 'walkthrough' of this model and how it relates to our own inclusive classroom framework, helping teachers to implement it more effectively. After recent QA with the directors of the MAT we are also looking at how to optimise the practice of LSAs to help students to become more independent.

In 2024, the attendance of Pupil Premium students to at least one enrichment session is as follows: Year 7 (68%), Year 8 (63%), Year 9 (60%), Year 10 (45%) and Year 11(68%). Following student voice additional activities have been added to the extracurricular programme including netball, badminton and fitness which has had a positive impact on attendance to date. During the first half term of the 2024/25 academic year 48% of Pupil Premium students have already attended at least one

extracurricular session in comparison to attendance of 60% for Pupil Premium students across the whole 2023/24 academic year.

Parents evening feedback summary indicates that most parents believe their child feels safe at this school. Almost all parents believe their child is happy at this school and the school makes sure its pupils are well behaved.

The attendance and pastoral team continue to drive attendance up and focus on our most vulnerable students. They work closely with students and their families to remove all barriers to attendance.

Attendance for PP students has continued to improve. YTD it is 89%. This is 1.7% above the national average for PP students. Last year it was 86%.

PA has also reduced for PP students from 55% last year to 39%. The gap continues to reduce.

## Externally provided programmes

Programme	Provider