

# 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 students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged students 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 published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	<i>Pete Fox</i> , Principal
Pupil premium lead	<i>Chris Easton</i> , Assistant Principal
Governor / Trustee lead	<i>Susan Spence</i> , Academy Advisor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£198,478
Recovery premium funding allocation this academic year	£56,166
Pupil premium (and recovery premium) funding carried forward from previous years	
<b>Total budget for this academic year</b>	£254,644

# 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. 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	<b>School Context of Deprivation resulting in poor attitudes towards attainment.</b> 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 students) 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. Statistics taken from Jan 2019 Census Data
2	<b>Assessment and Learning Gaps in light of COVID-19</b> There are specific concerns relating to: Regression in basic skills; Confidence issues in the classroom and barriers to home learning; Issues with access to resources to support home learning including work space and online access; Motivation and organisation.
3	<b>SEND</b> Currently the percentage of students 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 students 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.		
4	<b>Well-being</b> 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 students 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.		
5	Measure	All	PP
	9-5 E and M	50%	38%
	9-4 E and M	74%	65%
	Attainment 8	46.96	41.08
	Progress 8	-0.26	-0.29
	Although an improving picture, disadvantaged students achieve lower grades than their non disadvantaged peers.		
6	The attendance of disadvantaged students is behind that of their non disadvantaged peers. In the academic year 2021 / 22 the attendance figure was 89.75% for all students compared to 86.2% for the disadvantaged students.		

## 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 students across KS3.	Reading comprehension tests demonstrate a large improvement in comprehension skills among the year groups but particularly in disadvantaged students. We would also like to see a smaller disparity between the scores of disadvantaged students 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 students eligible for PP, including more able disadvantaged students. 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 22/23 to be at least broadly average. Attainment in 22/23 in English and Maths to be at least in-line with 21/22 for PP students.</p> <p>No PP students in 22/23 to be classified as NEET.</p>				
Improved metacognitive and self-regulatory skills among disadvantaged students across all subjects.	Teacher reports and class observations suggest disadvantaged students 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 students, 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 students.</li> </ul>				
To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall unauthorised absence rate for all students being no more than 5%, and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced by 3%.</li> <li>the percentage of all students who are persistently absent being below 15% and the figure among disadvantaged students 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 student to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1,2,5
Developing metacognitive and self-regulation skills in all students.  This will involve ongoing teacher training and support and release time.	Teaching metacognitive strategies to students can be an inexpensive method to help students become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: <a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3,5
Enhancement of our teaching and curriculum planning in line with DfE and EEF guidance.  We will fund teacher release time to embed key elements of the guidance in school, and allow the teaching and learning group to drive improvements.	We have strengthened 'The NGA Way', and all of the components specifically designed to improve the learning of disadvantaged students, such as the pre teaching of key vocabulary.  We have run significant staff training on effective scaffolding techniques such as 'I, we, you' and live modelling so that we can create a meaningful culture of support in lessons.  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.  <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>	1,2,5
Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.  We will fund professional development and instructional coaching focussed on each teacher's subject area.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a>  Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <a href="#">word-gap.pdf (oup.com.cn)</a>	1,2,5

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 7 and 8 reading strategy to support students who need additional help to ensure they can access and understand the full curriculum.	Reading comprehension strategies can have a positive impact on students' 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 of an academic mentor in MFL and Maths to support disadvantaged students	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students 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: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part of the DfE Attendance HUB pilot scheme to improve the attendance of 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
Creation of a Bridge provision to re-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

**Total budgeted cost: £254,644**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

We have analysed the performance of our schools disadvantaged students during the 2021/ 2022 academic year using key stage 4 performance tables and our own internal data.

For 2022 the progress 8 score for disadvantaged students was –0.29 compared to –0.26 for all. If the early entry subjects are taken into account the progress 8 score for disadvantaged students goes to - 0.06 compared to -0.04 for all. The percentage of disadvantaged students achieving the gold standard of grade 5+ in English and Maths was 38% compared to 50% for all students. The attainment 8 figure for disadvantaged students was 41.08 compared to 46.96 for all students.

Absence among disadvantaged students was 3.55% higher than their non-disadvantaged peers.

The results mean we are on course to achieve our desired academic outcomes by 2024/25. After reviewing the strategy, we have put more focus on ensuring that disadvantaged students attend and behave well to make the most of the educational experience.

## Externally provided programmes

Programme	Provider