

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 (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was first published	December 2022
Date on which it will be next reviewed	July 2024
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	
Total budget for this academic year	£275,862

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>School Context of Deprivation resulting in poor attitudes towards attainment.</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>Assessment and Learning Gaps in light of COVID-19</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>SEND</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>Well-being</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"> For NGA students to read for pleasure every single day For NGA students to read a wide range of challenging and ambitious academic texts For student 'reading age' and comprehension skills to improve significantly over time For <i>all</i> students arriving from primary schools to be able to decode with automaticity by the end of year 7 To instil a love of reading in all students here at NGA 				
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"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
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"> • 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%. • 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.

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

	Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	
<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>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</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>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	1,2,5
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools 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>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</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: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	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

The pupil premium and catch up plan is having a significant impact on the students at NGA, supporting them to attend more and achieve better outcomes.

For 2023 the progress 8 score for pupil premium students was -0.78 compared to -0.41 for all. The percentage of pupil premium students achieving the gold standard of grade 5+ in English and Maths was 17.9% compared to 34.1% for all students. The attainment 8 figure for pupil premium students was 32.88 compared to 39.88 for all students.

NTP catch up funding was spent on the acquisition of academic mentors in maths and MFL. The Subject Progress Index (SPI) for PP students in Spanish improved from -1.05 in 21/22 to -0.32 in 22/23. The maths academic mentor for maths predominantly supported PP students in 11GS whose SPI was 0.19

Parents evening feedback summary indicates that the overwhelming majority of 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.

Attendance at extra-curricular is strong. 88% of year 7 PP students attended at least one extracurricular activity each week. The equivalent figures for years 8, 9 and 10 are 84%, 79% and 56%.

Disadvantaged attendance at NGA for term 1 of 23/24 saw a 3.8% improvement on the previous year compared to a 0.6% improvement regionally for disadvantaged students.

85% of the students who received counselling or support from external agencies were disadvantaged. This has helped to re-engage students with their education.

83% of the students who have accessed the inclusion room are disadvantaged. In term one this has resulted in 390 hours of 121 or small group support.

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 the disadvantaged students attend and behave well to make the most of the educational experience.

Externally provided programmes

Programme	Provider