

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	577
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 / 26 to 2027 / 28
Date this statement was first published	Jan 26
Date on which it will be next reviewed	Dec 26
Statement authorised by	<i>Pete Fox</i> , Executive Headteacher
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	£245,235
Recovery premium funding allocation this academic year	
Pupil premium (and recovery premium) funding carried forward from previous years	
Total budget for this academic year	£245,235

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to ensure that all pupils, particularly those who experience social and economic disadvantage, have equitable opportunities for success through an academic and enriching curriculum that meets the needs of all pupils. Through a deep understanding of the many specific challenges that a high proportion of our pupil's face beyond those captured in the Pupil Premium measure, we strive to mitigate the impact of social disadvantage.

The focus of our Pupil Premium strategy is to develop and embed our approach to identifying challenges and barriers at a local and individual level so that we provide appropriate support whilst still maintaining the highest expectations of attainment and achievement. This is underpinned by our knowledge that the biggest driver for student success happens in the classroom as a result of a knowledge rich curriculum, implemented through a teaching and learning approach that is informed by the latest evidence in cognitive science and learning behaviours. We know that to deliver on this, an effective professional development offer is integral to ensuring that we consistently bridge the knowing-doing gap of teacher expertise. We know that this approach will benefit all pupils.

Alongside this, the strategy is also fundamental to narrowing the gaps between pupils with SEND and Non-SEND pupils as for many of our pupils with SEND also experience social and economic disadvantage, contributing to an interplay of multiple risk factors and challenges.

In today's environment, our strategy encompasses a commitment to helping all students attend school and participate in lessons, while also providing support for their Social Emotional Learning and offering a variety of enriching experiences beyond the classroom.

The specific approaches we have adopted are evidence informed. To ensure they are effective we will: – Create and sustain a purposeful learning culture – Regularly evaluate and review using a range of evidence sources – Nurture a culture where disadvantage is not viewed as a barrier but high expectations of behaviour, standards and cognitive challenge are celebrated

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). Key stage 3 has higher levels of deprivation than key stage 4 with a 13% difference between the two key stages. For the students living in IDACI 1 to 4 neighbourhoods typically their deprivation links to income, employment, education, health and crime.</p>
2	<p>Attendance</p> <p>The attendance of the disadvantaged is 4% behind that of their non disadvantaged peers. This needs to be improved to give students the best chance of success.</p>
3	<p>SEND</p> <p>Currently the percentage of pupils across the school (Y7-Y11) identified as SEND Support is 25% against a national average of 12.1%. There are 27 students who also have an EHCP. SEND cohorts vary across year groups. Currently 60% of pupils recorded as pupil premium have an identified SEND. Of the 25% 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>In recent years, we have observed a significant increase in the support required for housing and broader financial assistance due to the rising cost of living. Additionally, there has been a notable rise in students exhibiting emotion-based school avoidance. This trend underscores an urgent need to provide enhanced support for students facing challenges related to anxiety, bereavement, and low mood. Addressing these issues is crucial to fostering a supportive educational environment for all students.</p>
5	<p>Disadvantaged outcomes</p> <p>Although an improving picture, disadvantaged students achieve lower grades than their non disadvantaged peers. In the academic year 23/24 21% of disadvantaged students achieve the basics at 5+ compared to an overall figure of 26% and in 24/25 35% achieved the basics at 5+ compared to an overall figure of 40%.</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.	<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.	<table border="1" data-bbox="528 1070 1388 1424"> <thead> <tr> <th>Measure</th> <th>All (23/24)</th> <th>All (24/25)</th> <th>PP (23/24)</th> <th>PP (24/25)</th> </tr> </thead> <tbody> <tr> <td>9-5 EM</td> <td>36%</td> <td>40%</td> <td>21%</td> <td>35%</td> </tr> <tr> <td>9-4 EM</td> <td>58%</td> <td>61%</td> <td>39%</td> <td>45%</td> </tr> <tr> <td>Attainment 8</td> <td>4.01</td> <td>4.39</td> <td>3.1</td> <td>4.4</td> </tr> </tbody> </table> <p>By the end of our current plan in, we will see the gap in attainment between Pupil Premium and non-Pupil Premium reduce significantly.</p>	Measure	All (23/24)	All (24/25)	PP (23/24)	PP (24/25)	9-5 EM	36%	40%	21%	35%	9-4 EM	58%	61%	39%	45%	Attainment 8	4.01	4.39	3.1	4.4
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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.	Sustained high levels of wellbeing by 2026/27 demonstrated by: <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.	Attendance data for pupil premium students should be in line with national average.
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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: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop a whole school approach to assessment and the strategies to follow this with additional support for students.	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,3,5
Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support and release time.	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: Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF	1,3,4,5
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	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. We have run significant staff training on effective scaffolding techniques such as ' <i>I, we, you</i> ' and live modelling	1,3,4,5

allow learning communities to drive improvements	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	
<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>	1,3,5

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

Budgeted cost: £100,235

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.	<p>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:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	1,4,5
The appointment of additional support staff to deliver interventions for students with gaps in their knowledge.	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p>	1,4,5

	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Working with the RISE behaviour and attendance HUB to continue driving up attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	2
Additional attendance resource including working with A* attendance to drive up levels of attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	2
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	1,2,3,4,5
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: £245,235

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 2025, 45.7% of Pupil Premium students achieved grade 4+ in English and maths which is above the national average of 43% for Pupil Premium students. This figure is broadly in line with the equivalent data from 2024. The proportion of students achieving grade 5+ in English and maths has increased from 23.5% to 34.3% in 2025, which is above the national figure of 26%. The gap between Pupil Premium and Non-Pupil Premium students achieving the grades 5+ in English and maths has reduced from 20.8% in 2024 to 9.6% in 2025.

The overall Average Points Score (APS) for Pupil Premium students has increased from 3.38 in 24/24 to 4.11 in 24/25.

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 2025, 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