

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2023-24 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Gospel Oak School
Number of pupils in school	1264
Proportion (%) of pupil premium eligible pupils	45.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 to 2023-24
Date this statement was published	December 2021
Date on which it will be reviewed	March 2021
Statement authorised by	H. Tanner (Principal)
Pupil premium lead	O. Morgan (Vice Principal)
Governor / Trustee lead	J. Goodman (Governor link for Pupil Premium)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£453,625
Recovery premium funding allocation this academic year	£69,165
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£522,790
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Part A: Pupil premium strategy plan

Statement of intent

The intent is to develop resilient individuals who gain the knowledge and skills needed to acquire qualifications that allow them to secure ambitious pathways to destinations ensuring they thrive in a changing world. We achieve this by providing a broad and ambitious curriculum for all, with an emphasis on targeted support, where needed, to stop a pupil's circumstances affecting their academic progress and therefore, life chances. Our priority is to implement our vision through highly effective classroom teaching supplemented by interventions to support vulnerable learners. In planning our Pupil Premium Strategy, we have drawn on a range of experience, evidence-based research and best practice from across the Trust and the Education Endowment Foundation's Teaching and Learning Toolkit which found that the most important factor in improving narrowing the disadvantage gap is effective teaching day after day. High-quality Teaching and Learning is therefore the most effective strategy in narrowing this gap but our school plan also details a range of out of lesson interventions to support pupils further. The causes and consequences of disadvantage affect all pupils differently and as such our interventions are bespoke and targeted depending on individual needs. All leaders, including the Governors, are committed to ensuring the Pupil Premium funding is targeted to provide the best possible outcomes to pupils that may be at a disadvantage.

The school use the EEF tiered approach. [EEF's pupil premium guide](#) .

1. High Quality Teaching
2. Targeted Academic Support
3. Wider Strategies relating to significant non-academic barriers including attendance, behaviour and Social and Emotional Learning/support.

The tiered approach is managed by schools but with mandatory aspects (For e.g 5 agreed approaches to classroom organisation. These include each teacher knowing all their Pupil Premium pupils and ensuring thoughtful seating arrangements are in place to support those pupils). The school uses the Pass survey to support profiling so the school can disrupt emerging patterns which cause concern. All data is always broken down to include sub-groups of Pupil Premium (including when monitoring online remote learning and device access during the global pandemic). The school is driven by a moral imperative to improve outcomes and experiences for learners from disadvantaged backgrounds and all schools understand the tiered approach and agreed focus areas within each tier. As a School we are committed to improving our expertise as leaders and teachers working with the disadvantaged and most vulnerable learners and are working closely with the EEF, the guidance documents and the Big Picture teaching and Learning Toolkit [EEF Big Picture](#)

Challenges

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

Challenge number	Detail of challenge
1	NGRT testing shows that the average reading ability of pupils is lower than the national average. In particular, disadvantaged pupils have a lower Standardised Age Score (SAS) on average than their peers.
2	<p>Testing and observations have identified that disadvantaged pupils have a generally lower attainment in maths than their peers.</p> <p>At KS3, on average the number of PP students who were assessed to be on or above their target grade was 46.5% compared with non-PP students who were 52.6%.</p>
3	<p>Attainment data shows that pupils in KS4 have large gaps in subject knowledge and skills due to the lack of teacher input during the national lockdown.</p> <p>The most recent assessments show that the attainment A8 figure for disadvantaged student is 8.75 points below their peers.</p> <p>(This data is going to be updated in response to the mock exams w/c 13.12.21)</p>
4	Our attendance data over the last academic year indicates that attendance among disadvantaged pupils has been 6.64% lower than for non-disadvantaged pupils.

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
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Improve the reading ability of students in KS3 who are disadvantaged.	SAS improvement of 3 points in each year group at KS3.
Improve maths attainment for those students who are disadvantaged at KS3.	Increase in the average number of PP students achieving or exceeding their target by 20%.
Improve the attainment 8 score of disadvantaged.	The gap between the attainment 8 score for Pupil Premium and non-Pupil Premium is on average is 0.
Attendance to improve for the disadvantaged students.	The gap between the disadvantaged and non-disadvantaged pupils is no greater than the national average.

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: £ 261,395

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerated reader run at KS3 in tutor time and some English curriculum time	‘Accelerated Reader appears to be effective for weaker readers as a catch-up intervention at the start of secondary school.’ ‘Approximately 3 months of additional progress in reading age after 22 weeks.’ EEF Project Report Accelerated Reader	1
Reciprocal Reading	Children in the ‘Reciprocal Reading targeted intervention group made the equivalent of 2 additional months progress in overall reading and reading comprehension, on average, compared to the equivalent children’ Reciprocal Reading – Evaluation Report	1
Teaching Assistant support in lessons to also prioritise disadvantaged pupils	‘Usually those [pupils] with difficulties connected to learning, behaviour or attention – helps them develop confidence and motivation, good working habits and the willingness to finish a task.’ EEF Making the Best Use of Teaching Assistants	1, 2 and 3
Provide high quality professional development programme for all teachers including instructional coaching.	‘High-quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children’s outcomes in the classroom.’ EEF Effective Professional Development	1, 2 and 3

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

Budgeted cost: £ 130,395

Activity	Evidence that supports this approach	Challenge number(s) addressed
Peer mentoring for Reading as part of a 'buddy' system	'Effective are similar (+5 months) for both primary and secondary are pupils.' 'Impact is similar (+5 months) for both literacy and mathematics.' 'Lower attaining pupils tend to benefit more (+6 months) than higher attaining pupils.' EEF Peer Tutoring Report	1
Small group reading intervention for the weakest readers	'Most of the research on small group tuition has been conducted on reading and there is a greater impact, on average (+4 months).' EEF Small Group Tuition	1
Small group intervention for the weakest students in maths		2
One to one reading intervention/tuition	'Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one-to-one tuition. Low attaining pupils are particularly likely to benefit.' EEF One to one tuition	1
Targeted academic tuition		1, 2 and 3

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

Budgeted cost: £ 130,395

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour and resilience mentoring	'The average impact of behaviour interventions is four additional months' progress over the course of a year.' EEF Behaviour interventions	1, 2, 3 and 4
Social and emotional support via counselling support from the school counsellor	'evidence suggests that SEL strategies can have a positive impact on social interactions, attitudes to learning and learning itself.' EEF Social and emotional learning strategies	1, 2, 3 and 4

Total budgeted cost: £ 522,790

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

NGRT testing showed that the reading ability of pupil premium pupils at KS3, in the academic year 2020-21, improved with an average Standardised Age Score of 4 points. This is equal to 8 months of progress in a 4-month delivery window.

At KS3, on average 8% of PP pupils improved their attainment across all subjects so that 40% of PP pupils were on or exceeding their target grade.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Action Tutoring	National Tutoring Programme

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

Additional activity

The school's pupil premium strategy is also supplemented by additional activities that is supported by pupil premium and catchup funding. This includes:

- Refining and embedding effective assessment for learning and feedback practice. Research from the EEF states that feedback 'has a high impact on learning outcomes. [EEF Feedback](#)
- Focused specialist assessments that include NGRT and PASS testing that allow for timely and effective identification of pupil needs to direct intervention planning and delivery.
- Having a focus on deliberate practise to develop the oracy skills of students. This is embedded into lessons and the curriculum delivery. This has recently been supported by Voice 21. [EEF Voice 21: Oracy curriculum, culture, and assessment toolkit](#)
- Parental engagement activities to develop a good home to school relationship. The EEF states that 'the average impact of the Parental engagement approaches is about an additional four months' progress over the course of the year.' [EEF Parental engagement](#)
- Motivational speakers used to develop their place in society. This also supports their motivation, attitudes towards learning and other as well as overall engagement.
- Offering support for the engagement in wider experiences and activities to enhance cultural capital, wellbeing, attendance and behaviour. This includes support to access school trips and visits, enrolment to the Duke of Edinburgh's Award and ensure that additional materials for lessons are provided i.e. ingredients for food lesson. The school also offers a comprehensive range of additional clubs as part of a 'distinctiveness' curriculum offer.

Planning, implementing and evaluating

In planning our new pupil premium strategy, we evaluated which activity undertaken in previous years had not had the degree of impact that we had expected. The school's pupil premium strategy is subject to ongoing review to ensure that any changes to context or cohort needs are responded to appropriately.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities. The school work closely with the Trust's pupil premium steering group and is actively engaged with an ongoing research project with the EEF and Sandwell. This ensures that best practice is discussed, shared, and integrated into the planning where appropriate.