

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Gosforth Junior High Academy
Number of pupils in school	760
Proportion (%) of pupil premium eligible pupils	24%
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 published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Denise Waugh, Principal
Pupil premium lead	Denise Waugh, Principal
Governor / Trustee lead	Dave Vero/Lesley Bowes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£200,495
Recovery premium funding allocation this academic year	£34,157
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	£234,652

Part A: Pupil premium strategy plan

Statement of intent

The spending of the pupil premium funding includes a range of academic and non-academic strands which aim to address the following three areas for disadvantaged pupils:

- Having direct impact on their progress and achievement in the classroom, particularly maths and English
- Equipping them with positive aspirations, attitudes and behaviours
- Helping them to overcome cultural or socio-economic barriers to learning

Our pupil premium strategy is designed to support disadvantaged pupils to achieve highly and promote high aspirations. The thinking behind our strategy considers the context of the children in the school, the achievement and progress issues (particularly for disadvantaged pupils) as a result of being a middle school and the effects of covid-19 on the performance of all pupils in our school, particularly the most disadvantaged. Quality first teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to the individual needs of pupils in our school and supported through diagnostic assessment, identifying the most in need areas as well as the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set
- Monitor and assess the provision, acting swiftly to intervene, if required.
- Ensure all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<u>Attainment- Maths</u> The maths attainment of disadvantaged pupils is generally lower in comparison to their achievement in Reading and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks when entering KS3. Assessments have identified an impact on the fluency of timetables knowledge of the new year 5 cohort.

	At the end of KS2 15.5% of pupils did not meet ARE in maths compared to 12% in Reading. Of the pupils who did not meet ARE in maths 45% were pupil premium pupils, compared to 42% in Reading. Overall, 68% of the pupil premium cohort made ARE in Reading compared to 56% in Maths
2	<u>Reading and literacy</u> From assessments we have identified children who are struggling readers. Therefore, we aim to make all children fluent readers by the time they leave our school to allow them to access the curriculum provided, improve their vocabulary range and to help prepare them for KS4 and future employment.
3	<u>Well-being/ achievement</u> Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies. This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in maths at KS2 and English at KS3
4	<u>Achievement</u> Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum.
5	<u>Wellbeing</u> Our assessments (identified through pastoral leads and senior learning and pastoral supervisors as well as the attendance and family support worker), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment. Teachers referrals for support has increased. 70 pupils (40 of whom are disadvantaged) currently require additional support with social and emotional needs, with 60 (31)of whom are disadvantaged) currently receiving small group interventions.

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 attainment among disadvantaged pupils across the curriculum at the end of KS3, with a focus on Maths and English	By the end of our current plan in 2024/25, KS3 assessment outcomes in maths and English demonstrate that disadvantaged pupils achieve, on average, age related expectations
Improved reading fluency among disadvantaged pupils across KS2+3.	<p>Reading assessments will be used to identify which pupils are:</p> <ol style="list-style-type: none"> 1. unable to decode 2. Can decode but unable to read fluently <ul style="list-style-type: none"> • The numbers of pupils in each reading group (decoding or Fluency) to diminish over the time of the current plan. • All pupils, disadvantaged or not, to be able to read fluently by time they leave school
Improved reading comprehension among disadvantaged pupils across KS2+3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers (seen through PIRA tests). Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	<p>Teacher reports and class observations suggest disadvantaged pupils are less able to monitor and regulate their own learning.</p> <p>The Teaching and Learning group in the school will focus on explicit teaching of metacognitive processes and explicit modelling of the processes to all children (including the disadvantaged). This has been supported through research from the EEF</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf</p>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 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.

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: £102500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments for all year groups in KS2 +3 in maths and English.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3</p>
<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>It will first be explored by a Teaching and Learning Group within school. This then will feed in to curriculum areas</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>	<p>4</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub/White Rose resources and CPD offers (including Teaching for Mastery training – through Maths Hub).</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: KS2 KS3 Maths Guidance 2017.pdf</p>	<p>1, 3, 4</p>

	(educationendowmentfoundation.org.uk)	
<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 for literacy as well as use the MAT literacy lead within the school.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p>	2
<p>Staff retention</p> <p>KS2 Assistant Principal and Vice Principal job restructure – Job description includes a focus on Pupil Premium Students</p> <p>Staff recruitment</p> <p>Appointment made to a new Assistant Principal at KS3- Job description includes a focus on Pupil Premium Students</p>	<p>All positions have a clear focus for improving the outcomes of pupil premium students. Each role will use evidence from the EEF guidance documents (listed above) to support their strategies</p>	1,2,3,4,5
<p>Staff recruitment to support additional Intervention on teaching across KS2 +3</p>	<p>Appointment of 1 full member of staff to help support the delivery of small group intervention sessions across the school in English, Maths and Reading Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3
<p>Staff development in the following areas:</p> <ul style="list-style-type: none"> • Fresh Start Phonics Programme • Accelerated Reader • Reading Fluency 	<p>Staff development in these key areas:</p> <ul style="list-style-type: none"> • Fresh Start Phonics Programme • Accelerated Reader <p>Training to be provided by Ruth Miskin (fresh start) and Renaissance (accelerated reader)</p> <p>This will allow staff to be fully aware of the requirements, expectations and to teach this knowledge better for all children.</p>	2,3,

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

Budgeted cost: £86896

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small group interventions in Handwriting across the school	Ensuring that pupils are able to write accurately, with stamina and legibly will help pupils to build fluency in handwriting so that this is not a barrier to achievement or assessment Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	2
<p>Targeted Reading Groups are to be established to ensure struggling readers are supported appropriately and have access to the correct resources that match their level of ability. This includes assessments to establish issues (using Salford Reading Tests) and staffing + HLTA to support with teaching. A wave approach to intervention has been devised to help support reading (see below)</p> <p>Phonics group (for children still unable to to decode)</p> <p>Fluency group intervention group for pupils who can decode but struggle to read fluently.</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 Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	2

Comprehension groups Pupils who are fluent readers but struggle with comprehension strategies.		
Use of accelerated Reader programme to further support struggling reader across the school	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader	2
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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, 3
CGP Revision books to be bought for all pupil premium pupils to work alongside CGP work books	Access to high quality revision materials to support at home learning (e.g. homework, preparation for assessment). This also provides parents with the knowledge they need to help support their children.	1,2,3
Complete Mathematics	Complete Mathematics provide a 1:1 tuition option for struggling mathematicians. The intervention provides pupils with a bespoke programme of tutoring that addresses their needs.	1,3
Time tables Rockstars to be bought across the school for all pupils including the most disadvantaged. This is as a result of identifying that pupils on entry to year 5 are below ARE for	The programme offers all pupils including the most disadvantaged an opportunity to regularly practise times tables in an interactive, responsive way.	1,3

their timetables knowledge		
Small group Maths intervention to be established across the school. The weakest pupils in year 5 will be supported in their maths development Small group maths intervention to be used weekly to help support struggling mathematicians across the school.	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:	1,3
Reading and Literacy packages to support all readers (particularly the most in need)	Bedrock helps reinforce the key vocab children are explicitly taught in school. This package gives children the opportunity to test their knowledge and reinforce the meaning behind key vocab	2

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

Budgeted cost: £82124

Activity	Evidence that supports this approach	Challenge number(s) addressed
To maintain the Pastoral Support Systems in the school. Attendance officer and SLAPS employed to improve attendance and work closely with families, particularly our	There is evidence to suggest that supporting parents and offering more intensive support where needed, increases pupils attendance https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents Evidence to suggest that providing young people with the strategies to help regulate emotions and make more informed choices about how to behave Social and emotional learning EEF (educationendowmentfoundation.org.uk)	5

most disadvantaged pupils		
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
Praise and reward systems to be maintained in the school. Examples include: Celebration breakfasts Golden book entry – (with the Principal) Stamp champ/Stampeders End of term rewards (gift cards) Chocolate Friday	Research suggests that using a targeted approach to behaviour and reward, with positive outcomes for pupils increases pupils motivation and reinforces good behaviours both in the class and around the school https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf	5
To continue to work and develop strategies to support pupils emotional and mental health. E.g. <ul style="list-style-type: none"> 1:1 mentoring scheme to be launched across the school. Staff to be mentors to disadvantaged and vulnerable pupils. 	Research shows that providing 1:1 mentoring for vulnerable/most disadvantaged pupils helps to build confidence and relationships and develops resilience and character as well as raise aspirations https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	5

<ul style="list-style-type: none"> • Stronger course targeting pupils with low self-esteem/low resilience • NUFC foundation to work with a small number of KS3 pupils around resilience and well-being <p>Senior Staff member to be trained as Senior Mental Health Lead, to help appropriately support pupils needs</p>		
<p>To continue to offer a breakfast club provision for all pupils but significantly our most disadvantaged pupils</p>	<p>Research has shown that pupil behaviour and attainment improved for schools that ran a breakfast club https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf</p>	<p>5</p>
<p>To provide a staffed homework club to support pupils who do not have access to ICT/Printing facilities outside of school</p>	<p>The EEF identify that homework has a positive impact with pupils and that some pupils may not have a quiet space for learning and it is therefore important for schools to consider how this can be supported https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	<p>All</p>
<p>Laptops and internet dongles are available for disadvantaged pupils if they require them</p>	<p>By providing access to ICT and internet facilities, we aim for our most disadvantaged pupils to be able to access internet based resources provided by the school as well as opportunities to improve their homework and continue to keep up with their peers</p>	<p>1,2,3,5</p>

Total budgeted cost: £ 234,652

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 2021 to 2022 academic year.

Attainment

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 2 performance data, standardised national assessment and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Our externally marked national testing at KS2 (SATS) during 2021/22 has shown that the progress of pupils receiving the pupil premium had increased compared to the 2018- 2019 SATs data, although this is still not in line with their non-pupil premium peers who, on average, make more progress and achieve better.

Reading attainment had improved, with 68% of the cohort reaching the standard compared to 64% in 2018-2019

Maths KS2 SATs attainment had decreased from 76% in 2018-19 to 54% in 2021-2022. We feel that Covid-19 has had a big impact on this cohort of children, in particular with their maths times tables fluency as well as their reasoning and problem solving skills acquired from Year 4 and 5.

Across the school, Maths achievement has improved. The use of standardised assessments has helped the school benchmark its performance of pupils who receive the pupil premium against a national sample, so that we are confident that our disadvantaged pupils achieve as well as non- disadvantaged pupils across the nation at the end of

year 8. Evidence shows that on average, pupils who receive the pupil premium are working within the range of the national level and almost at the Standardised Score of 100. From our evaluations, we feel that the quality of teaching and learning is significantly improving in both KS2 and in KS3. A new Head of Maths has made changes to the curriculum and the school is now part of the KS3 mastery teaching programme. This has seen new ideas around how to teach maths at KS3 becoming embedded into each maths classroom. A new intervention model, trialled last year, saw significant improvement in pupils' attainment. Dual teaching with the most in need students allowed them to make more progress before sitting the external SAT test. As a result, we are now providing dual teaching in both Year 5 and Year 6 with the most in need classes. These dual teachers are KS3 specialists and offer bespoke in class interventions to pupils who need it. The KS3 Numeracy group made an impact on the achievement of KS3 pupils. This will continue this year but with the Head of Maths leading this intervention, with a focus on pre and post teaching of key concepts in year 7 mathematics. On reflection, we have decided to replace the Third Space Learning Maths intervention with a different provider (Complete Maths). Although Third Space did provide the 1:1 support for children that we initially wanted, we did not feel that the children made enough progress in the 12 weeks. Therefore, we have not continued with this for this academic year. The money used will be re-directed towards the Complete Maths package.

Reading and Literacy

The strategies we implemented last year have helped to address the issue of pupils who struggle to read. The decoding and reading fluency groups that have been established have seen pupils move from decoding into the fluency group. This has helped us to measure the impact of the success of the programme. Use of Salford Reading Assessments as well as Fresh Start Assessment have helped us to track progress across the year, which has seen an increase in children's reading age compared to the chronological age. We feel this strategy has made a big impact with all pupils who were involved, as the barrier of reading confidently is diminishing; therefore, pupils are able to access the entire curriculum. Further to this, the Gosforth Group Trust literacy lead has worked closely with the senior team to establish a tier 2 vocabulary project. This has been launched this academic year (2022-2023) and helps provide opportunities for all pupils (especially our pupils who receive the pupil premium) time to encounter key vocabulary, with the hope this increases their vocabulary range.

Wellbeing

The success of the wellbeing initiatives has been difficult to measure in relation to the impact. Student voice surveys have seen students respond positively to some of the extra-curricular offers the school has provided. E.g. Enrichment opportunities such as theatre visits. Raising the aspirations of the pupils in receipt of the pupil premium is an area we would like to focus more strongly on this academic year. The school is looking to work more closely with external agencies to help support this as well as using the attendance officer to work closely with parents. The 'Stronger' programme has seen lots of children access this support throughout the year. We feel this has made a difference to some of the pupils who have undertaken the programme. Discussions with them have helped us to see the value provided by the programme. We still have significant child referrals from colleagues and parents to be part of this wellbeing intervention. This programme will continue in 2022-2023. The in school mentoring programme was deemed a success, student and staff voice saw benefit in this initiative with pupils attendance improving in some instances. Regularly discussions with these children did help to re-assure, listen to concerns and provide opportunities to support these pupils

more with the issues they were facing. This programme will continue this year (2022-2023)

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
Third Space Learning 1:1 maths intervention	Maths Circle

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- a whole school teaching and learning focus on recall and retention strategies to ensure that interleaved learning opportunities are available for all. The EEF recognise this form of cognitive science allows pupils to study and recall meaning memory strength will increase and make information more easily accessible. [https://educationendowmentfoundation.org.uk/public/files/Publications/Cognitive science approaches in the classroom - A review of the evidence.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Cognitive%20science%20approaches%20in%20the%20classroom%20-%20A%20review%20of%20the%20evidence.pdf)
- a whole school teaching and learning focus on formative assessment to ensure that misconceptions are being addressed within a lesson and that all pupils are able to make progress
- a teaching and learning group across the MAT will study and implement metacognition strategies within school. The evidence from the EEF suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition>
- ensuring pupils and parents understand our 'keep-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them.
- A member of SLT will attend a 'Senior Mental Health Lead' course and will provide CPD to staff in school <https://www.creativeeducation.co.uk/senior-mental-health-lead-training/>
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We reviewed evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations, 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 used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.