

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 | 715 |
| Proportion (%) of pupil premium eligible pupils | 24% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024 / 2025 – 2026 / 2027 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Ciara Swain, Principal |
| Pupil premium lead | Steph Whaley & Julie Ingledew, Vice Principals |
| Governor / Trustee lead | Kate Roberts |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £260,685 |
| Recovery premium funding allocation this academic year | £0 |
| 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 | £260,685 |

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:

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

Our key priority will be to address the barriers faced by disadvantaged pupils and support them in making good progress from their prior attainment. At the heart of this will be quality first teaching, where needs are addressed each lesson and careful consideration is given when planning for opportunities for disadvantaged pupils to close any attainment gaps, develop confidence and have high aspirations as to what they can ultimately achieve. This is proven to have the greatest impact on closing the disadvantage attainment gap and simultaneously benefits 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.

The thinking behind our strategy considers: the context of the children in the school; progress and achievement barriers - specifically for disadvantaged pupils - as a result of being a middle school; and the effects of Covid-19 on performance of all pupils in our school, particularly the most disadvantaged.

Involvement in the RADY approach (Raising Attainment of Disadvantaged Youngsters) aims to provide an equitable approach in all areas of school, resulting in improved outcomes for disadvantaged learners.

The school's approach will be responsive to the individual needs of pupils (supported through diagnostic assessment) and identify 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 that all priorities in the development plan are written in a way to give greater consideration to disadvantaged pupils
- Ensure disadvantaged pupils are challenged
- Monitor and assess provision, acting swiftly to intervene, if required. Aiming for 'proportional representation'; the proportion of disadvantaged youngsters in aspects school life is at least the same as the proportion of disadvantaged youngsters across the whole school
- Encourage all staff to take responsibility for disadvantaged pupils' outcomes and raise aspirations/achievement expectations
- In Year 5, create an 'uplift' on the baseline reading attainment; we give back to disadvantaged youngsters what we feel they would have achieved had they not been disadvantaged, and therefore had numerous barriers to overcome

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | <p>Attainment and challenge</p> <p>The attainment of disadvantaged pupils at the higher level is significantly lower in comparison to the achievement of their non-disadvantaged peers, in both reading and maths.</p> <p>Upon entry to school, the gap is already notable: in reading the difference is –24% and maths.</p> <p>In 2024, at the end of KS2, 54% of non-disadvantaged pupils achieved higher in reading compared to only 20% of disadvantaged pupils. In maths, 47% of non-disadvantaged pupils achieved the higher standard compared to only 10% of disadvantaged.</p> <p>The picture continues into KS3, where end of 2023 / 24 data shows that the difference between non-disadvantaged and disadvantaged at the higher level in reading is –34% in Year 7 and –22% in Year 8. The difference in maths is –45% in Year 7 and –36% in Year 8. In 3 out of 4 of the year groups, the biggest negative difference between the higher attainers is in maths.</p> |
| 2 | <p>Reading / Literacy</p> <p>From assessments, pupils who are struggling readers can be identified. We aim to make all children fluent readers by the time they leave our school in order for them to access the curriculum, improve their vocabulary range and to help prepare them for KS4 and future employment.</p> |
| 3 | <p>SEMH</p> <p>We have a higher than national amount of students who are on the SEND register with SEMH as their primary area of need with 28% (nationally is 22.5%).</p> <p>In Year 5, it is the biggest area of need largely due to anxiety, transitional difficulties and many are awaiting assessments. SEMH has an impact on our attendance with a large amount of SEMH students needing EBSNA support.</p> <p>We are experiencing higher levels of referrals for social, emotional and behavioural support. This has had a particular impact on disadvantaged and vulnerable learners. We have a greater number of pupils who require additional mentoring and support to enable them to fulfil their potential and remove barriers to their achievement. The need for emotional regulation support is higher than ever.</p> |

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| 4 | <p>Behaviour and Attitudes</p> <p>Observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks; this is prevalent across the curriculum.</p> <p>Our behaviour tracking data shows that 80% of the school's autumn fixed-term suspensions have been disadvantaged children. Last academic year, 51% of FTS' were PP pupils.</p> |
| 5 | <p>Personal Development and aspirations</p> <p>Our data and observations indicate that disadvantaged students are less represented at extra-curricular opportunities, particularly in KS3. These pupils are less likely to engage in enrichment opportunities offered through school. This in effect limits their opportunities to develop personally and widen their experiences socially, morally, spiritually and culturally.</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 higher attainment for disadvantaged pupils across the curriculum at the end of KS2 and KS3 | <p>By the end of our current plan in 2026 / 27, end of KS2 and year 8 assessment outcomes in maths and English demonstrate that the difference between disadvantaged and non-disadvantaged at the higher band is reduced and ideally equal.</p> |
| Improved reading fluency among disadvantaged pupils across KS2&3. | <p>Reading assessments (Salford tests) are used to identify which pupils are:</p> <ul style="list-style-type: none"> ➤ unable to decode ➤ can decode but need support to read fluently <p>The numbers of pupils in each reading group (decoding or fluency) to diminish over the time of the current plan.</p> <p>All pupils, disadvantaged or not, to be able to read fluently by time they leave school.</p> |
| Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects with a focus for SEMH pupils | <p>KS2 pupils and some targeted KS3 pupils will use the Zones of Regulation approach to support their emotional regulation abilities. This approach is led by teaching staff and the SEND department.</p> <p>Interventions such as Stronger, ELSA and NUFC support disadvantaged pupils further with this in small</p> |

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| | group settings. Through our whole-school focus on Oracy, teachers will know how to model their own thinking to demonstrate metacognitive strategies. |
| Reduced behavioural instances involving disadvantaged pupils | <p>The number of disadvantaged pupils given internal isolation and FTE is reduced over time and the number of disadvantaged pupils supported through pastoral intervention is increased.</p> <p>Relations between school and families are improved through a whole-school focus on better communication and praise.</p> |
| To work to achieve proportional representation of disadvantaged pupils in all aspects of school life so that they are engaging in wider experiences outside of the classroom, enabling them to develop their skills to be successful in life. | <p>Sustained high levels of wellbeing 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 among disadvantaged pupils. |

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £109,280

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Professional Development for staff, including involvement in the RADY project, which requires staffing to be covered. | A programme of CPD has been calendared to support staff development on narrowing the gap, adaptive teaching, QFT, scaffolding & modelling, oracy and questioning. | 1,2 |
| Increase team-teaching and continue with smaller group sizes for lower-attaining students, particularly in KS2. This will include senior teachers supporting in Maths and English lessons with a focus on live feedback and scaffolding learning. | Providing feedback is a well-evidenced and has a high impact on learning outcomes. EEF feedback | 1 |
| Purchase of standardised diagnostic assessments for all year groups in KS2&3 in maths and English. Training will be provided for staff to ensure assessments are interpreted correctly. | 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, 2, 3 |
| 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: | 1, 2, 4 |

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| <p>Involvement in Voices21 Oracy programme will support this focus.</p> | <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p> <p>Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom.</p> <p>EEF Oracy</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:</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p> | 1 |
| <p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</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> | 2 |
| <p>Staff recruitment from NUFC foundation for 1 full time member of staff to run extra</p> | <p>Appointment of 1 full time member of staff to help support the delivery of small group intervention</p> | 3,4,5 |

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| curricular, interventions, small groups and 1:1. | sessions Small group tuition Toolkit Strand Education Endowment Foundation EEF | |
| <p>Staff development and CPD opportunities in the following areas:</p> <ul style="list-style-type: none"> • Fresh Start Phonics Programme • Reading Fluency • Fresh Start training for more KS2 teaching staff and support staff will enhance reading opportunities for more of our emerging readers. A decoding and fluency intervention programme is in place from Year 5. | <p>Staff development in:</p> <ul style="list-style-type: none"> • Fresh Start Phonics Programme <p>Training to be provided by Ruth Miskin (Fresh Start)</p> <p>This will allow staff to be fully aware of the requirements, expectations and to teach this knowledge better for all children.</p> <p>All staff CPD on reading fluency strategies e.g. 'echo reading' and Fresh Start Phonics</p> <p>https://educationendowmentfoundation.org.uk/reading-house/fluency</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>EEF Phonics</p> | 2 |

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

Budgeted cost: £54,405

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| SEND Champion programme supports 45 of our most disadvantaged SEND pupils with a weekly 1:1 | One-to-one tuition giving targeting support is particularly effective for pupils with low-prior attainment and/or are struggling in particular areas. This intervention aims to ensure that targeted pupils with SEND have their needs met in lessons and that | 1,2,3 |

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| intervention with a teacher. | any statutory interventions are supporting them adequately. | |
| <p>Targeted reading groups established to provide targeted support for struggling readers. Pupils have access to the correct resources that match their level of ability. This includes assessments to diagnose issues (using Salford Reading Tests and Fresh Start tests) and staffing + HLTA to support with teaching. A waved approach to intervention has been devised to help support reading (see below)</p> <ul style="list-style-type: none"> ➤ Phonics group (for children still unable to to decode) ➤ Fluency group intervention group for pupils who can decode but struggle to read fluently and build comprehension ➤ | <p>Reading fluency builds better comprehension. This has a positive impact on pupil outcomes - particularly when interventions are delivered over a shorter timespan</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> | 2 |
| Use of IDL for a targeted group of SEND pupils to support their reading acquisition. This can also be accessed at home. | The IDL Literacy Intervention Software is a speaking-computer based multi-sensory system which supports learners with dyslexia and other learning difficulties. This intervention runs three times weekly lead by a cover supervisor. | 2 |
| Use of Accelerated Reader to further support and encourage struggling readers across the school | https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader | 2 |

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| CGP revision books to be bought for all pupils, including premium pupils to support revision and homework in Year 6. | 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 |
| SENECA Premium purchased for KS3 and SENECA purchased for KS2 so that all homework is set on the same learning platform. | Evidence suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning. Staff set homework to consolidate learning and revise topics. The use of AI in KS3 homework allows staff to set tailored homework tasks based on personalised feedback. | 1,2,5 |
| Timestables Rockstars 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 their timetables knowledge | The programme offers all pupils including the most disadvantaged an opportunity to regularly practise timestables in an interactive, responsive way. | 1 |
| Small group maths and English intervention group to be established across the school. The weakest pupils in year 5 will be supported in a small group setting. Small group maths intervention to be used daily to help those pupils who are significantly below ARE. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. EEF Small group Tuition | 1 |

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

Budgeted cost: £97000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>To maintain pastoral support systems in the school.</p> <p>Fulltime Attendance and Family Support officer and additional SLAP employed to improve attendance and work closely with families, particularly our most disadvantaged pupils. Appointment of a vulnerable learners lead to support pupils – particularly with SEMH</p> | <p>Ofsted reports show where schools have a robust approach to attendance, clear policy and procedures in place, attendance improves.</p> <p>DFE Attendance</p> <p>Children who are emotionally vulnerable and may suffer from attachment issues/ early childhood trauma are more at risk of exclusion and not accessing the curriculum.</p> <p>There is evidence to suggest that supporting parents and offering more intensive support where needed, increases pupils attendance</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> | 4, 5 |
| <p>Enrichment Programme and Subsidised activities to enhance culture capital,</p> <p>Examples include university visits, theatre trips, Safetyworks visit, STEM events.</p> | <p>Involvement in a programme which aims to change aspirations directly by exposing children to new opportunities outside of the 'normal' curriculum.</p> <p><i>Raising aspirations is often believed to incentivise improved attainment (EEF)</i></p> | 4,5 |
| <p>Contingency fund for acute issues.</p> | <p>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.</p> | All |

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| <p>Praise and reward systems to be maintained in the school. Examples include:</p> <p>Celebration breakfasts, Golden book, Stamp champ/Stampeders a wards and trips, End of term rewards (academic & pastoral), Attendance incentives & NUFC visits</p> | <p>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 as well as attendance</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf</p> | <p>4,5</p> |
| <p>To continue to work and develop strategies to support pupils emotional and mental health:</p> <ul style="list-style-type: none"> ➤ Peer mentoring scheme ➤ Stronger course targeting pupils with low self-esteem/low resilience • NUFC foundation pastoral interventions • P1,P2 and P6 therapeutic sessions • Green Influencers programme | <p>Peer tutoring, on average, has a positive impact on both tutors and tutees and may be a cost-effective approach to delivering one to one or small group tuition in a school(EEF). In school, both mentor and mentee are carefully selected with the aim that both pupils gain from the programme.</p> <p>With the Partner School Programme this year, we are able to offer an additional layer of pastoral support, with a range of 1:1, 2:1 and small group sessions, tailored to the needs to individuals.</p> | <p>4,5</p> |
| <p>To launch PP Champions programme where 52 disadvantaged pupils are mentored 1:1 by a member of staff to develop positive relationships with adults in school, feel part of the community</p> | <p>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</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> | <p>3,4,5</p> |

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| and to work on a personal pastoral goal. | Research shows that mentoring has increasingly been offered to young people who are deemed to be hard to reach or at risk of educational failure or exclusion. | |
| To continue to offer a breakfast club provision for all pupils but significantly our most disadvantaged pupils | 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 | 3 |
| To provide a staffed homework club to support pupils to access their homework | 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 | All |
| Laptops and internet dongles are available for disadvantaged pupils if they require them to allow them to access all homework at home | 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 | 1,2,5 |
| Parental engagement sessions planned throughout the year. This will include SATs support information, reading workshops, Family Learning Programmes and SEMH sessions to provide support, further signposting and materials to families. | Implement an approach of parental engagement sessions which empower parents to better support their child's learning and engagement. Research shows that parental engagement has a positive impact on average of 4 months' additional progress. EEF Parental Engagement | 1,2, 4,5 |

Total budgeted cost: £260,685

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 2023 to 2024 academic year.

Attainment

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 2 performance data, standardised national assessment and our own internal assessments.

The achievement of our PP pupils in the externally marked national testing in KS2 SATS during 2023/24 has decreased slightly compared to 22/23 (which was a particularly strong cohort). The average attainment of disadvantaged pupils in reading, writing, maths and GPS is all at, or slightly above the national standard. The progress of PP pupils has improved, although this is still not in line with their non-pupil premium peers who, on average, make more progress and achieve better.

Reading attainment at the national standard for disadvantaged is 57% compared to 65% of their non-PP peers. This is lower than in 22/23 when the 67% of the cohort reached the expected standard.

Maths attainment at the national standard for disadvantaged pupils was 59% at the expected standard, compared to 93% non-disadvantaged.

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.

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 the disadvantaged gap in maths attainment in KS2 is decreased by the time they leave in Year 8.

A school focus this year is on closing the disadvantaged gap, with a priority on teaching and learning. This year's whole school approach using RADY should further develop this and we will track the cohort from Year 5 to monitor the impact of the whole-school approach.

Reading and Literacy

The decoding and reading fluency groups intervention programme are well established and as pupils progress through the programme, more pupils move from decoding into the fluency group. Currently there is only 3 KS3 pupils receiving decoding intervention, which helps 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 more of the entire curriculum. Year on year numbers of students requiring decoding intervention into KS3 is decreasing. We are now into our second year

of the Voice 21 Oracy project to sustain this progress and it is a focus of our CPD offer across the school.

Wellbeing

Personal Development was a focus last year to ensure that our disadvantaged pupils were offered experiences to challenge, inspire, motivate and raise aspirations. Although the success of these wellbeing initiatives remain difficult to measure in relation to the impact, we are confident that our offer benefits our pupils socially, emotionally and morally. Attendance at extra-curricular clubs increased over the academic year, due to the increased offer and diverse range of opportunities.

Raising the aspirations of the pupils in receipt of the pupil premium is an area we focused on and we made further links with local universities with each year group benefiting from various careers and aspiration sessions, we hosted our biggest careers event to date and had our largest cohort of PP students as Student Councillors.

Appointing a Vulnerable Learners Lead, working closely with the local SEMH and RISE teams allowed us to offer more interventions to meet the growing demand for support, Increased in-school support, such as EBSNA, ELSA and Art Therapy included many of our most vulnerable disadvantaged students, who completed feedback to help us plan future interventions and measure their impact; we continue to get significant child referrals from colleagues and parents to be part of our wellbeing interventions. . Attendance of PP students at the end of last year was 91.5% compared to 94.9% overall school attendance. We continue to have attendance as a priority due to the impact on learning that attendance at school has.

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 |
|---------------------|-----------------|
| NUFC Partner School | NUFoundation |
| Homework package | Seneca |
| Maths | TTRS |
| IDL Literacy | IDL |

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_science_approaches_in_the_classroom_-_A_review_of_the_evidence.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.
- Two members of SLT attend '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.