

Pupil premium strategy statement

This statement details our school's use of pupil 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 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	698
1	28.22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026 – 2027 / 2028
Date this statement was published	February 2026
Date on which it will be reviewed	September 2026
Statement authorised by	Mark Fryer, Head of School
Pupil premium lead	Sean Blakey
Governor / Trustee lead	Dave Vero

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.

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 enabled and 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 6, 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>In 2025, at the end of KS2, 58% of non-disadvantaged pupils achieved higher in reading compared to only 17% of disadvantaged pupils achieved higher in reading. In maths, 50% of non-disadvantaged pupils achieved the higher standard compared to only 15% of disadvantaged.</p> <p>The pattern continues into KS3. End of 2025 data shows that 18% of disadvantaged students achieved exceeding/excelling in maths, compared with 32% of non-disadvantaged students. In English, only 2% of disadvantaged students achieved exceeding/excelling, in contrast to 9% of their non-disadvantaged peers.</p> <p>In Year 8, the maths gap remains evident: 8% of disadvantaged students achieved exceeding/excelling compared with 34% of non-disadvantaged students. In English, the gap persists, with 2% of disadvantaged students achieving exceeding/excelling, compared to 12% of non-disadvantaged students.</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>

	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.
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 for 25-26 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	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.
Improved reading fluency among disadvantaged pupils across KS2&3.	<p>Reading assessments (Salford tests and Accelerated Reader Star 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>

	All pupils, disadvantaged or not, to be able to read fluently by time they leave school.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects with a focus for SEMH pupils	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. Interventions such as Stronger, ELSA and NUFC support disadvantaged pupils further with this in small 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	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. Relations between school and families are improved through a whole-school focus on better communication and praise.
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.	Sustained high levels of wellbeing 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 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional Development for staff 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. Bespoke training (SEMH and school-based anxiety) is also being provided for staff.	1,2
Increase team-teaching across key stages. 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 diagnostic assessments for all year groups in KS2&3 in maths and English. Work alongside Gosforth Group schools to create a robust assessment programme. Training will be provided for staff to ensure assessments are interpreted correctly.	Assessments 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. School learning communities will support this	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, 2, 4

<p>focus. Four groups – Inclusive teaching, Oracy, Making learning stick and the use of technology.</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). We will also create a new approach to maths and English teaching groups with broader band and mixed ability teaching.</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 curricular, interventions, small groups and 1:1.</p>	<p>Appointment of 1 full time member of staff to help support the delivery of small group intervention sessions Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	3,4,5

<p>Staff development and CPD opportunities in the following areas:</p> <ul style="list-style-type: none"> • Fresh Start Phonics Programme • Reading Fluency Programme with NELT • 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. • Learning Communities looking at reading and vocabulary instruction in particular 	<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>	<p>2</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Student Ambassador programme supports 67 of our most disadvantaged SEND pupils. Teachers are allocated several students to support in English and maths lessons once a week.</p>	<p>Targeted support is effective for pupils with low prior attainment and for those who are struggling in specific areas. This initiative aims to ensure that identified pupils have their needs met within lessons. Additionally, we are committed to ensuring that students remain in lessons as much as possible; by adopting this approach, all pupils are</p>	<p>1,2,3</p>

	included in classroom learning and enabled to make sustained progress.	
<p>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 waver 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 decode) ➤ Fluency programme with NELT and intervention groups 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 Accelerated Reader to further support and encourage struggling readers across Key Stage 3.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader	2
CGP revision books to be bought for all pupils, including premium pupils	Access to high quality revision materials to support at home learning (e.g. homework, preparation for assessment). This also	1,2

to support revision and homework in Year 6.	provides parents with the knowledge they need to help support their children.	
SENECA Premium purchased for the whole school 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 the premium option allows staff to set tailored homework tasks based on personalised feedback.	1,2,5
Times-tables 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 led by English/ Maths leads. Sessions taught weekly by English/ Maths leads and SLT.	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)

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 employed to improve attendance and work closely with families, particularly our most disadvantaged pupils. Lead form tutors 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>	<p>4, 5</p>
<p>Enrichment programme linked to career opportunities. Experiences offered by each curriculum lead for each year group.</p>	<p>Involvement in a programme designed to broaden students' career aspirations by exposing them to opportunities beyond the traditional curriculum, inspiring them to envision ambitious futures and empowering them to aim high and realise their potential.</p> <p><i>Raising aspirations is often believed to incentivise improved attainment (EEF)</i></p>	<p>4,5</p>
<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>	<p>All</p>

<p>Praise and reward systems to be maintained in the school. Examples include:</p> <p>Regular Praise events for all students</p> <p>Golden book,</p> <p>Stamp champ/Stampeders awards (link to NUFC),</p> <p>End of term rewards (academic & pastoral),</p> <p>Attendance incentives</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"> • Stronger course targeting pupils with low self-esteem/low resilience • NUFC foundation pastoral interventions <ul style="list-style-type: none"> • Student Support Base led by SENDCO and HLTAs • Green Influencers, Noticing Nature programme • Forest School 	<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>GJHA will be registered as a Forest School and we will offer a flexible curriculum for students most in need of it to gain qualifications such as a John Muir award out in our garden space.</p>	<p>4,5</p>
<p>To conduct a Poverty Proofing audit with Children Northeast, looking at what the school day is like for disadvantaged young people.</p>	<p>Research has shown that pupil behaviour and attainment improved for schools that ran a breakfast club</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/</p>	<p>3</p>

	<p>EEF Improving behaviour in schools Report.pdf</p> <p>To continue to offer a funded breakfast club provision for all pupils but significantly our most disadvantaged pupils.</p> <p>To look at lunchtime at the school especially so that FSM students do not feel singled out or isolated. We have even bought discreet black lunch packs for PP and FSM students going out on school trips to replace the brown paper bag.</p> <p>To offer uniform, equipment and fresh clean P.E kit to those that need it the most.</p> <p>To look at ways we can minimise the costs of school but also to allow parents time, flex and space to be able to pay for school trips and/or educational experiences at their convenience.</p>	
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, Parents'/ Carers' Evenings, Family	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	1,2, 4,5

Learning Programmes and SEMH sessions to provide support, further signposting and materials to families.	average of 4 months' additional progress. EEF Parental Engagement	
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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 2024/25 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 is good. The average attainment of disadvantaged pupils in reading, writing, maths and GPS is 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 58% compared to 75% of their non-PP peers. The disadvantaged gap in reading was 17% at the expected standard in 2025.

Maths attainment at the national standard for disadvantaged pupils was 58% at the expected standard, compared to 85% non-disadvantaged.

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 alongside ambitious curriculums and robust assessment models.

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. 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 in the process of emphasising vocabulary and the use of oracy across curriculums and have a learning community group dedicated to increasing the outcomes of this.

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

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.

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. We continue to have attendance as a priority due to the impact on learning that attendance at school has.

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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

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 inclusion to ensure that all students are enabled within a lesson and that all pupils are able to make progress
 - 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.
 - 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 and will adjust our plan over time to secure better outcomes for pupils.