

Pupil premium strategy statement

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

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

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 Academy
Number of pupils in school	1242 (+675 post16)
Proportion (%) of pupil premium eligible pupils	242/1242 = 19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2025
Date this statement was published	15 th Dec 2023
Date on which it will be reviewed	15 th Sept 2024
Statement authorised by	Preit Chahal (Principal)
Pupil premium lead	Joanne Lowther / Ruth Marklew / Suzanne Pringle
Governor / Trustee lead	Graham Vickers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£238,050
Recovery premium funding allocation this academic year	£63,480
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	£301,530
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Part A: Pupil premium strategy plan

Statement of intent Sept 2022- Aug 2025

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

At GA we encourage high expectations and high standards of achievement for all students. We aim to offer learning experiences which extend students and promote their personal development, regardless of academic, social or cultural background, build self-esteem and confidence where necessary through membership of a caring, secure community and offer guidance and counselling to assist students in the planning of their future education and careers. Our school ethos and values can be found here which extend to all students, including Pupil Premium: <https://www.gosforthacademy.org.uk/about-the-academy/school-ethos-and-values>

The use of the Pupil Premium and recovery funding strategy plan will support these aims for both disadvantaged students and others.

The overall objectives of our strategy plan is to:

- Have a whole school approach where there are high expectations from staff in what disadvantaged students can achieve;
- To raise the progress and attainment of PP students and others to narrow any gaps in future external outcomes. This is done through high quality classroom teaching, targeted academic support and wider strategies (as per EEF tiered model);
- To address any current knowledge gaps both through classroom practice and also by using targeted support through the most appropriate strands of the National Tutoring Programme;
- To provide additional pastoral support to our PP and other students where there is an identified need;
- To increase attendance rates for PP students and identified others;
- To increase the participation of students in extra curricular activities and therefore enhance their cultural capital;
- To improve life choices and chances by raising aspirations and supporting next steps into education, training and employment.

Our approach is responsive to challenges and individual needs, rooted in assessment or individual need, not assumptions about the impact of disadvantage.

Challenges

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

Challenge number	Detail of challenge
1	Achievement, progress and outcomes in core subjects.
2	Close gaps across all subjects.
3	Improve resilience and independent learning strategies.
4	Improve provision for social, emotional and mental health issues for identified pupils.
5	Improve attendance rates and monitor suspension rates for Disadvantaged students.
6	To continue to expand pastoral interventions for those at risk of suspension or permanent exclusion.
7	Design more opportunities for Disadvantaged students to access the school Enrichment Programme.
8	Continue to expand progression-related activities for Disadvantaged students ensuring no PP students are NEET.

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
<p>Review the percentage of PP students studying the EBacc and ensure a personalised curriculum for all.</p> <p>Improve attainment in the core areas and EBacc areas at the end of KS4.</p> <p>The Gap between % of disadvantaged and non-disadvantaged students achieving grade 4+ in English decreases.</p>	<p>PP students placed on an appropriate subject pathway.</p> <p>Decrease in the gap between disadvantaged students and other students in both P8 scores and in the percentage achieving grade 4+ across the EBacc areas.</p> <p>Improve the % of disadvantaged students that attain grade 4+ in English and decrease the gap with non-PP students.</p>

<p>Gaps in knowledge are established and addressed through high quality first teaching, assessment and intervention.</p> <p>Improved independent learning and self regulatory skills among disadvantaged students.</p>	<p>High quality classroom provision for all pupil premium students is seen during lesson observations and other monitoring activities.</p> <p>Homework engagement grades of cohort improves across all subjects in all year groups.</p> <p>Class observations record high levels of engagement of students in lessons.</p> <p>Work scrutiny activities show improved presentation of work in books, and student's articulation of learning improves.</p> <p>Impact of student intervention self-regulation.</p>
<p>To improve pupil well being</p>	<p>CPOMS records show appropriate interventions for cases.</p> <p>Review day statistics regarding students feeling happy and safe are high.</p> <p>Student voice records for those accessing services and endorsements/case studies are positive.</p> <p>The proportion of disadvantaged students accessing enrichment activities improves year on year.</p>
<p>To raise attendance rates for disadvantaged students</p>	<p>Attendance rates for disadvantaged students improves from year 2021 - 2022</p> <p>Baseline: 2021-2022 PP= 80.9% Non PP= 91%</p>
<p>To monitor suspension rates for disadvantaged students</p>	<p>Exclusion rates for disadvantaged students is on the decline from these starting points:</p> <p>Baseline 21/22: No of pp exclusions 87/253 34.38 No of all exclusions 156/1234 12.64 No of non pp exclusions 69/981 7.03</p>

<p>To raise engagement of PP and disadvantaged students in the Enrichment Programme.</p>	<p>Higher levels of engagement for PP and disadvantaged students in the enrichment activities on offer.</p> <p>Targeted enrichment activities aimed at PP and Disadvantaged students.</p> <p>Raising participation activities successful in increasing the number of PP and Disadvantaged students accessing their first choice activities.</p> <p>PP and Disadvantaged students involved in activities that lead to updated/amended provision based on their needs.</p>
<p>To monitor progression rates and appropriateness of support opportunities for PP and disadvantaged students.</p>	<p>Maintain the current position with no NEET students coming from PP and Disadvantaged cohorts.</p> <p>Extend provision of Progression activities that are targeted specifically at PP and Disadvantaged students.</p>

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: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuation of Quality First Teaching in all lessons</p>	<p>The quality of Teaching and Learning within lessons will remain exceptionally high with the Gosforth 'Teaching & Learning Principles' forming a key part in lesson planning. Staff have access to a range of T & L resources, which are taken from and produced in line with evidence based research, to support them in lesson planning. As a result, lessons will be well planned and have stretch and challenge to extend all students thinking.</p>	<p>1,2</p>

	<p>The teaching of Pupil Premium students will remain a focus of staff with specific strategies built into their well-planned lessons to support these students.</p> <p>The progress of the disadvantaged student will be carefully monitored by teachers and leaders and first wave intervention will be provided in a timely fashion by the class teacher, whenever necessary.</p> <p>“Raising the quality of teaching within schools is likely the single most effective method we have for improving student attainment and equity.” - Evidence Based Education (2021)</p> <p>“Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.” - EEF (2021)</p> <p>EEF Teaching & Learning Toolkit - a summary of evidence based approaches (e.g. feedback, metacognition, collaborative working) that can be used by teachers to ensure Quality First Teaching. (2021)</p> <p>Evidence Based Education’s Great Teaching Toolkit provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness.(2020)</p>	
<p>Quality Assurance of Quality First Teaching</p>	<p>A robust system of quality assurance of Teaching and Learning across all levels of leadership ensures that Quality First Teaching will be evident in the planning stages takes place in lessons. There will be specific monitoring of the interventions put in place by staff and subject areas to support Pupil Premium students, in the form of Learning Walks, Student Voice and Work scrutiny.</p> <p>Learning Walks will show that teaching staff use a range of teaching and learning strategies in their lessons to provide quality first teaching and support Pupil Premium students including differentiated tasks, additional support materials and providing personalised feedback.</p> <p>Student voice activities with Pupil Premium students will show that</p>	<p>1,2</p>

	<p>students are engaged in their learning, enjoy their lessons and feel that they are well supported by teaching staff, knowing how they can improve.</p> <p>Pupil Premium work scrutiny will show a high percentage of students taking pride in the presentation of their work, with few students having incomplete or missing work in their books. The work scrutiny should back up the quality first teaching that will be seen during Learning Walks.</p>	
<p>Delivering a Teaching & Learning CPD Programme</p>	<p>A Teaching & Learning rich CPD programme will run throughout the academic year with all staff participating in a whole school CPD programme on Embedding Formative Assessment, giving them the opportunity to develop the skill of using assessment effectively during lessons. Staff will also have access to a number of optional workshops, allowing them to further develop their T &L expertise and quality of teaching.</p> <p>The Early Career Framework ensures that the Early Career Teachers will follow a programme which allows them to develop their teaching techniques & skills, with the support of experienced mentors and teaching practitioners.</p> <p>“There is a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes” – Education Endowment Fund (2021)</p> <p>“The quality of teaching is not fixed: teachers can be improved, and they can be improved via effective professional development.” – EEF Effective Professional Development Guidance Report (2021)</p> <p>“Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.’ Education Endowment Foundation Pupil Premium Guidance Report (2021)</p>	<p>1,2</p>

<p>Introduction and development of subject specific vocabulary model in lessons to improve literacy of students.</p>	<p>Key vocabulary is a feature on Curriculum plans in all subject areas, including subject specific Tier 2 and ambitious Tier 3 vocabulary.</p> <p>A research-based model, the Frayer Model, will be used to provide teachers with strategies to teach terms that are critical for understanding of lesson content and for learning words independently. This is being developed and used in all subject areas to improve the literacy of all, including disadvantaged students, as part of a wider disciplinary literacy approach.</p> <p>“Literacy in secondary schools must not simply be seen as a basket of general skills. Instead, it must be grounded in the specifics of each subject.” – EEF</p> <p>EEF KS3 & KS4 Literacy Guidance Report - practical evidence based recommendations, relevant to all students. (2018)</p> <p>Great Teaching Toolkit – Evidence Review – A model for Great Teaching (2020)</p> <p>“The process of teaching with the Frayer Model aligns with the previously discussed evidence based features of making the terms vivid (Vaughn et al., 2009), returning to the words multiple times throughout a unit of instruction (Lara-Alecio et al., 2012), and fostering discussion about the words and concepts students are learning (Vaughn et al., 2013)”.</p>	<p>1,2, 3</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading mentoring programme delivered with the SSB by the Literacy Coordinator to support pupils who need help to comprehend texts and vocabulary.</p> <p>Accelerated Reader Programme used to support students.</p>	<p>EEF: Reading comprehension strategies focus the learners' understanding of written texts. On average, reading comprehension approaches deliver an additional six months' progress.</p>	<p>1,2,3</p>
<p>Y9 small group literacy teaching in Y9.</p> <p>Accelerated Reader Programme used to support students in these groups as well as in Social Studies groups in Years 10 and 11.</p>	<p>See above and below.</p>	<p>1,2,3</p>
<p>Y10 one to one peer mentoring in Maths</p>	<p>"The average impact of small group tuition is 4 months additional</p>	<p>1,2,3</p>

	<p>progress on average, over the course of a year"</p> <p>(Teaching and Learning toolkit, 2021)</p>	
<p>Expand curriculum time given to En and Ma to provide additional time for catch up on lost learning via Wednesday period 7 sessions.</p> <p>Target appropriate disadvantaged students for bespoke Science support during Mon period 7 and deliver provision by in house subject specialists.</p>	<p>"The average impact of small group tuition is 4 months additional progress on average, over the course of a year"</p> <p>(Teaching and Learning toolkit, 2021)</p>	<p>1,2,3</p>
<p>Assertive mentor allocated to students requiring additional support with academic organisation and learning in Y11.</p>	<p>EEF: While the impact of mentoring is low in terms of direct effect on academic outcomes... there is some evidence that pupils from disadvantaged backgrounds can benefit from up to two months' additional progress.</p>	<p>1,2,3</p>

Appoint additional academic mentor posts in targeted core subjects to support lost learning of primarily disadvantages learners using small group sessions and also in class support.	<p>“The average impact of small group tuition is 4 months additional progress on average, over the course of a year”</p> <p>(Teaching and Learning toolkit, 2021)</p>	1,2,3
Use of school led tutoring to provide other opportunities for bespoke small group support via breakfast sessions and Easter Schools.	<p>“The average impact of small group tuition is 4 months additional progress on average, over the course of a year”</p> <p>(Teaching and Learning toolkit, 2021)</p>	1,2,3
Use of Maths HLTA to provide small group tuition to disadvantages students and to support individual students within lessons.	<p>“The average impact of small group tuition is 4 months additional progress on average, over the course of a year”</p> <p>(Teaching and Learning toolkit, 2021)</p>	1,2,3
All Y11 PP students are provided with revision guides and	Research shows spaced practice, retrieval practice and concrete	1,2,3.
equipment packs for all subjects.	<p>examples are all strategies for effective learning.</p> <p>https://www.sec-ed.co.uk/bestpractice/revision-and-study-skillsretrieval-practice/</p> <p>EEF also states Homework as being high impact (+5 months) for low cost.</p> <p>(Teaching and Learning toolkit, 2021)</p>	

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

Budgeted cost: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving school attendance through Welfare & Attendance officer initiatives</p> <p>(for more detailed info see Attendance Policy - school website - for Actions and strategies to improve attendance)</p>	<p>“The average impact of behaviour interventions is four months progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours”</p> <p>(Teaching and Learning toolkit 2021)</p> <p>‘Pupils from low-income households see a larger negative effect from each day of absence’ (Institute of Education-UCL)</p> <p>A range of strategies are in place as advise by DfE guidance: clear vision for attendance is clearly communicated to students and parents/carers, high expectations of attendance, a clear message has been conveyed about the link between attendance and attainment as well as well-being. Attendance has been identified as an area for focus and it has been resourced appropriately. There is an attendance champion on SST and a clear plan is in place.</p>	<p>5</p>

<p>Establish a Student Wellbeing Leader role to support students through individual bespoke support.</p> <p>To establish a role within the Senior Team with strategic responsibility for inclusion and student experience.</p> <p>To use NUFC Partners Scheme to offer bespoke SEMH support for students</p>	<p>“The average impact of behaviour interventions is four months progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours”</p> <p>(Teaching and Learning toolkit 2021)</p> <p>The EEF suggests that the focus on ‘social and emotional skills’ is essential for the development of children- they support effective learning and are linked to positive outcomes in later life. Children learn to articulate and manage their emotions, deal with conflict and communicate in appropriate ways with the right support. These areas will be developed through PSCHE, the work of the Student Wellbeing Lead, some students may have increased levels of supports in these areas from the Pastoral Team, Student Support Base or external agencies e.g. Educational Psychologist.</p>	<p>4</p>
<p>To bolster school counselling provision from 0.5 to full time to support students with SEMH issues.</p>	<p>“Social Emotional Learning experiences in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self regulation, both of which may subsequently increase academic attainment”</p> <p>(Teaching and Learning toolkit 2021)</p> <p>Where students experience social, emotional and mental health challenges, referrals to the school counsellor can facilitate the improvement of overall functioning including educational outcomes.</p> <p>Recent investment in this role has increased the number of counselling hours offered in school from 18.5hrs per week to 37.</p>	<p>4</p>

<p>Raise awareness challenges young people face during Mental Health Week</p>	<p>“Social Emotional Learning experiences in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self regulation, both of which may subsequently increase academic attainment”</p> <p>(Teaching and Learning toolkit 2021)</p>	<p>4</p>
<p>Offer wellbeing support to Students</p>	<p>“The average impact of behaviour interventions is four months progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours”</p> <p>(Teaching and Learning Toolkit 2021)</p> <p>Well-being support is well signposted in school. Beyond pastoral support provided by teaching staff, form tutors and pastoral teams, Students have access to the ACR, mental health champion, school counsellor and VRU associate. The BU programme is ran in school and full time support through the Newcastle United Foundation provides bespoke well-being support.</p> <p>External agencies and alternative Provision are also used e.g. Bridges, Clennell Education Solutions, CYPS/CAMHS, Kooth, Streetwise, EDGE etc. This may also come through LA Inclusion panel referrals.</p>	<p>4,5</p>
<p>IAG guidance on options process – individual careers advisor interviews for disadvantaged students</p>	<p>“Some studies have shown that most young people already have high aspirations, suggesting that much underachievement results in not low aspiration but from a gap between the knowledge, skills, and characteristics required to achieve them”</p> <p>(Teaching and Learning Toolkit, 2021)</p>	<p>4, 5</p>

<p>Contingency fund for acute issues e.g. bursaries for uniform, trips, school transport, equipment etc</p>	<p>DfE state that we strongly encourage schools to have a uniform as it can play a key role in:</p> <ul style="list-style-type: none"> • promoting the ethos of a school • providing a sense of belonging and identity • setting an appropriate tone for education <p>Second-hand uniforms can benefit all parents. In addition, by extending the life of garments, it is more sustainable. Second hand uniforms are available from our uniform supplier. The academy support families with equipment, trips etc when there is an acute need.</p>	<p>3,4,5</p>
<p>Strong pastoral behaviour systems through the PRAISE Code.</p>	<p>The PRAISE Code focuses purely on consistency, routine, clarity, high expectations and reward that is whole school wide. It has opportunities for flexibility for the small minority of students who struggle with it. The PRAISE Code mirrors the recommendations in the report:</p> <p>Improving Behaviour in schools Guidance report (EEF)</p>	<p>6</p>
<p>Various behaviour interventions within and beyond the PRAISE Code e.g NUFC, Youth College Alternative Provision placement, key contact scheme for SEND, parental engagement etc.</p>	<p>Moderate impact for very low cost- social and emotional learning-+ 4 months.</p> <p>(Teaching and Learning Toolkit, 2021)</p> <p>Targeted support for students whose emotional resilience has a significant impact on academic progress is provided through the Pastoral Meetings as well as the Team around the School and Inclusion Panel meetings. Internal and external agencies are sourced to provided support and intervention. Targeted support is provided for students who struggle to meet the expectations of the PRAISE Code. PP students make up a disproportionately</p>	<p>6</p>

	<p>high number of those who appear in these statistics.</p> <p>The academy works to provide interventions for students who are at risk of NEET, including bespoke and tailored appointments with careers advisors and support with applications.</p> <p>EEF evidence (2019) suggests that. ‘on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.’</p>	
<p>Enrichment Lead to design and develop programme.</p> <p>PP and Disadvantaged student focused Student Voice activities used to inform enrichment provision.</p> <p>Specific marketing of enrichment programme and individual activities sent to PP and Disadvantages students/parents via School Comms.</p> <p>Expand the targeted programmes made available for PP and Disadvantaged students.</p> <p>Ensure a higher number of PP students access their Yellow Week activity of choice through targeted publicity, financial support where appropriate and prioritisation where ties occur.</p>	<p>‘Enrichment activities without a specific focus on learning can have an impact on attainment, but the effects tend to be lower and the impact of different interventions can vary a great deal (see entries for physical activity or arts participation). These interventions may, however, be beneficial for their own sake outside of any attainment impacts.’</p> <p>‘Attracting and retaining pupils in before and after school programmes is harder at secondary level than at primary level.’</p> <p>‘Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year.’</p> <p>EEF Research (various).</p>	<p>7, 8</p>

<p>Careers Leader and Progression Manager Role expanded beyond one FT position.</p> <p>Establish target cohort of eligible PP, Disadvantaged and SEND students for work with Newcastle CaGT in and out of school.</p> <p>Progression Survey completed by all Year 9 PP/Year 12 Disadvantaged students to inform future provision and target support.</p> <p>Internal NEET Prevention process to prioritise PP students.</p> <p>Activities aimed at raising aspirations including university participation to be extended.</p>	<p>'Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well informed, relevant choices and plans for their future. This is especially true of students from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work.'</p> <p>Careers Education International Literature Review (EEF)</p>	<p>7,8</p>
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Total budgeted cost: £330,000

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 2022 to 2023 academic year.

Intended outcome 2021-24	Success criteria
<p><i>Improve attainment in the core areas and EBacc areas at the end of KS4.</i></p> <p><i>The Gap between % of disadvantaged and non-disadvantaged students achieving grade 4+ in English decreases significantly.</i></p>	<p>P8 ALL 2022 = 0.43 P8 PP 2022 = -0.55 GAP 2022 = 1.27</p> <p>P8 ALL 2023 = 0.43 P8 PP 22 = -0.14 Gap 2023= 0.74</p> <p>This gap has narrowed from 2022, but is still a work in progress.</p> <p>English 4+ PP 2019=66%, 2022= 61%, 2023 = 66%</p> <p>The attainment and progress of PP students remains a whole school priority in the academic year 2022-23.</p>
<p>Ensure that all disadvantaged students have a positive recovery to lost learning. Gaps in knowledge are established and addressed through high quality first teaching, learning, assessment and intervention and this impacts on disadvantaged students achievement across classes.</p>	<p>The whole school Teaching & Learning reviews in February 2022 and 2023 showed that staff are delivering quality first teaching to the classes and Pupil Premium students by using a range of strategies.</p> <p>“There was a big focus on retrieval practice and memory recall in the lessons observed, with many teachers using activities as Bell Work or starter activities to assess prior learning and the levels of knowledge that students had.”</p> <p>“Questioning featured strongly in many lessons and proved to be a strength of many teaching staff and departments.”</p>

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Improved independent learning and self regulatory skills among disadvantaged students

“Many examples of differentiation were seen in questioning and extension work.”

Homework engagement grades of cohort improves across all subjects in all year groups.

Average Engagement with learning grade of PP students

21 - 22

Y9 = 4 (4.5)

Y10 = 4.05 (4.46)

Y11 = 3.83 (4.55)

22 -23

Y9 = 4.17 (4.46)

Y10 = 4.31 (4.49)

Y11 = 3.97 (4.32)

These are measured on a scale of 1-5, with the Non PP grades are given in brackets.

Class observations record high levels of engagement of students in lessons.

This was evidenced in the whole school Teaching & Learning Review -

“Expectations and embedded routines were consistently observed during the process of the Learning Walks. As a result, the behaviour seen in the majority of lessons was exemplary with high levels of engagement and participation from students. Many students were enthusiastic and were enjoying the lessons and their learning.”

Head of Year and other departmental review work scrutinies show improved presentation of work in books, and student’s articulation of learning improves.

Head of Year work scrutiny showed that across 3 year groups (Yr 9, 10 & 11) that “ Presentation policy is consistently followed – the majority of students take pride in their work”. Their work also showed that “Curriculum

progression is clear for Pupil Premium students” and “All books/files that were seen showed clear progress by the students, with very few considered to not show enough challenge.”

<p>To improve pupil well being</p>	<p>Qualitative data from student questionnaires shows improvement</p> <p>Qualitative data from student voice indicates that the interventions offered in school support self esteem, communication, teamwork, engagement, motivation, creativity, confidence, reflection, resilience, attitudes to school and leadership.</p> <p>Data from Well Being Manager shows strong impact of personalised support initiatives</p> <p>Examples of personalised support includes student safety plans, reduced timetables, reasonable adjustments, key worker relationships, Ed. Psych involvement, single point of access referrals, inclusion panel referrals, Team around the family meeting outcomes.</p> <p>Data supports quick reactive and pro-active referrals into services. Impact data is qualitative and is derived from student and parent voice.</p> <p>The proportion of disadvantaged students accessing enrichment activities improves year on year.</p> <p>Baseline % of PP students involved in extra curricular activities was taken in the first term of 22-23. Future uptake to be measured against this.</p>																				
<p>To raise attendance rates and suspension rates for disadvantaged students</p>	<p><u>Attendance rates</u></p> <table border="0"> <tr> <td>Year 2018-19</td> <td>PP= 91.69%</td> </tr> <tr> <td></td> <td>Non PP= 95.75%</td> </tr> <tr> <td>Summer Term 2020-21</td> <td>PP= 82.88%</td> </tr> <tr> <td></td> <td>Non PP= 92.31%</td> </tr> <tr> <td>Sept – Oct Half term 21</td> <td>PP= 82.01%</td> </tr> <tr> <td></td> <td>Non PP= 91.53%</td> </tr> <tr> <td>Year 2021_22</td> <td>PP= 80.9%</td> </tr> <tr> <td></td> <td>Non PP= 91%</td> </tr> <tr> <td>Year 2022-2023</td> <td>PP = 80.7%</td> </tr> <tr> <td></td> <td>Non PP = 88.46%</td> </tr> </table>	Year 2018-19	PP= 91.69%		Non PP= 95.75%	Summer Term 2020-21	PP= 82.88%		Non PP= 92.31%	Sept – Oct Half term 21	PP= 82.01%		Non PP= 91.53%	Year 2021_22	PP= 80.9%		Non PP= 91%	Year 2022-2023	PP = 80.7%		Non PP = 88.46%
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	Non PP = 88.46%																				

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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?	<p>Government guidelines states the following that ‘this funding is primarily to help with pastoral support. It can also be used to help improve the academic progress of eligible pupils if the school deems this to be a priority.’ The following support and interventions were put in place:</p>
	<ul style="list-style-type: none"> • monitoring of service children’s progress compared to the wider school population to ensure that they learn, develop and achieve their own expected level of progress • intervention strategies and support are put into place to support their learning • the provision of trained pastoral staff to provide pastoral support and guidance • Support Base and interventions from NUFC • Assertive mentoring programme • Exam equipment packs • Comprehensive set of revision guides provided for student to use at home • Maths Intervention • Maths revision classes outside of curriculum time • Review Day interventions • Science revision classes outside of curriculum time • Year 11 Study Skills workshop • Literacy groups/extra study
What was the impact of that spending on service pupil premium eligible pupils?	<p>2021-2022 SPP Attendance 2021-2022 – 76.9% SPP attainment 2021-2022 – average attainment grade 8=5.67. Average Progress 8=0.33</p>

	2022-2023 SPP Attendance – 76.9% (SPP attainment - average attainment grade 8= 4.27. Average Progress 8= - 0.24
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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.