

Pupil premium strategy statement 2025-2028

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. The impact the Pupil Premium funding had in the previous three years is outlined in a separate document on the website titled Pupil Premium Impact 2022-25.

School overview

Detail	Data
School name	Gosforth Academy
Number of pupils in school	1190 (+742 post16)
Proportion (%) of pupil premium eligible pupils	280/1190 = 24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	15 th Dec 2025
Date on which it will be reviewed	15 th Sept 2026
Statement authorised by	Preit Chahal (Principal)
Pupil Premium lead	Joanne Lowther / Ruth Marklew / Suzanne Pringle
Governor / Trustee lead	Jeff Lough

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£306,935
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	£306,935

Part A: Pupil premium strategy plan

Statement of intent Sept 2025- Aug 2028

At Gosforth Academy we encourage high expectations and high standards of achievement for all students, including those eligible for the Pupil Premium. We believe that disadvantage can take many forms including SEND needs, financial difficulties, lack of aspiration, poor attendance, lack of parental engagement, narrowed opportunities or health and welfare issues. Our aim through this plan is to create a culture where all disadvantages are recognised and addressed. Our IDACI profile shows we have a thoroughly comprehensive and wide ranging socio-economic backgrounds with just over 50% living in Decile 9 and 10 (least deprived areas of the country) yet 16% (300 students) living in IDACI 1 and 2 (most deprived areas of the country). This means our offer of support has to be bespoke to individual needs.

The key principle for us is that all of our staff understand educational disadvantage and recognise their responsibility in supporting students in whatever disadvantage they may face. The responsibility is captured with some of the activities in this plan but it is the numerous day to day interactions from all staff underpinned by strong systems and an inclusive culture which show that educational disadvantage is genuinely catered for.

Our plan is centered around a knowledge rich curriculum delivered through quality first teaching; this is the area which has the biggest difference on achievement and gives students the currency to progress. Quality first teaching is achieved by a bespoke and comprehensive CPD programme grounded by research.

Following completion of our 2-year DfE Embedding Formative Assessment CPD we have introduced work from Tom Sherrington Walkthrus in 25/26 which will further embed formative assessment practices in every day teaching. We have spent time standardising seating plans to ensure staff know their students well and are using SEND Pupil Profiles to best inform their teaching. Finally, we know from research from papers such as We Need to Talk by The Oracy Commission that oracy can play an integral part in improving achievement and have focused on this during our Twilight sessions. We were delighted to be invited by the DfE to share our approach on a national level through presenting at one of a series of PP webinars.

We are aware there are wider strategies including targeted academic support and non-academic strategies that support and develop students. Our interventions are based on the best available data and PP progress is tracked closely during Progress Assessments.

The use of the Pupil Premium 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;
- To provide additional pastoral support to our PP and other students where there is an identified need;
- To increase attendance rates of PP students;
- To increase the participation of students in extracurricular 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	<p><u>Raise the attainment of PP students in Core areas</u></p> <p>The English PP and Non-PP gap for those students who got a Grade 4+ in English narrowed from 2023 to 2024 from 24.6% to 18%. However, from 2024 to 2025 it widened again to 22.3%. In Maths, again the gap narrowed between 2023 and 2024 from 25.9% to 18.6% but it widened again in 2025 to 25%.</p> <p>We are constantly working to track these gaps and close them whilst also being mindful of the progress of these groups.</p>
2	<p><u>Improve the absence rates of PP and SEND students</u></p> <p>As a High School Year 9-11 attendance against national secondary rates is always a challenge due to not having Year 7 & 8 whose attendance is typically greater. Whilst the overall attendance figure in 24/25 was 91.8% against a national rate of 91.3% and 90.3% (North-East) the attendance of Pupil Premium students and SEND students was below national. Current data shows that the attendance of PP students is improving from a similar point last year 83.7% vs 85.8% (from DfE first half-term 25/26 reports)</p>
3	<p><u>Decrease the number of suspensions for PP students</u></p> <p>The number of suspensions has decreased from 23/24 to 24/25 and the suspension rate for PP students tracks the national rate. Whilst not significant on the IDSR a focus is to continue to keep suspensions to a minimum, including that of PP students.</p>
4	<p><u>Ensure the Personal Development offer (including Careers) is wide ranging for PP students.</u></p> <p>Our ultimate ambition is to create well-rounded individuals who are well prepared for adulthood. We feel our PD offer has to prioritise PP students to enable them to belong, achieve and thrive at school and progress.</p>
5	<p><u>Further support students with SEMH needs</u></p> <p>In recent years, we have observed a significant increase in those on the SEND register for SEMH (risen by 7% since 22/23). Additionally, there has been a notable rise in students exhibiting emotion-based school avoidance. This trend underscores an urgent need to provide enhanced support for students facing challenges related to anxiety and low mood. Addressing these issues is crucial to fostering a supportive educational environment for all students.</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
<p>Improve attainment in the core areas at the 4+ and 5+ boundaries for PP students.</p> <p>Close the gap between % of disadvantaged and non-disadvantaged students achieving grade 4+ in the core areas increases.</p>	<p>The % of students who gain a Grade 4 and 5+ in English, Maths and both English and Maths remains above national.</p> <p>The progress of PP students is better than national rates.</p> <p>Destination figures of PP students shows their achievements enabled them to progress to their next steps in education, employment or training.</p>
<p>The attendance rate for PP and SEND students should increase year on year.</p>	<p>Attendance data for PP and SEND students should be in line with national averages.</p> <p>PP and SEND students attend school more regularly and feel a sense of belonging as shown by pupil voice activities.</p>
<p>The suspension rate for disadvantage students are tracked and monitored and suspension is only used as a last resort.</p>	<p>The suspension rate for disadvantaged students decreases year on year.</p> <p>Exclusion is used as a last resort as shown by comprehensive Pupil Disciplinary packs detailing interventions.</p>
<p>Ensure the Personal Development offer (including Careers) is wide ranging for PP students.</p>	<p>Higher levels of engagement for PP and disadvantaged students in the PD offer including bespoke careers guidance.</p> <p>Targeted enrichment activities aimed at PP and Disadvantaged students.</p>

To further support students with a range of SEMH needs.	Disadvantaged students requiring support will receive tailored provisions that address their specific needs.
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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: £200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuation of Quality First Teaching in all lessons	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.	1,2

	<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>Pupil Premium students will be shown on seating plans with staff including them as part of a Focus 5 cohort, where appropriate/necessary. The seating plans will show strategies that have been identified to support these students in lessons.</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>	
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<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 and 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 that supports 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>
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	<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 whole school CPD. The programme will continue to have a focus on formative assessment, ensure that staff are continuing to develop the skill of using assessment effectively during lessons. The whole-school CPD will also have a focus on oracy and the strategies that staff can use to promote and develop oracy skills in all students, including those that are Pupil Premium. 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>“Effective oral language approaches are best integrated into the use of purposeful, curriculum-focused, dialogue and interaction and should be considered as a core element of developing literacy, rather than a distinct subject area in its own right.” - EEF (2024)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assertive mentor allocated to students requiring additional support with academic organisation and learning in Y11.	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.	1
Provide other opportunities for bespoke small group support via in school sessions and Easter Schools.	"The average impact of small group tuition is 4 months additional progress on average, over the course of a year" (Teaching and Learning toolkit, 2021)	1
Use of Maths HLTA to provide small group tuition to disadvantaged students and to support individual students within lessons.	"The average impact of small group tuition is 4 months additional progress on average, over the course of a year" (Teaching and Learning toolkit, 2021)	1
All Y11 PP students are provided with revision guides and equipment packs for all subjects.	Research shows spaced practice, retrieval practice and concrete examples are all strategies for effective learning. https://www.sec-ed.co.uk/bestpractice/revision-and-study-skillsretrieval-practice/ EEF also states Homework as being high impact (+5 months) for low cost. (Teaching and Learning toolkit, 2021)	1
Target a significant Y11 cohort Tuesday period7 intervention in English and Maths. Target appropriate disadvantaged students for bespoke Science support during Mon	"The average impact of small group tuition is 4 months additional progress on average, over the course of a year" (Teaching and Learning toolkit, 2021)	1

period 7 and deliver provision by in house subject specialists.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £66,935

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>2</p>

<p>Establish a Student Wellbeing Leader role to support students through individual bespoke support.</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>2, 4, 5</p> <p>3,4,5</p>
<p>To bolster school counselling provision from 0.5 to full time to support students with a variety of 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. Recent investment in this role has increased the number of counselling hours offered in school from 18.5hrs per week to 37.</p>	<p>5</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>3,5</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</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>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>3,5</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. (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>3,5</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>Curriculum Lead to design and develop enrichment offer.</p> <p>PP and Disadvantaged student focused Student Voice activities used to inform enrichment provision.</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>Implement Enrichment offer into Year 9 curriculum and prioritise choices for Year 9 students who are PP.</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>	4

<p>Ensure Careers Education is embedded into the curriculum through departments as well as one off events like the Careers Convention.</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 e.g. all PP students in Y9 to have a Careers interview ahead of Options and re-introduce FutureMe Programme for Y10 PP students.</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>4</p>
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Total budgeted cost: £306,935

