Gosforth Academy

Pupil Premium Strategy Statement

Policy approved by:	Preit Chahal, Principal
Date approved:	18.9.26
Next review date:	1.9.27

Pupil premium strategy statement 2026-2029

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 at the end of the document.

School overview

Detail	Data
School name	Gosforth Academy
Number of pupils in school	1967 (827 in Sixth Form)
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026-2029
Date this statement was published	16th Sept 2026
Date on which it will be reviewed	1st Sept 2027
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	£325,810
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	£325,810

Part A: Pupil Premium Strategy Plan

Statement of intent Sept 2026- Aug 2029

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 intake. Whilst just over 50% of students live in Decile 9 and 10, 106 Pupil Premium students live in Decile 1 or 2. 52% of Pupil Premium students are living in an area considered more deprived (Decile 1-4). Health Deprivation and Disability is the deprivation indicator with the lowest decile within the Pupil Premium cohort. This wide-ranging context 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 educational research, strong systems and an inclusive culture which ensure 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 to their next stage. Quality first teaching is achieved by our T&L Principles and a comprehensive CPD programme all grounded by research. Coupled with this we hve a strong quality assurance schedule which focuses on continual self-reflection and improvement.

Following completion of our 2-year DfE Embedding Formative Assessment CPD we integrated work from Tom Sherrington Walkthrus in 24-26 which will further embed formative assessment practices in everyday teaching. We have spent time standardising seating plans to ensure staff know their students well and are using SEND Pupil Profiles to inform their teaching. PP students are expected to be part of their Focus 5 cohort, if appropriate.

We are aware there are wider strategies beyond the classroom 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 enrichment activities 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.

We were delighted to be identified as a school with strong attainment for PP students by the Pupil Premium Policy Team at the DfE and were chosen as a case study school to share our strategy with over 400 colleagues nationally.

Challenges

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

Challenge number	Detail of challenge
1	**Raise the attainment of PP students in Core areas** We are proud that our disadvantaged students have *consistently* achieved above national averages in key measures such as English and Maths Grade 4+ which in 2026 was 12% above the national average. However, are always seeking to reduce the gap between our disadvantaged students and their non-disadvantaged peers. We are also mindful of the progress of these groups with the latest progress figure for PP being +0.12.
2	**Improve the absence rates of PP and SEND students** Whilst the overall attendance figure in 25/26 was 91.48 % tracking national rates and above the North-East, the attendance of Pupil Premium students remains a focus. PP attendance rose by 1.3% from 24/25 to 25/26. We now strive to make further gains and the focus of our attendance work is primarily on improving occasional absence, however there are some more vulnerable students who are also getting bespoke support for persistence absence.
3	**Further decrease the number of suspensions for PP students** Although the number of suspensions for FSM6 students has decreased over a three-year trend, FSM6 students are more likely to be involved in suspensions than non-disadvantaged peers. We want to ensure that this figure continues to fall so that disadvantaged students are supported to consistently reach our high behaviour expectations.
4	**Ensure the Personal Development offer (including Careers) is wide ranging for PP students** Our ultimate ambition is to create well-rounded individuals who are prepared for adulthood. We know that a strong and well-targeted personal development offer can improve school engagement. Our internal surveying through The Engagement Platform indicates a gap between FSM and non-FSM school engagement, although both are about TEP national averages. Female students are slightly below male students. We feel our personal development offer has to prioritise PP students to enable them to belong, achieve and thrive at school and progress.
5	**Further support students with SEMH needs** In recent years, we have observed a significant increase in those on the SEND register for SEMH (risen by 9% since 22/23). Additionally, there has been a notable rise in students exhibiting emotion-based school avoidance. This trend underscores a growing need to provide enhanced support for students facing challenges related to anxiety and low mood. Addressing these issues fosters a supportive educational environment for all students.

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
Improve attainment in the core areas at the 4+ and 5+ boundaries in core subjects for PP students. Close the gap between % of disadvantaged and non-disadvantaged students achieving grade 4+ in the core areas increases.	**2028/29 outcomes at key stage 4 shows:** ▪ The progress of PP students is better than national rates. ▪ The gap between non-disadvantaged and disadvantaged pupils in grade 4+ and 5+ English and maths is narrowing. ▪ The % of students who gain a Grade 4 and 5+ in English, Maths and both English and Maths is consistently above national PP. ▪ Destination figures of PP students shows their achievements enabled them to progress to their next steps in education, employment or training.
The attendance rate for PP and SEND students should increase every year.	**2028/29 evidence on attendance shows:** ▪ Attendance data for PP and SEND students is line with national averages. ▪ Attendance of disadvantaged students improves, reducing the gap against national average of non-PP students. ▪ Persistent absence amongst FSM students reduces to being in line with national averages. ▪ Improved TEP survey results and student voice data around belonging, with a narrowing gap between FSM and non-FSM students, particularly female students.
The suspension rate for disadvantaged students are tracked and monitored and is reducing over time.	**2028/29 evidence on behaviour shows** ▪ The suspension rate for disadvantaged students is in relative decline year on year. ▪ There is little or no gap between the suspension rates amongst non-PP and PP students. ▪ TEP survey results maintain current strong scores across all students around behaviour in school.
Ensure the Personal Development offer (including Careers) is wide ranging for PP students.	**2028/29 evidence on personal development shows**: ▪ Higher levels of engagement for PP and disadvantaged students in the PD offer including bespoke careers guidance. ▪ Disadvantaged students are well represented in

	leadership roles. ▪ TEP survey results indicate a reducing gap between FSM and non-FSM students in terms of student engagement with school. ▪ Destinations data for disadvantaged students minimises the number of NEET students from PP backgrounds.
To further enhance the support for students with a range of SEMH needs.	**2028/29 evidence of supporting SEMH needs shows:** ▪ Attendance of SEMH students has increased year-on-year with a reduction in the number of broken weeks amongst SEMH students. ▪ Student voice indicates that SEMH provision is appropriate, accessible and valued by students.

Activity in this academic year

This details how we intend to spend our pupil premium money **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. 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. 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. 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. **"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)** **"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**	1,2

	building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment." - EEF (2021) 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) Evidence Based Education's Great Teaching Toolkit provides an accessible summary of high- quality evidence on components and routes to improve teacher effectiveness. (2020)	
Quality Assurance of Quality First Teaching	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. 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. Student voice activities with Pupil Premium students will show that students are engaged in their learning, enjoy their lessons and feel that they are well supported by teaching staff, knowing how they can improve. 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.	1,2

Delivering a Teaching & Learning CPD Programme	A Teaching & Learning rich CPD programme will run throughout the academic year with all staff participating in whole school CPD. This will include the new P7 T&L Bitesize, twilight sessions and training days alongside Trust networks. 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. In addition, CPD will focus on research-based strategies that improve T&L, this will include literacy and oracy. 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. **"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)** **"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)** **"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)** **"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)**	1,2

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assertive Mentor/Pastoral Mentor/Attendance Mentors allocated to students requiring bespoke support across the PP cohort.	**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 Period 7 intervention in English and Maths. Target appropriate disadvantaged students for bespoke	**"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

Science support during Mon period 7 and deliver provision by in house subject specialists.		

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

Budgeted cost: £75,810

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving school attendance through Welfare & Attendance officer initiatives (for more detailed info see Attendance Policy - school website - for Actions and strategies to improve attendance)	**'Pupils from low-income households see a larger negative effect from each day of absence' (Institute of Education-UCL)** 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.	2
Establish a Student Wellbeing Leader role to support students through individual bespoke support. To use partnerships e.g. NUF and Red Bulls Rugby Foundation Scheme to offer bespoke SEMH support for students	**"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"** **(Teaching and Learning toolkit 2021)** 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 PSHCE, the work of the Student Wellbeing Lead, some students may have increased levels of	2, 4, 5 3,4,5

	support in these areas from the Pastoral Team, Student Support Base or external agencies e.g. Educational Psychologist.	
To bolster school counselling provision from 0.5 to full time to support students with a variety of issues.	**"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"** **(Teaching and Learning toolkit 2021)** **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.**	5
Raise awareness challenges young people face during Mental Health Week through assemblies.	**"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"** **(Teaching and Learning toolkit 2021)**	3, 5
Offer wellbeing support to Students	**"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"** **(Teaching and Learning Toolkit 2021)**	4,5

	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 runs in school and full-time support through the Newcastle United Foundation provides bespoke well-being support. 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.	
IAG guidance on options process – individual careers advisor interviews for disadvantaged students	**"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"** **(Teaching and Learning Toolkit, 2021)**	4
Contingency fund for acute issues e.g. bursaries for uniform, trips, school transport, equipment etc	DfE state that we strongly encourage schools to have a uniform as it can play a key role in: • promoting the ethos of a school • providing a sense of belonging and identity • setting an appropriate tone for education Second-hand uniforms can benefit all parents. In addition, by extending the life of garments, it is more sustainable. Pre-loved uniform is available from our uniform supplier and also the newly formed PTFA. The academy support families with equipment, trips etc when there is an acute need.	5
Strong pastoral behaviour systems through the PRAISE Code.	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	3,5

	PRAISE Code mirrors the recommendations in the report: **Improving Behaviour in schools Guidance report (EEF)**	
Various behaviour interventions within and beyond the PRAISE Code e.g NUFC, VRU, Mental Shift, Alternative Provision placement, key contact scheme for SEND, parental engagement etc.	Moderate impact for very low cost-social and emotional learning-+ 4 months. **(Teaching and Learning Toolkit, 2021)** 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 high number of those who appear in these statistics. 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. EEF evidence (2019) suggests that. 'on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.'	3,5
Assistant Principal-Personal Development to design and develop enrichment offer where PP students are prioritised both in terms of choice and financial support. Implement Enrichment offer into Year 9 curriculum and	'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.' 'Attracting and retaining pupils in before and after school programmes is	4

prioritise choices for Year 9 students who are PP.	harder at secondary level than at primary level.' '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.' **EEF Research (various).**	
Ensure Careers Education is embedded into the curriculum through departments as well as one off events like the Careers Convention. Establish target cohort of eligible PP, Disadvantaged and SEND students for work with Newcastle CaGT in and out of school. Progression Survey completed by all Year 9 PP/Year 12 Disadvantaged students to inform future provision and target support. Internal NEET Prevention process to prioritise PP students. Activities aimed at raising aspirations e.g. all PP students in Y9 to have a Careers interview ahead of Options.	'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.' **Careers Education International Literature Review (EEF)**	4

Total budgeted cost: £325,810

Part B: Review of the previous academic year

Outcomes for Disadvantaged Pupils

We have analysed the academic performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. There is no accurate data around progress for the outgoing Year 11 due to a lack of prior attainment data as this cohort did not sit Key Stage 2 SATS. This review also includes a review of the outcomes from the 3-year period that was covered by our previous pupil premium strategy.

Whilst no progress 8 data was available for 2025 it was very encouraging that in 2024 our P8 for disadvantaged students was significantly positive at +0.12 , with a very small gap of 0.05 compared to national non disadvantaged. This figure is also significantly positive when compared with similar schools.

In terms of attainment data, we are pleased that A8 for disadvantaged students compared consistently favourable with the national average for this cohort. In 2026 our A8 for disadvantaged students was 40.3 compared to national of around 35.0. It is an area that we continually strive to further improve.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. Attendance remains a challenge for some of our disadvantaged students. From 24/25 to 25/26 our PP attendance rose by 1.3% with clear improvements each term. However, this area remains a central focus in our pupil premium strategy moving forward and we are committed to the ambition of getting back to pre-pandemic levels.

In terms of behaviour, data indicates some really positive improvements amongst our disadvantaged students. The number of Pupil Premium students being suspended has declined over the 3 year period.

Based on the information above, the performance of our disadvantaged pupils met targets across most focus measures. In areas where targets were not fully achieved, these have been prioritised within our renewed three-year strategy for 2026-2029. We remain unwavering in our commitment to closing both academic and social gaps for our disadvantaged young people.

Overall Outcomes- ***a three-year plan but last reviewed Sept 2026***

While it is important to approach direct comparisons with previous years' data cautiously, the progress of our disadvantaged pupils has shown a steady upward trend over time. Their progress, relative to disadvantaged pupils in other schools, is significantly stronger. An internal gap remains, however, and addressing this continues to be a key priority. The positive overall progress score indicates that our disadvantaged students are outperforming non-disadvantaged students nationally, helping to broaden their opportunities as they move into post-16 education.

Evaluation: Good progress

Fully achieved	Partially achieved	Not achieved

Outcome	Evaluation

Improve attainment in core areas and EBacc subjects at the end of Key Stage 4.	Attainment and progress in EBacc areas for our disadvantaged students has been above national average disadvantaged consistently over three years
Reduce the gap between disadvantaged and non-disadvantaged students achieving grade 4+ in English.	Whilst there were some improvements between 2023 and 2024, the 2025 and 2026 cohorts presented more contextual challenges. However, Grade 4+ English/Maths for disadvantaged students rose from 52% in 2025 to 56% in 2026. This is around 12% higher against national figures for this cohort.
Improve progress made by disadvantaged students.	Progress 8 scores improved year on year (-0.55 in 2022 to +0.12 in 2024) with a positive P8 score for disadvantaged students in the most recently available measure.
Improve independent learning and regulatory skills among disadvantaged students	Average 'Engagement with Learning' scores from internal reports indicate some improvements from 2022-23 with a narrowing gap between disadvantaged and non-disadvantaged pupils.
To improve pupil wellbeing and engagement with school	Surveys indicate improving wellbeing amongst disadvantaged students. The Engagement Platform summer census for 2025 indicates headline engagement measures of +0.5 against the national average for FSM eligible students.
To increase attendance rates amongst disadvantaged students	Attendance remains a challenge as we have high expectations of PP students and strive to return to pre-pandemic levels. PP attendance increased from 24/25 to 25/26 but we now want it to continue to rise.
To reduce suspensions, including repeat suspensions amongst disadvantaged students	There has been a significant reduction in suspension of PP students over the last three years due to a robust behaviour policy with timely interventions.

Teaching

Whole school reviews, including visits by the Trust team have pointed towards excellent progress in teaching, in particularly the strategies to improve assessment within classrooms. QA has shown a stronger universal offer which benefits all students, including our most vulnerable. Our focus on ensuring well-thought-out and considered seating plans are in place, along with our focus 5 student initiative is making a difference to pupils' learning, as reflected in our outcomes data. Comments from Trust Quality Assurance, including that of a Senior HMI, include:

- 'No obvious negative difference between provision for disadvantaged and non-disadvantaged learners. '
- 'All students in the sample were fully involved in lesson and attitudes to learning was positive.'

- ‘Atmosphere was calm and purposeful.’

Evaluation: Good progress

Targeted academic support

A more cohesive approach to targeted support is now in place in school. Inclusion meetings, Team around the school meetings and other internal processes are resulting in more sharply focused identification of issues and better support being put in place for students. Access to high quality mentoring and support, including through 7up, Easter School and other initiatives has been well attended and impactful. This is particularly borne out in our reducing suspension figures. Appointments in our Inclusion base, including to support with mental health and wellbeing are further enhancing the SEMH provision for students.

Evaluation: Good progress

Wider strategies

The school’s co-ordinated approach to pastoral care is making a difference to behaviour concerns. Attendance remains a priority, particularly around FSM6 students. Enhanced investment in attendance and the pastoral systems and structures are now in place. We have seen an immediate impact in falling suspension rates and as these systems embed and are further enhanced, we anticipate improvements in attendance rates will follow.

Evaluation: Good progress but further work necessary on attendance

Externally provided programmes

Programme	Provider
Wellbeing Programme	Newcastle United Foundation
Level 6 Guidance Interviews	EDT
Support and mentoring	Young Carers
Support and health advice	School Health
Mentoring and intervention	Violence Reduction Unit
Mental health and violent crime support for young men	Mental Shift
Wellbeing programme	Newcastle Rugby Foundation
Inclusion Key Workers through LIP	Newcastle Local Authority