

# Pupil premium strategy statement – Gospel Oak School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
School Name	Gospel Oak School
Number of pupils in school	1239
Proportion (%) of pupil premium eligible pupils	558
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2022-23 – 2024-25
Date this statement was published	December 2022 (updated April 2023)
Date on which it will be reviewed	September 2023
Statement authorised by	R. Trafford (Principal)
Pupil premium lead	C. Middlehurst (Vice-Principal)
Governor / Trustee lead	J. Goodman (Governor Link for Pupil Premium)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£497,317
Recovery premium funding allocation this academic year	£139,656
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£636,973

# Part A: Pupil premium strategy plan

## Statement of intent

Our intent is to develop resilient individuals who gain the knowledge and skills needed to acquire qualifications that allow them to secure ambitious pathways to destinations ensuring they thrive in a changing world. We aim to celebrate our pride in our geographical location and enable our students to “harness power and change the world.” (amended from the Black Country Living Museum)

We are committed to ensuring that our students are taught by the highest quality teaching staff, and supported by the very best associate staff; our belief is that our people – our students, our school staff, our parents and carers, and our wider community – are our strongest asset in developing the ‘connectedness’ we seek. We achieve this by providing a broad and ambitious curriculum for all both within and beyond the timetabled curriculum, with an emphasis on targeted support, where needed, to ensure our students are able to achieve the outcomes and experience the opportunities they deserve. Our priority is to implement our vision through highly effective classroom teaching, delivered by expert practitioners, supplemented by interventions to support all of our students when they are most needed. In planning our Pupil Premium Strategy, we have drawn on a range of experience, evidence-based research and best practice from across the Trust and the Education Endowment Foundation’s Teaching and Learning Toolkit which found that the most important factor in improving narrowing the disadvantage gap is effective teaching day after day. The delivery of a high quality curriculum, underpinned by excellent pedagogy, is therefore the most effective strategy in narrowing this gap but our school plan also details a range of out of lesson interventions to support pupils further. The causes and consequences of disadvantage affect all pupils differently and as such our interventions are bespoke and targeted depending on individual needs. All leaders, including the Governors, are focused on ensuring the Pupil Premium funding is targeted to ensuring that barriers to learning and achievement are overcome to secure the best possible outcomes for students who may experience disadvantage .

The school use the EEF tiered approach. [EEF's pupil premium guide](#) .

1. High Quality Teaching
2. Targeted Academic Support
3. Wider Strategies relating to significant non-academic barriers including attendance, behaviour and Social and Emotional Learning/support.

The tiered approach is managed by schools but with mandatory aspects (For e.g 5 agreed approaches to classroom organisation. These include each teacher knowing all their Pupil Premium pupils and ensuring thoughtful seating arrangements are in place to support those pupils). The school uses the Pass survey to support profiling so the school can disrupt emerging patterns which cause concern. All data is always broken down to include sub-groups of Pupil Premium (including when monitoring online remote learning and device access during the global pandemic). The school is driven by a moral imperative to improve outcomes and experiences for learners from disadvantaged backgrounds and all schools understand the tiered approach and agreed focus areas within each tier. As a School we are committed to improving our expertise as leaders and teachers working with the disadvantaged and most vulnerable learners and are working closely with the EEF, and the guidance documents; through using this expertise, we aim to improve the progress and attainment of our disadvantaged and most vulnerable learners in all aspects of their learning.

## Challenges

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

Challenge number	Detail of challenge
1	Securing the highest quality teaching staff, supported by the very best associate staff, demonstrating ongoing commitment to excellent CPD.
2	NGRT testing shows that the average reading ability of pupils is lower than the national average. In particular, disadvantaged pupils have a lower Standardised Age Score (SAS) on average than their peers.
3	Testing and observations have identified that disadvantaged pupils have a generally lower attainment in maths than their peers.
4	Attainment data shows that pupils in KS4 have large gaps in subject knowledge and skills due to the lack of teacher input during the national lockdown.
5	Our attendance data over the last academic year indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged peers.
6	Proportion of disadvantaged students involved in wider school activities is at least representative of school cohort; knowledge of the cultural capital and prior learning experiences of our students needs to be improved and developed.

## 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
Teaching staff and associate staff are of the highest quality.	Student outcomes and experiences – within and beyond the timetabled curriculum – enable improved A8 and P8.  Students report improved in-class and extra-curricular experiences.
Improve the reading ages of our disadvantaged students in KS3.	SAS improvement of 3 points in each year group at KS3. (NGRT)  Students report improved reading experiences both within and beyond the curriculum.
Improve the Maths' attainment and progress of our disadvantaged students.	Reduce SISRA SPI difference between disadvantaged and non-disadvantaged for Y11 Maths' outcomes by 0.2 or more. (SISRA)

	<p>Increase number of disadvantaged students on track in Maths in KS3. (SISRA)</p> <p>Sparx data demonstrates improved engagement in home learning opportunities.</p>
Improve the A8 score for disadvantaged students.	Reduce A8 difference between disadvantaged and non-disadvantaged outcomes by 5 points or more. (SISRA)
Attendance to improve for disadvantaged students.	Reduce attendance gap between disadvantaged and non-disadvantaged students to less than 6.2% (PowerBi, Summer data 2021-22)
Wider school activities involve the proportion of disadvantaged students in line with our school cohort.	<p>In-school tracking data demonstrates that disadvantaged students access wider school activities as outlined.</p> <p>All students recognise that increased opportunities have been made available to them.</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: £ 318,486

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and retention processes evidence commitment to the development of the curriculum knowledge and pedagogy of all teaching staff.	<a href="https://educationendowmentfoundation.org.uk">1. High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a>	1
Accelerated Reader run at KS3 in tutor time and in dedicated teaching	‘Accelerated Reader appears to be effective for weaker readers as a catch-up intervention at the start of secondary school.’ ‘Approximately 3 months of	2

period, delivered by English staff.	additional progress in reading age after 22 weeks. <a href="#">EEF Project Report Accelerated Reader</a>	
Reciprocal Reading	Children in the 'Reciprocal Reading targeted intervention group made the equivalent of 2 additional months progress in overall reading and reading comprehension, on average, compared to the equivalent children' <a href="#">Reciprocal Reading – Evaluation Report</a>	2
AA support in lessons to prioritise SEND disadvantaged students.	'Usually those [pupils] with difficulties connected to learning, behaviour or attention – helps them develop confidence and motivation, good working habits and the willingness to finish a task.' 63.3% of SEND students at GOS are also PP. <a href="#">EEF Making the Best Use of Teaching Assistants</a>	2, 3, 4
Provide high quality professional development for all teachers including instructional coaching to reflect individual teacher needs and training on reading strategies	'High-quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children's outcomes in the classroom.' <a href="#">EEF Effective Professional Development</a>	2, 3, 4

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

Budgeted cost: £ 159,243

Activity	Evidence that supports this approach	Challenge number(s) addressed
Peer mentoring for Reading as part of a 'buddy' system	'Effective are similar (+5 months) for both primary and secondary are pupils.' 'Impact is similar (+5 months) for both literacy and mathematics.' 'Lower attaining pupils tend to benefit more (+6 months) than higher attaining pupils.' <a href="#">EEF Peer Tutoring Report</a>	2
Small group reading intervention for targeted readers, delivered in appropriate literacy-specific accommodation.	'Most of the research on small group tuition has been conducted on reading and there is a greater impact, on average (+4 months).'	2

	<a href="#"><u>EEF Small Group Tuition</u></a>	
Small group numeracy intervention for targeted mathematicians, delivered in appropriate numeracy-specific accommodation.	'Most of the research on small group tuition has been conducted on reading and there is a greater impact, on average (+4 months).  <a href="#"><u>EEF Small Group Tuition</u></a>	3
Targeted academic tuition.	'Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one-to-one tuition. Low attaining pupils are particularly likely to benefit.'  <a href="#"><u>EEF One to one tuition</u></a>	2, 3, 4

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

Budgeted cost: £ 159,243

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Behaviour and resilience mentoring	'The average impact of behaviour interventions is four additional months' progress over the course of a year.'  <a href="#"><u>EEF Behaviour interventions</u></a>	2, 3, 4, 5
Social and emotional support via counselling support from the school counsellor and other school staff.	'Evidence suggests that SEL strategies can have a positive impact on social interactions, attitudes to learning and learning itself.'  <a href="#"><u>EEF Social and emotional learning strategies</u></a>	2, 3, 4, 5
More school-based wider learning activities – eg visits, workshops – to be targeted at disadvantaged students, with deliberate practice utilised to ensure disadvantaged and SEND	'Arts* participation approaches can have a positive impact on academic outcomes in other areas of the curriculum'  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>  <i>*Arts taken as an example of wider learning activities.</i>	2, 3, 4, 5, 6

students are prioritised.		
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**Total budgeted cost: £ 636,973**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

NGRT tests show SAS progress of +4, +2 and +3 from Autumn to Summer for Y7, Y8 and Y9 respectively.

Year 11 outcome A8 data for disadvantaged students improved by 7.06 points from November mocks.

Year 11 outcome A8 data for disadvantaged SEND students improved from November mocks by 3.94 points. AAs were trained on use of GCSEPod, Hegarty Maths and SISRA to support their work with these students.

62% of Y7 students with a reading buddy showed progress in their SAS scores.

85% of Y8 students who had small group reading intervention showed progress in their SAS scores.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Mytutor	National Tutoring Programme
Impress Education	National Tutoring Programme

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year*

n/a

**The impact of that spending on service pupil premium eligible pupils**

n/a

## Further information (optional)

The schoolwide approach to Curriculum and Pedagogy is underpinned by 'Putting our Disadvantaged and SEND students first', with 'Everyone must.....' SEND compliance a key component of this.

As part of this, we are committed to refining and embedding effective assessment for learning and feedback practice; Research from the EEF states that feedback 'has a high impact on learning outcomes. [EEF Feedback](#)

Parental engagement activities are being further developed to foster a good home to school relationship. The EEF states that 'the average impact of the Parental engagement approaches is about an additional four months' progress over the course of the year.' [EEF Parental engagement](#) The school produces a weekly eZine, and we are increasing our use of parent/carer voice to work ever more closely with families to support improved student progress.

Offering support for the engagement in wider experiences and activities to enhance cultural capital, wellbeing, attendance and behaviour. This includes support to access school trips and visits, enrolment to the Duke of Edinburgh's Award and ensure that additional materials for lessons are provided i.e. ingredients for food lesson. The school also offers a comprehensive range of additional clubs as part of a 'distinctiveness' curriculum offer.

The school receives significant wider support from CRST with bespoke training provided in supporting disadvantaged students, and weekly input from Trust SEND leads. CRST support also enables shared planning across departments and personalised professional development programmes to develop our in-school practice.