

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	1152
Proportion (%) of pupil premium eligible pupils	492
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24 to 2025-26
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	C. Czepukojc
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	£509,220
Recovery premium funding allocation this academic year	£136,068
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£645,288

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; **renowned experts in their fields support the implementation and assessment of impact to ensure that we are able to adapt flexibly to needs as and when they arise**. 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 **at a disadvantage** 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 our learners **who are at a disadvantage** 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 learners **who are at a disadvantage** 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 and retaining the highest quality teaching staff, supported by the very best associate staff, demonstrating ongoing commitment to excellent CPD.
2	NGRT testing shows that the reading ages of our students is in line with their peers nationally; developing the fluency and comprehension of our readers to support improved academic outcomes is needed.
3	Outcome data and observations have identified that students at a disadvantage have a generally lower attainment in maths and English than their peers who are not considered to be at a disadvantage.
4	Progress and attainment data show that pupils in KS4 are not achieving as well as the could.
5	Our attendance data over the last academic year indicates that attendance among students at a disadvantage is lower than for peers not considered to be at a disadvantage.
6	Proportion of students at a disadvantage 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.	<p>Student outcomes and experiences – within and beyond the timetabled curriculum – enable improved progress data.</p> <p>Students report improved in-class and extra-curricular experiences.</p>
Improve the <i>reading fluency and comprehension of our students in all year groups.</i>	<p>Student reading fluency and comprehension supports improved progress data.</p> <p>Students report improved reading experiences both within and beyond the curriculum.</p>
Improve the Maths' and English progress data of all, and particularly our students at a disadvantage.	Reduce SISRA SPI difference between students considered to be a disadvantage and students not

	<p><i>considered to be at a disadvantage</i> for Y11 Maths and English.</p> <p>Sparx data demonstrates improved engagement in home learning opportunities.</p>
Improve the <i>P8 and A8</i> score for students <i>considered to be at a disadvantage</i> .	Reduce <i>P8 and A8 outcome</i> difference between <i>students considered to be at a disadvantage and students not considered to be at a disadvantage</i> . (SISRA)
Attendance to improve for students <i>at a disadvantage</i> .	Reduce attendance gap between students at a disadvantage and those not at a disadvantage to less than <i>11.9% difference in 2022-23 (FFT Aspire, FSM6 to non-FSM6 attendance data)</i>
Wider school activities involve the proportion of students <i>at a disadvantage</i> in line with our school cohort.	<p>In-school tracking data demonstrates that students <i>at a disadvantage</i> 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: £263,189.72

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and retention processes evidence commitment to the	<ol style="list-style-type: none"> 1. High-quality teaching EEF (educationendowmentfoundation.org.uk) 2. https://d2tic4wvo1iusb.cloudfront.net/production/documents/Teacher-quality-recruitment-and-retention-lit-review-Final.pdf?v=1700581713 	1

development of the curriculum knowledge and pedagogy of all teaching staff with a key emphasis on use of Walkthrus.		
Implement new reading programme through form tutor time.	EEF Blog: Reading aloud with your class – what does the... EEF (educationendowmentfoundation.org.uk) 10 reasons why reading aloud matters Unity Research School Microsoft Word - 07 larwinijeresep 14 edit	2
Use of standardised reading strategies in lessons to improve comprehension skills.	Reciprocal Reading EEF (educationendowmentfoundation.org.uk)	2
AA support in lessons to prioritise SEND students at a disadvantage.	<p>'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.</p> EEF Making the Best Use of Teaching Assistants	2, 3, 4
Provide high quality professional development for all teachers including instructional coaching to reflect individual teacher needs and training on reading strategies	<p>'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.'</p> EEF Effective Professional Development	2, 3, 4

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

Budgeted cost: £ 118,203.08

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Fresh Start and IDL phonics programmes with lowest 20% of readers.	<p>'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.'</p> <p><u>EEF Peer Tutoring Report</u></p> <p><u>Read Write Inc. Phonics and Fresh Start</u> <u>EEF</u> <u>(educationendowmentfoundation.org.uk)</u></p>	2
<i>Intervention programme focusing on Maths and English.</i>	<p>'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.'</p> <p><u>EEF One to one tuition</u></p>	2, 3, 4

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

Budgeted cost: £ 127,827.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour and resilience mentoring	<p>'The average impact of behaviour interventions is four additional months' progress over the course of a year.'</p> <p><u>EEF Behaviour interventions</u></p>	2, 3, 4, 5
Social and emotional support via counselling support from the school counsellor and other school staff.	<p>'Evidence suggests that SEL strategies can have a positive impact on social interactions, attitudes to learning and learning itself.'</p> <p><u>EEF Social and emotional learning strategies</u></p>	2, 3, 4, 5
More school-based wider learning	<p>'Arts* participation approaches can have a positive impact on academic outcomes in other areas of the curriculum'</p>	2, 3, 4, 5, 6

activities – eg visits, workshops – to be targeted at disadvantaged students at a disadvantage , with deliberate practice utilised to ensure SEND students and students at a disadvantage are prioritised.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation <i>*Arts taken as an example of wider learning activities.</i>	
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Total budgeted cost: £ 509,220

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Progress has been seen in reading as follows:

All year groups now have reading ages that are national average or above, with the exception of year 10 who are 0.5% off national average. On average, 6% of students who were below average have now moved to average or above.

SAS improved an average of 2.3 across all students in KS3 in 2022/3. The greatest improvement seen was in Y9 where students improved an average of 2.9. An improvement of 3 points is deemed significant.

Progress 8 in 2023 was -0.86 for all students and -1.26 for students at a disadvantage; in 2022, this was -0.81 and -1.25 for students at a disadvantage.

A8 data in 2023 was 35.5 for all students and 27.9 for students at a disadvantage; in 2022, A8 was 40.96 and 30.92 for students at a disadvantage.

Maths SPI data in 2023 was -0.85 for all students and -1.28 for students at a disadvantage; in 2022, this was -0.75 for all students and -1.1 for students at a disadvantage.

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

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 students at a disadvantage, 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.

Recovery premium funding used to support additional strategies – eg 1-1 tutoring, holiday revision sessions, consultant support.