

Pupil premium strategy statement-Gospel Oak School

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 and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School Name	Gospel Oak School
Number of pupils in school	1223
Proportion (%) of pupil premium eligible pupils	41.86% (512 disadvantaged pupils)
Academic year/years that our current pupil premium strategy plan covers	2023/24 to 2025/26
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Stephen Brownlow (Executive Principal)
Pupil premium lead	Hayley Nutting (Vice Principal)
Governor lead	Nick Whitehouse

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£537,700
To support the pupil premium activities we have created the following budgets which are in addition to the pupil premium funding allocation: <ul style="list-style-type: none">▪ Hardship fund (£20,000) to support our disadvantaged and vulnerable pupils attending school, going on trips and attending other extra-curricular activities; and▪ Pupil premium extra (£30,000) to support our disadvantaged and vulnerable pupils being able to access the curriculum.	£50,000
Total budget for this academic year	£587,700

Part A: Pupil premium strategy plan

Statement of intent

As a school we are passionate about social justice and the right of all pupils to an excellent education regardless of social background. We believe that education should be a means to social mobility, eradicating poverty and enabling young people to grow into mature, socially responsible adults who will lead successful and fulfilling lives. We recognise the necessity of high quality teaching as a way of securing the very best outcomes for pupils and ensuring social mobility. The teachers at our school will receive the professional development needed to ensure that teaching is excellent and that staff retention is high so that our pupils can form trusting relationships with staff. We understand the importance of good literacy skills as a tool for lifelong learning and social equity. We want our pupils to be confident, resilient and independent learners who are well rounded individuals with cultural and social capital so that they thrive both academically and socially.

We use the EEF tiered approach-see the [EEF's pupil premium guide](#):

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

Challenges

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

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Challenge number	Detail of challenge														
1	Securing and retaining the highest quality teaching and support staff, supported by excellent professional development.														
2	<p>Gaps in background knowledge and skills can lead to low motivation and confidence levels in disadvantaged pupils limiting academic progress.</p> <table><tr><td></td><td>2024</td><td>2023 National Average</td></tr><tr><td>P8 for disadvantaged pupils</td><td>-1.43</td><td>-0.57</td></tr><tr><td>A8 for disadvantaged pupils</td><td>24.84</td><td>34.99</td></tr><tr><td>A8 for disadvantaged pupils with a SEND</td><td>15.00</td><td></td></tr></table>		2024	2023 National Average	P8 for disadvantaged pupils	-1.43	-0.57	A8 for disadvantaged pupils	24.84	34.99	A8 for disadvantaged pupils with a SEND	15.00			
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3	<p>Reading ages for some disadvantaged pupils limits access to the curriculum. The national mean SAS is 100.0. The table below shows that disadvantaged pupils at Gospel Oak score well below this.</p> <table><tr><th>Year Group</th><th>All</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th></tr><tr><td>Disadvantaged pupils</td><td>94.1</td><td>95.1</td><td>95.6</td><td>91.8</td><td>95.4</td><td>91.3</td></tr></table>	Year Group	All	7	8	9	10	11	Disadvantaged pupils	94.1	95.1	95.6	91.8	95.4	91.3
Year Group	All	7	8	9	10	11									
Disadvantaged pupils	94.1	95.1	95.6	91.8	95.4	91.3									
4	Social, emotional and mental health issues for some disadvantaged pupils contributes to high levels of suspensions.														
5	Attendance to school is having a negative impact on learning.														
6	Low participation and involvement in enrichment activities to build cultural and social capital.														

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
Consistently good quality of teaching for disadvantaged pupils.	All teachers in all departments are teaching consistently good lessons that follow the school's protocols.
Improved attainment 8 score for disadvantaged pupils.	To increase the average attainment 8 score per pupil to be at least in line with the national average for non-disadvantaged pupils.
Increased percentage of pupils achieving grades 4+, 5+ and 7+ in both English and maths	To increase the percentage of pupils achieving grades 4+, 5+ and 7+ in both English and maths to be at least in line with the national average for non-disadvantaged pupils.
Improved attendance for disadvantaged pupils.	For attendance of disadvantaged pupils to be at least in line with the national average for non-disadvantaged pupils.
Improved reading scores for disadvantaged pupils.	For disadvantaged pupils to have a mean SAS of 100.
Reduction in suspensions and exclusions for disadvantaged pupils.	To improve behaviour so that the rate of suspensions and exclusions for disadvantaged pupils is in line with the national average.
Increase the number of pupils accessing extra-curricular activities and enrichment opportunities	For every disadvantaged pupil to complete our enrichment guarantee.

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: £287,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving the quality of teaching and assessment by focussing on the following issues: <ul style="list-style-type: none">Continuing implementation of routines at the start and end of lessons;Training for all teachers on feedback and implementing a lesson structure (including homework) that includes deliberate practice where pupils can apply knowledge and skills;Creating a quality assurance schedule for the quality of teaching so that all teachers are consistently delivering good lessons; andProviding coaching/mentoring where appropriate.	<ul style="list-style-type: none"><u>EEF Toolkit - Feedback</u> (+6 months): Providing feedback is well evidenced as having high impact on learning outcomes. Effective feedback tends to focus on tasks, subject and self regulation strategies. Low attaining disadvantaged pupils benefit the most from this and results are usually greater in English and maths.<u>The EEF guide to pupil premium</u>: Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, especially for socio-economically disadvantaged pupils. Schools should focus on building teacher knowledge	1 & 5

	and pedagogical expertise, curriculum development and the purposeful use of assessment.	
Deliver CPD to ensure high quality subject leadership by providing subject leaders with a development programme that ensures all subject leaders know how to provide evaluate their curriculum, undertake accurate quality assurance and analyse and make effective use of data.	<u>The EEF guide to pupil premium and Effective Professional Development EEF</u> (educationendowmentfoundation.org.uk) Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge motivate teachers, develop specific techniques and embed new approaches.	1
Retain staff to provide stability and ensure that disadvantaged pupils can form and maintain trusting relationships. We aim to retain good quality staff by developing them and helping succession planning by offering external courses within the school and trust and by reducing work load and improving behaviour.	<ul style="list-style-type: none"> ▪ <u>Do teacher-pupil relations affect pupil's well being at school?</u> and <u>David Didau - it's all about relationships:</u> These reports are examples of why teacher retention and the trusting relationships that can be formed between staff and pupils are so vital in the performance of disadvantaged pupils. ▪ <u>Three takeaways from the evidence on improving teacher recruitment and retention:</u> Access to high quality teaching is the most powerful lever we have for improving education outcomes, particularly for pupils with socio-economically disadvantaged backgrounds. It is clear that schools with higher percentages of disadvantaged pupils face greater recruitment and retention challenges. 	1 & 5

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

Budgeted cost: £180,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide tutoring by an external company for underachieving disadvantaged pupils in order to accelerate progress and to bridge gaps in learning.	<u>EEF Toolkit - one to one tuition</u> (+5 months): On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact	2

	if it is additional to and explicitly linked with normal lessons.	
Implement a targeted range of reading interventions to improve the reading ages of disadvantaged pupils so that they are at least in line with the national mean.	EEF Toolkit - Reading (+6 months), EEF Toolkit - Phonics (+5 months) and EEF KS3 KS4 LITERACY POSTER.pdf (d2tic4wvo1iusb.cloudfront.net) : On average, reading comprehension strategies are high impact. Alongside phonics it is a crucial component of early reading instruction. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific. The reading programmes will be an invaluable tool for all of the above.	3
Ensure that the SEND team are: deployed effectively to support disadvantaged pupils with SEND in the classroom; providing literacy interventions; and reviewing and evaluating the SEND passports so that staff know how to support disadvantaged pupils with SEND.	EEF Toolkit - Teaching Assistant interventions and EEF - Making the best use of teaching assistants : Teaching assistants can provide a large positive impact on learner outcomes, however how they are deployed is key. When used for small group interventions or working with individuals the gains are likely to be high. As a school we are committed to ensuring that when used in the classroom, teaching assistants supplement quality first teaching	2, 3 & 5

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

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve attendance by focussing on the following issues:</p> <ul style="list-style-type: none"> ▪ Robust systems whereby roles and responsibilities are clearly defined; and • Creating a strong culture of connectedness and belonging. 	<ul style="list-style-type: none"> ▪ SEC ED - ideas-to-support-your-vulnerable-learners, Attendance communications and Attendance/Securing good attendance and tackling persistent absence: Schools that improve attendance from a low baseline, maintain high levels of attendance and minimise persistent absence all have different starting points and take slightly different approaches. However, these approaches tend to 	5

	<p>have a number of features in common. They can best be summarised as 'Listen, understand, empathise and support – but do not tolerate'.</p> <ul style="list-style-type: none"> ▪ <u>EEF Toolkit - Supporting-attendance and Supporting School Attendance - Reflection and Planning Tool Education Endowment Foundation (d2tic4wvo1iusb.cloudfront.net)</u>: In attendance terms, the headline data doesn't give us enough information to suggest a solution: we need to dig deeper into the individual and contextual factors affecting pupil attendance. Greater knowledge and understanding of the specific barriers to attendance can help you to identify potentially effective approaches that are targeted to the needs of your pupils 	
Use of the internal staff and external providers to support disadvantaged pupils with social, emotional and mental health issues so that they attend well and can regulate their behaviour.	<u>EEF Toolkit - Social and emotional learning (+4 months)</u> : Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	4 & 5
Ensure that all disadvantaged pupils have access to all extra-curricular clubs and enrichment opportunities.	<u>EEF Toolkit - Arts participation (+3 months)</u> : Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.	6

Total budgeted cost: £587,700

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- Attainment and achievement: During 2023/24 the school aimed to develop consistently high-quality teaching, make more effective use of achievement assistants and embed the use of maths and English interventions. However, due to a high turnover in staff these strategies proved difficult to implement. Attainment and achievement for disadvantaged pupils was well below the national average and especially for those disadvantaged pupils with SEND.

	2024	2023 National Average
Progress 8 for disadvantaged pupils	-1.43	-0.57
Progress 8 for non-disadvantaged pupils	-0.69	+0.17
Progress 8 for disadvantaged pupils with SEND	-1.75	
Attainment 8 for disadvantaged pupils	24.84	34.99
Attainment 8 for non-disadvantaged pupils	41.80	50.30
Attainment 8 for disadvantaged pupils with a SEND	15.00	

- Reading scores Autumn 2024: During 2023/24 the school aimed to implement the form time reading programme, IDL phonics, fresh start and 'reciprocal reader'. However, due to a high turnover in staff these strategies proved difficult to implement. In September 2024 all pupils were assessed using the NGRT test. The table below shows the SAS for pupils at Gospel Oak School as well as the national mean of 100. Results show that disadvantaged pupils scored below the national average and also did less well than non-disadvantaged pupils. Year 11 and Year 9 were the lowest scoring year group.

	All	Year 7	Year 8	Year 9	Year 10	Year 11
National mean (all pupils)	100.0	100.0	100.0	100.0	100.0	100.0
All pupils	95.8	97.8	95.8	96.0	97.0	92.4
Non-disadvantaged pupils	96.7	99.3	95.8	97.8	97.9	92.8
Disadvantaged pupils	94.1	95.1	95.6	91.8	95.4	91.3

- Attendance: In 2023/24 the strategies used to tackle poor attendance were initially based around the use of internal counsellors to boost mental health and wellbeing. The attendance of disadvantaged pupils at Gospel Oak School was well below the national average, which significantly impacted pupil outcomes. The percentage of pupils who were persistently absent was also significantly above the national average. From March 2024 onwards, revised plans were put in place to improve the attendance of the disadvantaged pupils. They had limited impact in 2023/24 but have led to significantly improved attendance and persistent absence of the disadvantaged pupils in 2024/25 which compare favourably to the current FFT national average.

2023/24	% attendance	% persistent absence
Gospel Oak School 2023/24	78.6%	54.6%
FFT national average (FSM) 2023/24	85.4%	45.0%
DfE national average (FSM) 2022/23	86.0%	43.8%

2024/25	% attendance	% persistent absence
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Gospel Oak School 2023/24 (first 13 weeks)	83.2%	44.2%
Gospel Oak School 2024/25 (first 13 weeks)	87.7%	34.9%
FFT national average (FSM) 2023/24	87.8%	35.0%

■ Behaviour: In 2023/24, there were issues relating to the behaviour of all pupils and especially disadvantaged pupils. This led to high numbers of exclusions and suspensions. From March 2024 onwards, revised plans were put in place to improve the behaviour of all pupils. Since then, they have had a positive impact on the behaviour of the pupils and consequently the number of exclusions and suspensions. For example, since April 2024, there have been no exclusions. The exclusions and suspensions data for disadvantaged pupils for the first 13 weeks in 2024/25 compares favourably to the same period of time in 2023/24.

	2024/25-first 13 weeks	2023/24-first 13 weeks
Number of suspensions	22	131
Number of exclusions	0	4

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)

<i>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</i>
n/a
The impact of that spending on service pupil premium eligible pupils
n/a

Further information (optional)

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