

# 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	1156
Proportion (%) of pupil premium eligible pupils	43.43% (502 disadvantaged pupils)
Academic year/years that our current pupil premium strategy plan covers	2023/24 to 2025/26
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Stephen Brownlow (Executive Principal)
Pupil premium lead	Hayley Nutting (Vice Principal)
Governor lead	Jo Goodman

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£557,925
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"><li>▪ Hardship fund (£5,000) to support our disadvantaged and vulnerable pupils attending school, going on trips and attending other extra-curricular activities; and</li><li>▪ Pupil premium extra (£20,000) to support our disadvantaged and vulnerable pupils being able to access the curriculum.</li></ul>	£25,000
Total budget for this academic year	£582,925

## 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.

	Detail of challenge					
1	The quality of teaching significantly improved during 2024/25. However, we need to continue to develop the highest quality teaching to ensure that all teachers are sufficiently skilled to adapt their teaching so that pupils' achievement improves.					
2	The attainment 8 score for disadvantaged pupils increased in 2024/25. However, gaps in background knowledge and skills can lead to low motivation and confidence levels in disadvantaged pupils limiting academic progress.					
		2024	2025	2024 National Average		
	A8 for disadvantaged pupils	24.8	27.1	34.6		
	A8 for disadvantaged pupils with a SEND	13.8	13.1			
3	Reading ages for some disadvantaged pupils limits access to the curriculum. The national mean SAS is 100.0. The table below shows the mean SAS from July 2025. It highlights that pupils eligible for free school meals (FSM) in Years 9 and 10 both have mean SAS below 100 and that FSM pupils in all year groups have mean SAS below that of their peers.					
	Year Group	All	8	9	10	11
	FSM pupils	100.3	100.3	99.2	99.3	102.7
	Non-FSM pupils	103.8	102.3	100.9	105.8	106.0
4	Social, emotional and mental health issues for some disadvantaged pupils contributes to them having to be suspended.					
5	Although significantly improved since 2023/24. However, attendance to school is still having a negative impact on learning.					
		2023/24	2024/25			
	% attendance	78.9	86.4			
	% persistent absence	54.2	41.3			

	DfE national average (FSM)-similar schools		87.0	
6	Although participation in enrichment activities is almost the same for disadvantaged pupils and non-disadvantaged pupils, we know that these experiences have a disproportionately positive impact on disadvantaged pupils both socially and culturally.			

### 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.
Disadvantaged pupils display good attitudes to learning and complete homework to a high standard.	Disadvantaged pupils have an average attitude to learning score of 1.5 and have a higher homework completion rate than non-disadvantaged pupils.
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 at least 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 and for disadvantaged pupils to have higher participation rates on average.

### 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: £337,225

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"> <li>Training for all teachers on the following strategies: questioning, feedback,</li> </ul>	<ul style="list-style-type: none"> <li><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</li> </ul>	1 & 5

<p>responsive teaching and adaptive teaching</p> <ul style="list-style-type: none"> <li>▪ Training for all teachers on feedback and implementing a lesson structure (including homework) that includes deliberate practice where pupils can apply knowledge and skills;</li> <li>▪ Continued training and guidance for staff on knowing and using the grade descriptors for their subject;</li> <li>▪ Continued training for lead practitioners re their roles and responsibilities;</li> <li>▪ All teachers to set the appropriate quantity and quality of homework according to the agreed timetable;</li> <li>▪ Embedding routines for learning;</li> <li>▪ Improving questioning, assessment and feedback;</li> <li>▪ All teachers to set the appropriate quantity and quality of homework according to the agreed timetable; and</li> <li>▪ Providing coaching/mentoring where appropriate.</li> </ul>	<p>regulation strategies. Low attaining disadvantaged pupils benefit the most from this and results are usually greater in English and maths.</p> <ul style="list-style-type: none"> <li>▪ <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 and pedagogical expertise, curriculum development and the purposeful use of assessment.</li> <li>▪ <u>The shift to adaptive teaching</u> Research evidence suggests that adaptive teaching has positive effects on both academic achievement and non-academic outcomes (Parsons et al., 2018). Studies have found benefits across multiple subject areas, including literacy, mathematics, science and social studies. One study found that teachers' adaptive teaching competency influenced pupil achievement through improved quality of instruction (Brühwiler and Blatchford, 2011).</li> <li>▪ <u>EEF Toolkit - Homework:</u> Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Continued training for lead practitioners re their roles and responsibilities;</li> <li>▪ Use of Trust and school staff to coach targeted staff to teach consistently good lessons;</li> <li>▪ Training for all senior and middle leaders on quality assuring the quality of teaching;</li> <li>▪ Implementation of a quality assurance schedule for the quality of teaching;</li> </ul>	<p><u>The EEF guide to pupil premium and Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</u> 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.</p>	1
<p>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</p>	<ul style="list-style-type: none"> <li>▪ <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</li> </ul>	1 & 5

and trust and by reducing work load and improving behaviour.	<p>pupils are so vital in the performance of disadvantaged pupils.</p> <ul style="list-style-type: none"> <li>▪ <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.</li> </ul>	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £145,700

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 if it is additional to and explicitly linked with normal lessons.	2
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.	<u>EEF Toolkit - Reading</u> (+6 months), <u>EEF Toolkit - Phonics</u> (+5 months) and <u>EEF KS3 KS4 LITERACY POSTER.pdf</u> ( <a href="https://d2tic4wvo1iusb.cloudfront.net">d2tic4wvo1iusb.cloudfront.net</a> ): 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	<u>EEF Toolkit - Teaching Assistant interventions</u> and <u>EEF - Making the best use of teaching assistants</u> : Teaching	2, 3 & 5

literacy interventions; and reviewing and evaluating the SEND passports so that staff know how to support disadvantaged pupils with SEND.	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	
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#### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to improve attendance by focussing on the following issues:</p> <ul style="list-style-type: none"> <li>▪ Robust systems whereby roles and responsibilities are clearly defined; and</li> <li>• Creating a strong culture of connectedness and belonging.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="#"><u>SEC ED - ideas-to-support-your-vulnerable-learners</u></a>, <a href="#"><u>Attendance communications</u></a> and <a href="#"><u>Attendance/Securing good attendance and tackling persistent absence</u></a>: 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 have a number of features in common. They can best be summarised as ‘Listen, understand, empathise and support – but do not tolerate’.</li> <li>▪ <a href="#"><u>EEF Toolkit - Supporting-attendance and Supporting School Attendance - Reflection and Planning Tool</u></a>   <a href="#"><u>Education Endowment Foundation (d2tic4wvo1iusb.cloudfront.net)</u></a>: 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</li> </ul>	5
Use of the internal staff and external providers to support disadvantaged pupils with social, emotional and mental health	<a href="#"><u>EEF Toolkit - Social and emotional learning (+4 months)</u></a> : Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with	4 & 5

issues so that they attend well and can regulate their behaviour.	others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	
Ensure that all disadvantaged pupils have access to all extra-curricular clubs and enrichment opportunities and that their participation in these is greater than for non-disadvantaged pupils.	<u>EEF Toolkit - Arts participation</u> (+3 months): Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.	6

**Total budgeted cost: £582,295**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

- Quality of teaching: The quality of teaching significantly improved during 2024/25 as a consequence of excellent professional development. We now need to ensure that all teachers are sufficiently skilled to adapt their teaching so that pupils' achievement improves.
- Attainment and achievement: During 2024/25 there was an improvement in the attainment of disadvantaged pupils as a consequence of targeted support and intervention.

	2024	2025	2024 National Average
Attainment 8 score: disadvantaged pupils	24.8	27.2	34.6
Attainment 8 score: non-disadvantaged pupils	41.8	36.3	50.0
% achieving grades 9-4 in English and maths: disadvantaged pupils	18	24	43.4
% achieving grades 9-4 in English and maths: non-disadvantaged pupils	41	35	72.8

- Literacy and reading ages: During 2024/25 the school aimed to improve the reading ages of disadvantaged pupils with low reading ages using targeted reading intervention on a weekly basis since November 2024-eg Lexonik Leap, Lexonik Advance, IDL, small group reading interventions (VIPERS), Fresh Start and phonics intervention. The following table shows the significant improvement in mean reading score by FSM pupils.

Year group	Sept 2024-mean SAS	Jan 2025-mean SAS	June 2025-mean SAS	Change in mean SAS from Sept to June
<b>National</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	
All pupils	94.0	97.0	100.3	+6.3
Year 7	95.6	95.7	100.3	+4.7
Year 8	95.8	97.2	99.2	+3.4
Year 9	92.0	94.4	99.3	+7.3
Year 10	94.9	100.8	102.7	+7.8
Year 11	89.7			

We now need to ensure that disadvantaged pupils in Years 9 and 10 have mean SAS above 100.

- Attendance: During 2024/25 there was a significant improvement in the attendance of disadvantaged pupils.

	2023/24	2024/25
% attendance	78.9	86.4
% persistent absence	54.2	41.3
DfE national average (FSM)-similar schools		87.0

We were in decile 6 (bottom 40-50% of schools) in the national comparison, rather than in decile 10 (bottom 10% of schools) as we were in 2023/24.

The following strategies resulted in the improved attendance.

- higher expectations and effective whole school procedures;
- individualised action plans for each year group and pupils;
- dealing with the pupil barriers to attend school;
- use of the two family liaison coordinators;
- use of the morning and afternoon 'power hour's;



- reduction in suspensions;
- being fully staffed;
- implementing a range of internal and external to support pupils at risk of persistent and severe absence. The use and impact of the interventions is monitored, reviewed and evaluated on a regular basis to ensure they are fit for purpose;
- implementing of a comprehensive reward strategy to promote good attendance;
- creating new systems and protocols that are regularly monitored, reviewed and evaluated on a regular basis to ensure they are fit for purpose;
- providing regular training for staff on how to consistently use the Behaviour for Learning Policy in all lessons and on corridors; and
- the effective use of data.

- Behaviour: During 2024/25 there was a significant improvement in the behaviour of the disadvantaged pupils as exemplified by the significantly reduction in the number of suspensions and exclusions for disadvantaged.

	<b>2023/24</b>	<b>2024/25</b>
No of suspensions for disadvantaged pupils	484	100
Number of permanent exclusions for disadvantaged pupils	11	0
No of disadvantaged pupils who have had more than one suspension	91	18
Rate of suspensions	99.59	19.19
National average for rate of suspensions	55.79	
Number of days of suspensions	1,153	216.5

The following strategies resulted in the improved behaviour.

- being fully staffed;
- dealing with the pupils displaying persistent disruptive behaviour;
- implementing a range of internal and external to support pupils at risk of suspension and exclusion. The use and impact of the interventions is monitored, reviewed and evaluated on a regular basis to ensure they are fit for purpose;
- implementing of a comprehensive reward strategy to promote good behaviour and attendance;
- creating new systems and protocols that are regularly monitored, reviewed and evaluated on a regular basis to ensure they are fit for purpose;
- providing regular training for staff on how to consistently use the Behaviour for Learning Policy in all lessons and on corridors; and
- the effective use of data.

- Extra-curricular clubs and enrichment guarantee: During 2024/25, the hardship fund was used to ensure that low income was not a barrier for pupils completing our enrichment guarantee. Engagement in extra-curricular activities improved due to the increase in activities offered, a culture of belonging and the link to the rewards strategy. The tables below show that disadvantaged pupils actively participated in enrichment opportunities and at very similar levels to their peers

- Number of disadvantaged pupils engaging in enrichment opportunities:

<b>Year Group</b>	<b>1+ Activity</b>	<b>5+ Activities</b>	<b>10+ Activities</b>
Year 7	91	64	19
Year 8	104	83	47
Year 9	86	78	26
Year 10	96	88	31

Year 11	74	74	32
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- Percentage of disadvantaged pupils engaging in enrichment opportunities:

Year Group	% 1+ Activity	% 5+ Activities	% 10+ Activities
Year 7	100%	70%	21%
Year 8	100%	80%	45%
Year 9	100%	91%	30%
Year 10	100%	92%	32%
Year 11	100%	100%	43%

Given the importance of enrichment activities for pupils from low economic backgrounds, our next aim is to ensure that disadvantaged pupils have better participation levels in enrichment activities than their peers.

### 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
Booster classes	PET Xi
Online tuition	Kip McGrath

### Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
n/a
<b>The impact of that spending on service pupil premium eligible pupils</b>
n/a

### Further information (optional)

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