

Gosford Hill School
Pupil Premium Strategy plan 2022-2023 - evaluation report

Intended outcomes:

Aim	Success criteria	Outcome (see evaluation below for further details)
Progress 8	Achieve positive Progress 8 score for PP students	Achieved: PP achieved positive P8: P8 = +0.13 (PP, 22-23, KS4 Source FFTAspire) Gap of -0.07 between PP and non PP Progress 8
Attainment 8	Close the gap in attainment between PP and non-PP students	Not achieved: PP gap has increased: 21/22 = -0.8 (PP 4.7 vs NPP 5.5) 22/23 = -1.1 (PP 4.2 vs NPP 5.3)
Percentage of Grade 5+ in English and Maths	Close the gap between PP and non-PP students	Not achieved: The gap has <u>widened</u> : 21/22 gap = 14% PP 44% NPP 58% 22/23 gap = 21% PP 36% NPP 57% Note: 36% of PP students were LPA 15% of non PP students were LPA 96% PP were LPA or MPA 56% of non PP were LPA or MPA

Increase attendance of PP students	a) Reduce the number of persistent absentees (PA) among vulnerable pupils in line with national average or below. b) Overall attendance gap between PP pupils and non-PP to be in line with national figures. c) Demonstrate annual improvement in attendance in line with the national average or better.	a) Not achieved National average attendance of persistent absentees (PA) in 2022-23 is 28% GHS average attendance of persistent absentees (PA) in 2022-23 32% b) Achieved National attendance gap between PP pupils and NPP pupils is 7.3% GHS attendance gap between PP pupils and NPP pupils is 7% c) Achieved Our in-school attendance gap between PP (83%) and non PP (89.8%) was 6.8% (2022-23). RLT ave 81.9% for PP For 2021-2022 the gap was 7.7%
Improve literacy levels for Year 7 PP students so as they are in line with that of non-PP pupils	Close the gap between PP and non-PP students	Not achieved The following data shows an average of data for Y7 PP and non-PP pupils in September 2022 and April 2023. PP pupils did improve in Y7 but they didn't improve to be in line with non-PP pupils. SAS = Standardised Age Score (the most accurate measure of reading ability) RA = Reading Age <u>Sept 2022 PP students</u> SAS = 100 RA = 11 <u>April 2023 PP students</u> SAS = 102 RA = 11.4 <u>Sept 2022 non-PP students</u>

		SAS = 104 RA = 12 <u>April 2023 non-PP students</u> SAS = 106 RA = 13.5
Improve numeracy levels for Year 7 PP students so as they are in line with that of non-PP pupils	Close the gap between PP and non-PP students	No data collected - interventions abruptly ended with no final testing of the group.
Increased parental engagements of PP pupils in comparison to non-PP pupils	Attendance at parental subject consultations to be in line with non-PP attendance	No data available
To ensure that no PP student becomes a NEET (Not in education,employment or training)	No PP student becomes an NEET upon leaving Gosford Hill School	Achieved: The PP students have been tracked and all have positive post 16 destinations outcomes (61% college; 35% 6th form; 4% apprenticeships) No one is yet reported as NEET.

Activity undertaken in last academic year

Teaching

Actions	Staff Lead	Funding spent	Evaluation of impact	Lessons learned
Establishing and maintaining high expectations of student's behaviour and learning following COVID-19 closures and ensure appropriate support is implemented when concerns arise 1. Embedding core routines in every lesson to ensure consistently high expectations 2. Close liaison between SEND, Heads of Phase and curriculum areas to provide tailored support for identified students 3. Delivery of CPDL for staff by the SEND team. 4. Teachers and support staff to be able to identify PP easily through seating plans	JLT/EWS	£20,995	1) All staff received regular training on how to embed the Teaching & Learning policy into their classroom teaching. Posters in all classrooms and CPD from Assistant Headteacher T&L and Subject Leaders ensured teachers were familiar with core routines to get right in their classroom. 2) All data captures were monitored and target students identified by HODs/HOPs. This information was shared and utilised to target small group interventions/catch-up sessions delivered by HLTAs. 3) All staff received regular training on strategies to support students with SEND, alongside support provided outside of the classroom. All staff were provided with an up-to-date student profile for all students with SEND containing the strengths, barriers to learning and strategies to support. 4) Teachers encouraged to annotate seating plans with which students are PP and also advised to make sure those students are checked on first in lessons.	A minority of PP/DA students continue to repeatedly display poor behaviour and disproportionately skew the data for PP students. They need further interventions to break this cycle. The new behaviour policy will enable a more focused approach. Subject Leads will be asked to regularly monitor the behaviour of PP students in their subject areas and there will be discussions with HGM as to how best to help these students. Reminders re point 4 will be given throughout the year.
High quality teaching and learning ensuring all students can access a curriculum that is designed to give	LCN	£2,500	Many improvements were made re T&L in the academic year 2022/2023 and staff feedback showed that the focus on this was positively received. 1) CPLD programme was focused on quality first teaching and how this benefits all students the most. Teachers took part in numerous RLT-led	1. We need to build on this firm T&L base this year and make sure that new colleagues are also working confidently with

them knowledge and the cultural capital they need to succeed in life. 1. Continue the development of quality first teaching through the CPLD programme and fund release time for teachers to collaborate and share good practice with other schools. 2. Continue to support curriculum development across the school so that the planned curriculum is carefully sequenced, ambitious and challenging 3. Improve take-up of EBacc through guided choices process to further increase the number of students accessing a broad academic curriculum. 4. Support PP students with funding for trips and visits and access to materials for subjects.			workshops where subject leaders from across RLT schools gathered to share good practice; SLs were then able to report back to their teams. 2) There was a sustained focus on developing high quality curriculum maps which show logical progression and facilitate challenge. This has provided a more cohesive and more robust curriculum for all students, including PP. 3) Assemblies, communication to students in SDT and communication home all helped to raise the profile of the EBacc and thus encourage a larger proportion of students to access a broad academic curriculum. EBacc take-up 21/22 = 25.5% EBacc take-up 22/23= 21.8% 4) £1,500 was spent subsidising PP places on trips and visits.	our T&L framework - this will be a focus for LCN and SLs. 2. Some subject areas still need a more coherent curriculum and support has been put in place to help these subjects and this will continue this academic year, through LM meetings, departmental working groups, RLT links and visits to other schools. 3. Continue to work on further closing the gap between PP and non PP who qualify for Ebacc. The options process for Yr 9 is being scrutinised to see where changes can be made to encourage a greater uptake of EBacc subjects. E.g. better communication with students and parents, option blocks, focused and informed 1:1 meetings with students re choices and aspirations.
Implement and embed a reading strategy that supports the development of reading skills across the curriculum. 1. Plan training and development opportunities for teachers and support staff to ensure effective	LCN	£2,900	1) Literacy Coordinator planned and delivered CPLD on INSET days and in whole staff briefings on how to effectively support students and staff with our Tutor Read Aloud programme. This included a 'reading routine' that teachers new to the programme could easily follow and strategies to use when reading difficult words / giving definitions (e.g. Google it 'live', etc). 2) GL assessment was used effectively to identify reading ages of Y7 to Y11 students and multiple targeted interventions were organised by the Literacy Coordinator which all took place in reading time: - Y10 pre-teaching group led by our Assistant SENCO - Y11 pre-teaching group lead by Literacy Coordinator and Head of	We've learnt that ensuring the reading programme is appropriately planned and monitored ensures that students are able to thrive in a school that reads. Also, SEND and PP students significantly benefit from the reading programme at Gosford

implementation of the whole school reading strategy. 2. Use of GL assessment to identify reading ages of students and target students for extra support. 3. Monitor and evaluate the approach and refine as necessary.			English - Three Lexia groups for students in years 7, 8, 9 and 10 (identified from data where RA was 2 years or more below chronological age) led by TAs and HLTAs - Buddy reading where sixth formers were paired 1:1 with Y7-10 students to read a book (Y7-10 students chosen if: RA was 1 year below chronological age or students were nominated by their tutors). 3) Literacy Coordinator and Assistant Headteacher for Teaching and Learning monitored reading time through learning walks and suggested improvements were necessary. Also, GL assessment was used to monitor the impact of interventions by testing students in September and April. Impact was outlined in a report to Governors in June 2023 written by the Literacy Coordinator. Also below: <u>Buddy Reading</u> RA Sept = 10.2 SAS Sept = 92.1 RA April = 11 SAS April = 95 <u>Lexia</u> RA Sept = 7.4 SAS Sept = 77.2 RA April = 9.4 SAS April = 85.3	and Lexia is a successful investment given how much students improved in such a short space of time. We are going to ensure the reading programme is monitored and delivered with just as much care this year and that we keep learning more ways we can use the GL assessment data to support all teachers and students in lessons as well as planning interventions to take place in reading time.
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Targeted academic support

Actions	Staff Lead	Funding spent	Evaluation of impact	Lessons learned
Develop an intervention provision for students who face challenges to	LWS	£20,100		2) & 4) Maths interventions - due to the low attendance during SDT, it was

learning or who require additional support 1. Support curriculum areas in planning effective in-class intervention for students as well as additional out-of-class support as necessary. 2. Targeted year 11 small group interventions in English and maths 3. 1:1 and small group literacy and numeracy interventions during registration for identified students in Year 7 overseen by SENDCo and led by TAs. SENDCo to liaise with parents of targeted students to gain support so all engage with the programme. Use of the Lexia programme to support this 4. Deployment of English, Maths and Science specialist HLTAs to facilitate group catch up 5. Use GL assessment to Implement a KS3 reading intervention plan with SEND to support students whose reading age is significantly lower than their chronological age. 6. Implement mentoring programme for identified students in Year 11 and 13 who are not on track,		1) Worked with HODs to ensure planned revision curriculum. Ensured SEND profiles were up-to-date so in-class intervention could be implemented effectively. HLTAs delivered small group intervention support in core subjects. 2) ENGLISH VMR / HLTA small year 11 focus class class, combination of LPA and SEND Reading time intervention (DYY /LCN) small group SEND Revision guides given to all PP students Lang P8/PP = -0.09, but some individual successes of students in small groups Student 1 = 0.48 Student 2 = 0.29 Lit P8/PP = -.01, but some individual successes of students in small groups Student 1 = 0.48 Student 2 = 0.29 Other Success after school revision sessions Student 1 = 1.01 Student 2 = 1.47 Student 3 = 3.11 Student 4 = 1.59 Student 5 = 1.82 MATHS Interventions were put in place during SDT (NH and HB- HLTAs) These were positively received by students who attended, but many did not attend as they were late to school and missed SDT. 3) ENGLISH Literacy intervention, Fresh Start overseen by HLTA. Reading ages across the year group improved, on average from 7.08 - 11.2 by end of year 7. MATHS The Year 7 Fresh Start group had a short burst of interventions last year, delivered by an HLTA, running from Dec - end April. The group was disbanded abruptly before any final testing could be	suggested by the maths dept that this should happen during the afternoon reading slot. This will be discussed. There will be a focus on the delivery, recording and evaluation of maths intervention in particular this coming year. It was encouraging to see that many of the interventions benefitted a wider group of disadvantaged students than just the formally identified PP group. PP is a very specific subset of DA pupils and all data has been collected from PP figures. However, the DfE, in its Pupil Premium Strategy template, refers throughout to Disadvantaged (DA) students. This implies that we are correct to be mindful of the wider impact of these interventions and this financial support. 3) More oversight needed this year of Fresh Start maths interventions. All Year 7 students have been tested, but interventions have not yet started. For the HLTA to be free to do this small group work, she would have to be taken out of lessons where she is supporting EHCP students. This is therefore a staffing issue. We need to think of creative ways round this.
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overseen by Head of Year 11 and Head of Sixth Form. 7. Build aspiration for students' academic development and engagement in higher education so that PP students are not deterred from higher level study. Link with careers advisor to ensure targeted careers support for our PP students. 8. Use of technology to support high quality teaching and learning by providing Chromebooks for all PP students. 9. Subsidised provision of core subject revision guides and materials for exam prep and relevant resources, and support with college and university applications 10. Purchase of Unifrog careers platform to support the information, advice and guidance programme for our PP students.			done. This intervention was once a week during either MFL, geography or history lessons. There were 7 students, all SEND, 5 of whom were PP. 4) ENGLISH Reading time interventions work best - HLTA available but all English specialists have a tutor group. Last year Subject Leader and KS4 Subject Leader had a small group during reading time, but this isn't possible this year because of timetable constraints. MATHS This would be better targeted during the reading slots or else by examining the students time tables to see if there are appropriate slots. SCIENCE Yr 11 group of 4 (3 of whom were PP) formed a withdrawal group for the majority of their Science lessons and were taught by HLTA - they all grew in confidence and were engaged and contributed confidently when working in a small group. Afterschool Science catch up group taught by HLTA (4 out of 5 were PP) Yr 10 withdrawal group, taught as a small group by HLTA for most of their Science lessons. They were, and still are, happy to work in a small group where they have grown in confidence and are more likely to contribute and engag. (4 out of 6 were PP) 1:1 Science in Inclusion, one PP student had just a few sessions, really enjoyed them and was genuinely thrilled when he realised he could 'do it'. Yr 9 in class support of Y9 group (2/3 times/fn) to support one student with EHCP/PP, but this also benefited other PP students. 1:1 science in Inclusion with one PP student, worked well like this as could adapt the lesson to suit his mood, self esteem (which was very fragile) while addressing some of the gaps in learning he had. Yr 8 - one class with a high proportion of SEND students had in class support in all lessons (5 PP students in this class) Withdrawal group from Languages for 1 1term included 5 PP students - taught extra science by HLTA. Supported 3 other classes once or twice a fortnight - 5 PP students	
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			in these classes. Yr 7 - one class with a high proportion of SEND students had in class support of all lessons - 6 PP students. 5) GL assessment was used effectively to identify reading ages of KS3 students and multiple targeted interventions were organised by the Literacy Coordinator which all took place in reading time: Three Lexia groups for students in years 7, 8, 9 (identified from data where RA was 2 years or more below chronological age) led by TAs and HLTAs Buddy reading where sixth formers were paired 1:1 with KS3 students to read a book (KS3 students chosen if: RA was 1 year below chronological age or students were nominated by their tutors). 6) Year 11: - PP students identified and initial 1:1 meetings were carried out. From this each student was provided with the relevant revision books/resources they would need to help support their revision at home. -a group of students was identified, who were mostly PP, who had fortnightly 1:1 meetings. This was successful in identifying the areas on which these students needed to focus to improve, but also in giving them strategies to help support them with their revision. The success of this intervention was mainly due to a member of staff being given the time to complete this role. - The Head of Yr 11 mentored a group of PP students in the lead up to the exams and met with them 1:1, predominantly focusing on revision strategies and how to create resources. The issue with this was that a number of students did not engage or would forget the agreed meeting slot. - The Head of Yr 11 worked with the subject lead for English to help identify a group of Yr 11 students to have English intervention during reading. A number of these students were PP. This intervention worked well and students engaged positively. - Working with subject leaders, we created the Yr 11 revision booklet which included small and effective revision strategies for all subjects. Students completed these tasks during the reading slot. Student voice on this was positive, many PP students commented on how it was really useful to have some ideas in regards to how to start revision. Year 13: Bespoke support given from 6th Form pastoral assistant, who is available 4 days a week. Clear communication between 6th Form	
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			team and teaching staff. All students get regular academic mentoring slots with tutors who are always aware of PP students 7) All students identified as PP in Year 11 were targeted and tracked throughout the year (worked with the Head of Phase). All received a one to one personalised career guidance interview for post 16 pathways and supported with apprenticeship and college applications. Higher level study (such as 6th form) was encouraged where appropriate in one to one sessions, and via a variety of employer encounters such as BMW degree apprenticeship information workshop - career activities such as the Human Library Year 8, and Year 9 Careers Speed Networking activity helped raise aspirations in higher education for the younger PP students across school. 8) All PP students were given a chromebook. 9) £3,500 was spent on curriculum materials for PP students, e.g. revision guides and food for Food and Nutrition lessons 10) It was trialled and worked well with students in the sixth form, especially those on a bursary to help them navigate their post 18 options (personal statements, unis, degree apprenticeships) all in one place, but it was not rolled out to students in the lower school who continue to use the free Career Pilot careers platform (as deemed a more suitable and easier platform for younger students). Unifrog has now been taken up by the sixth form as the preferred careers platform and is paid out of the sixth form budget. Unifrog can be used with PP students in Year 10 and Year 11 as a supporting tool in one to one career guidance sessions on an as and when required. basis (log ins can be created easily). This can support with post 16 and 18 options and career planning.	
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Wider strategies

Actions	Staff Lead	Funding spent	Evaluation of impact	Lessons learned
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Improve the attendance of PP students. 1. PP students' attendance rigorously monitored and supported using the whole-school attendance strategy. 2. Funding used to provide such items as uniform, equipment, school bags and PE kit where relevant, to ensure that this is not a barrier to attendance. 3. Fund breakfast club to ensure that PP students are able to have something to eat at the start of each day	JLT	£7,040	1) Heads of Phase and the attendance team have contacted home in the case of persistent absence, installing bespoke attendance plans for pp students where necessary. 2) £1,000 was spent on uniform for PP students. 3) A small amount (c£100) was spent on breakfast club	Although the gap in attendance % between PP and NPP was narrower last year than the year before, attendance of both groups is below where we want it to be. A new attendance officer has been appointed, home visits by NSS and JLT are planned and lateness to SDT which often shows up as absence is being targeted. It would be good to raise the awareness that PP students can receive a free breakfast. The budget for breakfast club has been increased for next year. This might be one way of tackling the lateness issue of some students, which is affecting our attendance figures.
Improve communication and engagement with the families of disadvantaged students. 1. Provide practical strategies to support learning at home via parent workshops as appropriate 2. Focus on literacy as well as supporting metacognition	JLT	£73,910	1) Where deemed necessary, the HSLW has visited the homes of students who refuse to attend school or supplied work on Google Classroom. This enabled one Yr 11 student to access GCSEs and achieve good results. 2) CPLD from Literacy Coordinator focused on disciplinary literacy - each subject has its own language and therefore literacy strategies are going to be different in different subjects. Also, Literacy Coordinator focused on how the strategies in the Teaching and Learning cog (retrieval, explanation, scaffolding/modelling, high value activities, assessment) are literacy strategies that staff had embedded into their classroom routines. 3) From Dec 2023 we will be using Bromcom for bookings at parents' evenings, so that this will be the responsibility of the	There remains a grey area in terms of how to communicate the availability of financial help to the families of PP students. Further thought needs to be given as to how to improve our awareness of the needs of disadvantaged students and how we can prevent these

strategies including organisation, planning and routines. 3. Tailor school communications to encourage attendance at Parents' Evenings and a positive dialogue about learning. 4. Offer more sustained and intensive support where needed. 5. Support families of EAL students to ensure they are able to benefit fully from both the school curriculum and the provisions of this strategy. 6. Track the destination data of all PP students to ensure that no one becomes NEET on leaving Gosford Hill School. 7. Support PP students with costs associated with work experience e.g travel			parents and not the pupils. Staff will have the opportunity to pre-book appointments for pupils, including PP pupils. 4)The home school link worker has worked on bespoke packages to encourage school refusers to engage with education. 5) Flash Academy - this was trialled with 10 places. It is an online diagnostic and learning tool for students with limited English. It was used as a response to a growing number of students who were joining the school from abroad mid year in Year 11 and who could therefore not access GCSEs due to missed curriculum time and not enough English language skills. The trial proved that a subscription for a larger number of users would be advantageous for this disadvantaged group of students, several of whom were also specifically PP. 6) The PP students have been tracked and all have positive post 16 destinations outcomes (61% college; 35% 6th form; 4% apprenticeships) No one is yet reported as NEET. 7) This wasn't drawn on this year.	needs being a barrier to their learning and wellbeing. As we are receiving an increasing number of students who have limited English (particularly amongst those who start mid year), it is important that efforts are put in place to help these students minimise the language barrier as quickly as possible. FlashAcademy was trialled on a small scale last year, but will be rolled out in full this coming year for those students who need it. This has been budgeted for.
Improve and monitor attendance of PP students attending extra-curricular activities and trips. 1. Ensure PP students and their families are informed about the extra-curricular and trip offers. Actively promote opportunities to families of PP students.	TL	£1,650	1) Parents were informed of extra curricular activities via a timetable sent home to parents on the parent bulletin. Staff encouraged and invited PP students to take part and individual emails were sent home to those students we felt would benefit from taking part in the extra curricular activity. All trip letters highlighted that there is financial support for PP students. Finance also offered payment plans for those students that needed them. 2) Registers were taken within Bromcom for the school production and achievement points were rewarded for attendance each week. 11% of the students who took part in the school production were PP students. PE has a considerable uptake of PP students for its extra curricular activities and as a school many PP students take part in	1.The extra curricular tt will be presented to students in SDT once a term and they will be encouraged to discuss and choose activities with their peers. Tutors will encourage PP students to get involved. 2. Ensure there is better communication with staff re the

2. Monitor the attendance of PP students to these. 3. Use of PP funding to support as and when needed,			extracurricular activities. But this was difficult to monitor because many teachers did not set up registers on Bromcom as requested last year. 3. This funding is drawn upon when needed.	process of setting up registers for clubs and monitor this at regular intervals. 3. It has been agreed by SLT that PP funded instrumental lessons should be available. Discussions are ongoing as to the exact nature of this offer.
A Year 6-7 Summer School will be offered to all incoming Year 7 students (for Sept 2023) following the success of the programme in 2022. 1. A full outreach effort will be implemented from the point at which secondary school places are assigned.	HGM	£25,266	Summer School happened over 5 days from 21-25 August. 77 students took part. 7 PP places were funded for summer school. 1) . Transition activities: a) Early transfer for mostly SEND students in summer term. This comprised 6 sessions of 2 periods covering a range of lessons. This really helped their confidence and helped staff to get to know them. 7 of 28 early transfer students were PP. b) SSCO role meant that the Head of Yr 7 was in primary schools a lot - taking in sports leaders and helping out with their sports days. This helped to forge links with schools and individual pupils.	The transition and outreach initiatives worked well. We are aiming to treble the number of Bring a Grown Up sessions this year - a great way of getting pupils and their parents/carers into school.