

Pupil premium strategy statement – Gosford Hill School (2023-2024)

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
Number of pupils in school	832 (683 - KS3&4)
Proportion (%) of pupil premium eligible pupils	18% (20.8% - KS3&4)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Nigel Sellars, Headteacher
Pupil premium lead	Helen Gillingham, Assistant Headteacher
Governor / Trustee lead	Margaret Lloyd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146970
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£39192
Pupil 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>	£186162

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us improve and sustain higher progress for our disadvantaged students in our school that is comparable to the progress made by non-disadvantaged students nationally. It links in with our vision which is to ensure that all our students can be the best they can be.

Research conducted by the EEF concludes that common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. We will ensure that all teaching staff can identify disadvantaged pupils and are aware of strengths and areas for improvement across the school.

<https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-2023.pdf?v=1696434151>

During the period of this strategy plan, we will focus on the challenges that are preventing our disadvantaged students from attaining well; literacy skills, expectations and attendance. We also want our disadvantaged students to have full access to wider extracurricular activities to help reduce any cultural capital deficit. Our approach will be responsive to both the common challenges and our students' individual needs, rooted in diagnostic assessment and not assumptions about the impact of disadvantage

The approaches we have adopted complement each other to help ensure our students succeed. To ensure they are effective, we will:

- Ensure disadvantaged students are challenged in the work that they are set
- Act early to intervene at the point that this is needed

This is a working document and the impact of this strategy will be measured by October 2024

Challenges

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

Challenge number	Detail of challenge
1	<u>Low literacy skills in KS3</u> – our assessments, discussions and observations show that underdeveloped oral skills and vocabulary gaps, combined with low level of literacy skills for some disadvantaged students. This is identified on entry into Yr 7 and will affect their engagement, enjoyment and attainment in all subjects.
2	<u>Low numeracy skills in KS3 and KS4</u> - our assessments, discussions and observations show low levels of numeracy for our disadvantaged students. This is identified on entry into Yr 7. Our PP students significantly underachieved in GCSE maths.
3	<u>Attendance and punctuality rates</u> for disadvantaged pupils are lower than non-disadvantaged pupils, with a particular focus on Year 11. Our knowledge and experience shows that students and families need additional support to secure and sustain better attendance and punctuality. Our in-school attendance gap between PP (83%) and non PP (89.8%) is 6.8% (2022-23). For 2021-2022 the gap was 7.7%

4	<u>Social, emotional and self-confidence issues</u> for disadvantaged students. Within our school, disadvantaged students are identified as needing additional support with social and emotional needs. Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. These challenges particularly affect disadvantaged pupils, many of whom are PP, including their attainment. Teacher referrals for support remain high. X pupils (X of whom are PP) currently require additional support with social and emotional needs.
5	<u>Impact of the pandemic</u> – our assessment, discussions and observations with families show that many of our disadvantaged students' education is still showing signs of having been impacted by the partial school closures. This is backed up by a number of national research studies into the impact of the pandemic.
6	<u>Underachievement of MPA students</u> - our GCSE and A Level results show that this is a concern across the school. This group includes many PP students and we need to give additional support to these students in KS4 and KS5.

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
Progress 8	Further improve positive Progress 8 score for disadvantaged students
Attainment 8	Close the gap in attainment between disadvantaged and non disadvantaged students
Percentage of Grade 5+ in English and Maths	Close the gap between disadvantaged and non disadvantaged students
Increase attendance of disadvantaged 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.
Improve literacy levels for disadvantaged KS3 students so that they are in line with that of non-disadvantaged pupils	Close the gap between disadvantaged and non disadvantaged students in Year 7, 8 and 9
Improve numeracy levels for disadvantaged KS3 and KS4 students so they are in line with that of non-disadvantaged pupils	Close the gap between disadvantaged and non disadvantaged students
To improve the attainment of MPA pupils in Year 11 and Year 13	More MPA students to achieve their target grades at GCSE and at A Level
Increased parental engagements of disadvantaged pupils in comparison to non-disadvantaged pupils	Attendance at parental subject consultations to be in line with non-disadvantaged

To ensure that no disadvantaged student becomes a NEET (Not in education, employment or training)	Maintain the position that no disadvantaged student becomes an NEET upon leaving Gosford Hill School

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: £31,495

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	DfE publication detailing the importance of high expectations and widely used routines in supporting a culture of positive behaviour Tom Bennett - Independent review of behaviour in schools - GOV.UK	1,2,3,4,5,6
High quality teaching and learning ensuring all students can access a curriculum that is designed to give them knowledge and the cultural capital they need to succeed in life. 1. Continue the development of quality first teaching through the CPDL programme and fund release time for teachers to collaborate and share good practice with each other and with other schools.	<i>'The significantly positive impact of subject specialist teachers on higher attaining students and the importance of building 'stretching' activities into learning for all.'</i> Sutton Trust Ofsted subject reviews 2023 demonstrate the research evidence about high-quality education in each subject	1,2,5,6

2. Continue to support curriculum development across the school so that the planned curriculum is carefully sequenced, ambitious and challenging. Where needed, arrange collaboration with, and visits to, other RLT schools. 3. Improve take-up of EBacc through guided choices process to further increase the number of students accessing a broad academic curriculum. 4. Support disadvantaged students with funding for trips and visits and access to materials for subjects.		
Continue to embed a reading strategy that supports the development of reading skills across the curriculum. 1. Plan training and development opportunities for new teachers and support all staff to ensure continued effective 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.	<i>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year EEF Toolkit</i> GHS evaluation of the benefit of tutor read aloud over last academic year: ☐ Tutor Read Aloud: impact 2022-2... UK Literacy Association research found that read-aloud programmes can contribute to students developing their reader identity and increasingly reading for pleasure (Cremin, T, et, al. (2009). Teachers as Readers) Cremin, T, et al (2009) https://d2tic4wvo1iusb.cloudfront.net/eef-guidanc-e-reports/literacy-ks3-ks4/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf GHS evaluation of literacy interventions 2022-2023 ☐ Literacy interventions: impact 20...	1

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

Budgeted cost: £22,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Develop an intervention provision for students who face challenges to 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, maths and combined science. 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, 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 disadvantaged students are not deterred from higher level study. Link with careers advisor to ensure targeted careers support for our disadvantaged students. 8. Use of technology to support high quality teaching and learning by continuing to provide Chromebooks for all disadvantaged students. 9. Subsidised provision of subject revision guides in all subjects 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	<i>'Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.'</i> EEF Toolkit Regular sessions to support students over a sustained period of time are highly effective EEF Improving Literacy in Schools Guidance Report GHS evaluation of literacy interventions 2022-2023  Literacy interventions: impact 20...	1,2,3,4,5,6
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guidance programme for our disadvantaged students.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £131,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the attendance of disadvantaged students. - Disadvantaged students' attendance rigorously monitored and supported using the whole-school attendance strategy. - 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. - Fund breakfast club to ensure that disadvantaged students are able to have something to eat at the start of each day	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf 'Attendance gap widens as poorer pupils fall behind' - article from Schools Week 10 Nov 2023: https://schoolsweek.co.uk/attendance-gap-widens-as-poorer-pupils-fall-behind/	1,2,3,6
Improve communication and engagement with the families of disadvantaged students. - Provide practical strategies to support learning at home via parent workshops as appropriate - Focus on literacy as well as supporting metacognition strategies including organisation, planning and routines. - Tailor school communications to encourage attendance at Parents' Evenings and a positive dialogue about learning. - Offer more sustained and intensive support where needed. - Support families of EAL students to ensure they are able to benefit fully from both the school curriculum and the provisions of this strategy. Purchase a subscription to Flash Academy to support EAL students	Utilise findings from Education Endowment Foundation Guidance Report on 'Working with Parents to Support Children's Learning' to review and implement a clear strategy for engagement with families. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222 Parental engagement has a positive impact on average of +2 months' additional progress in secondary schools where careful consideration is paid to the implementation of this. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,2,3,4,5,6

with learning English and accessing the curriculum. (20+ users) 6. Track the destination data of all disadvantaged students to ensure that no one becomes NEET on leaving Gosford Hill School. 7. Support disadvantaged students with costs associated with work experience e.g travel		
Improve and monitor attendance of Disadvantaged students attending extra-curricular activities and trips. 1. Ensure disadvantaged students and their families are informed about the extra-curricular and trip offers. Actively promote opportunities to families of disadvantaged students. 2. Monitor the attendance of disadvantaged students to these. 3. Use of PP funding to support as and when needed,	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	3
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.	<i>The overall academic impact of summer schools, according to the EEF Toolkit, is the equivalent of an additional +3 months' progress for pupils that attend, compared with pupils who do not. EEF Toolkit</i>	3,4,5

Total budgeted cost: £186,145

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Aim	Success criteria	Outcome (see evaluation below for further details)
Progress 8	Achieve positive Progress 8 score for PP students	Achieved: <u>PP achieved positive P8:</u> 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	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.

are in line with that of non-PP pupils		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	
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 available data
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.

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
None	

Service pupil premium funding (optional)

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.