



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Gosforth East Middle School
Number of pupils in school	515
Proportion (%) of pupil premium eligible pupils	21.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Tim Stout
Pupil premium lead	Emma Armstrong
Governor / Trustee lead	Jeff Lough

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£132,100
Recovery premium funding allocation this academic year	£14,935
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£147,035
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	



Part A: Pupil premium strategy plan

Statement of intent

At Gosforth East Middle school, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential. Our strategy is based around highly effective teaching and learning. The Education Endowment Foundation identified high quality teaching as having the biggest impact on the progress of disadvantaged pupils.

Overcoming identified barriers to learning is central to our Pupil Premium use. We identify barriers that need to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

At Gosforth East we recognise that children from a disadvantaged background can face barriers to learning not experienced by their more affluent peers. We work closely with all of our families to identify barriers to learning and we use this funding to support families in the most appropriate ways.

Our ultimate objectives are to narrow the attainment gap between disadvantaged and non-disadvantaged pupils and to ensure our disadvantaged pupils make or exceed the progress expected, in line with nationally expected progress rates. We understand that this can only be achieved by supporting a child's well being so they feel safe and secure and are able to access the high quality teaching offered. Providing excellent pastoral support is a key part of our approach at Gosforth East Middle School. Supporting our disadvantaged pupils and their families to engage with school - both the academic and wider life - is key to our approach.

We strive to create a fully inclusive curriculum with wider opportunities for all of our children.

Challenges

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

Challenge number	Detail of challenge
1 - Reading	Using NGRT assessments, we have identified children who are struggling readers. Our aim is to develop reading fluency for all and to develop reading for pleasure.
2 - Lack of wider experiences for disadvantaged pupils.	Some disadvantaged pupils in the school lack opportunities to have experiences outside of the local area and to learn about culture and participating in sport.
3 – Attendance of disadvantaged pupils.	Several PP pupils have persistent absence rates higher than other pupils.
4 – Effects of COVID (Academic)	Missed learning due to school closures could affect slower progress rates towards end of key stage expectations / attainment and generally across the school. New technologies requires to support access to learnig.
5 Well-being/ achievement	The wellbeing of pupils during the lockdown's was monitored rigorously through child and parent voice, assessments and observations of the



	<p>children. Disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p> <p>There has been a significant rise in the number of children requiring key worker or counselling support and we have made more referrals to Early Help and counselling support as a result.</p>
--	---

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
<p>Improve reading fluency across school and in particular among the bottom 20% of readers.</p> <p>Promote and re-build 'reading culture' into school</p>	<p>Disadvantaged children to be able to read fluently upon leaving middle school.</p> <p>Reading improves across the school (in all groups) but particularly at KS2. Gap in KS2 reading success between PP and non-PP is narrowed.</p> <p>Appoint a Reading Champion to ensure a whole school reading strategy is embedded and promotes the love of reading which ensures fluency, enabling access to the curriculum.</p>
<p>To ensure disadvantaged children can access a wealth of experiences through a variety of ways.</p>	<p>All disadvantaged pupils to access at least one extra curricular club.</p> <p>To increase the number of disadvantaged pupils who attend extra-curricular visits/activities.</p>
<p>Improve PP attendance to be at target of 96%</p>	<p>PP support worker will work with key families to improve attendance and establish support needed</p>
<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards.</p> <p>To ensure fallen behind children receive targeted high-quality intervention</p>	<p>End of summer 2022 and 2023 data will show that 95 – 100% of disadvantaged children have made expected progress.</p> <p>Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.</p>



Overcome barriers to IT	Support parents with access & training in using google classroom. Investigate student access to devices within homes & support where needed. Set up homework club for pupils to have access to support & IT
Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.	Form teachers, Head of Year, SENDCo, Phase Leaders and Head Teacher assist in identifying and supporting families to alleviate barriers to learning. Identified children are invited to intervention through key worker support, social group, Lego Therapy, counselling, True North,

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: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training and CPD opportunities including study time out of school to fulfil NPQH/MPQH qualifications.	The Sutton Trust have identified quality first teaching and learning as having the biggest impact upon the progress of disadvantaged pupils. The evidence for this can be seen here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	4
Purchase of standardised diagnostic assessments for all year groups in KS2 +3 in English. Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/	1, 4



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

Budgeted cost: £95,035

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group English provision for Y5-8 pupils working below ARE	This provision allows us to employ a member of staff to offer smaller group teaching for English. Pupil voice, assessments and observations show this to be effective in improving pupil engagement and attainment. Small_group_teaching_1.pdf (heacademy.ac.uk)	1,4,5
Purchase of Seesaw	Digital technology has a positive impact when it is embedded in a well-designed learning system (including factors such as the curriculum, pedagogy, teacher professional development and assessment – marking and feedback) Using Digital Technology to Improve Learning: Evidence Review Published: December 2019	1,3,4,5
Edukey	Edukey provides an online secure document resource site for all SEND plans and provisions. In addition it records extra curricular clubs and opportunities.	2,5
Employed Reading Champion to promote reading, run books clubs and theatre visits.	Exceptional use of the Pupil Premium to support literacy Reading Recovery Europe - UCL – University College London	1,2,3,4,5
Targeted intervention for English and Maths to improve attainment.	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools	1,4
Reading Fluency Project to improve reading fluency.	KS2 Reading Fluency Project Herts for Learning	1,4

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
True North	EEF – Toolkit – outdoor adventure learning	2,3,5



	“the essential knowledge that children need to be educated citizens” (<i>Ofsted EY Inspection Handbook 2019, p31</i>).	
Key worker/pastoral support increased.	Pupil and Parent voice shows the positive impact of weekly/daily pastoral, Key worker support. Observations and evaluations show	3,4,5
Extra funds available for the cost of PP pupils trips + residential, uniform, music lessons, after school sports clubs	Enriching experience are essential for building self-esteem as well as building cultural capital and learning form first hand experience. EACT Trust Academy has evidenced impact of accreditation of the whole child. focusing on building Cultural Capital for disadvantaged pupils	2,3,4,5
Hired an attendance officer to work closely with parents and children to improve attendance.	Being Present: the Power of Attendance and Stability for Disadvantaged Pupils (nfer.ac.uk)	3
The Key Membership	The Key: Inspiring Belief in Young People The Key (thekeyuk.org) 100% of groups progress through the project. Attendance at the meetings and on the trips is also 100%. EnterpriseforAll-lowres-200614.pdf (publishing.service.gov.uk)	2,3,4,5
Purchase of Class Charts/CPOMS to monitor wellbeing and record behaviours more effectively.	Using rewards: encouraging good behaviour - Case study - GOV.UK (www.gov.uk)	3,4,5
Employed a school counsellor to work with disadvantaged and vulnerable pupils.	Effectiveness of school counselling revealed in new research (bacp.co.uk)	3,4,5

Total budgeted cost: £147,035



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated. Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Attendance has improved of disadvantaged children through using an attendance officer. We have strengthened this further by employing an attendance offer internally. The gap has narrowed between disadvantaged and non disadvantaged children.

Internal data from 2020/2021 showed that the performance of most children was lower than prior to lockdown. However, the quality of work and engagement in home learning was poorer for disadvantaged than non-disadvantaged children. We ensured all disadvantaged learners had access to digital technology and increased capacity within school for disadvantaged children to attend throughout lock down periods.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
SPAG.COM	SPAG
Power Maths	Pearson
IDL	IDL solutions
TTRS (Times Tables)	Maths Circle
EdShed	Education Shed
Educake	Educake
MyMaths	Oxford University Press

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	True North, Well being groups, Key worker support, Smaller teaching groups, access to technology, booster groups/interventions.



What was the impact of that spending on service pupil premium eligible pupils?

Engagement with home learning, Improved progress, Improved attendance.



Further information (optional)