



Pupil Premium Strategy Statement – Gosforth East Middle 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 | Gosforth East Middle School |
| Number of pupils in school | 557 |
| Proportion (%) of pupil premium eligible pupils | 18.7% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2025/2026 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| 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 | £141,980 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £141,980 |



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. OPAL play has also been introduced to improve play-based experiences within school. |
| 3 – Attendance of disadvantaged pupils. | Several PP pupils have persistent absence rates higher than other pupils. |
| 4 - Well-being/ achievement | The wellbeing of pupils during the lockdown's was monitored rigorously through child and parent voice, assessments and observations of the 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. 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. |



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 extracurricular club.</p> <p>To increase the number of disadvantaged pupils who attend extracurricular visits/activities.</p> |
| <p>Improve PP attendance to be at target of 96%</p> | <p>Pastoral leads to 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>Pupil Premium children continue to make expected progress with an increase in those achieving greater depth.</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> |
| <p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p> | <p>Form teachers, Head of Year, SENDCo, Phase Leaders and Head Teacher assist in identifying and supporting families to alleviate barriers to learning.</p> <p>Identified children are invited to intervention through key worker support, social group, Lego Therapy, counselling, True North,</p> |

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: £19,023

| 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: £81,544

| 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 |
| 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 https://researchschool.org.uk/shottonhall | 1,4 |
|---|---|-----|

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

Budgeted cost: £41,403

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| True North | EEF – Toolkit – outdoor adventure learning “the essential knowledge that children need to be educated citizens” (Ofsted EY Inspection Handbook 2019, p31). | 2,3,5 |
| 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 from 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 |
| 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 |
| 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: £141,980



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 2024/2025 academic year.

| <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>The Reading Champion continues to be a real success. The library is thriving and children have many opportunities. We are one of the first few schools in the country to be awarded with the Spark Bronze School award and we have continued with the Spark book awards.</p> <p>The Reading Fluency project continues and we have built upon this further to ensure children in Year 7 who did not meet ARE are targeted for further support through a Reading Fluency project. We are looking to introduce it into KS2 also.</p> <p>This is through Shotton Hall Research School and due to its success we have expanded this to Year 6 and have 8 members of staff trained to deliver it.</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 extracurricular club.</p> <p>To increase the number of disadvantaged pupils who attend extra-curricular visits/activities.</p> | <p>We target disadvantaged pupils for True North and The Key. Pupil voice and feedback from the mentors shows children are developing in confidence and are building new friendships. The attendance of the pupils selected is excellent.</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>22/23 – pp 92.01% non pp 95.02%</p> <p>23/24 – pp 90.79% non pp 95.41%</p> <p>24/25 - pp 89.21% non pp 95.67%</p> <p>National data shows that disadvantaged pupils tend to have higher absence rates than other pupils. We continue to work hard with our persistent absentees and use Head of Year staff to monitor this,</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 2024/2025 data will show that 95 – 100% of disadvantaged children have made expected progress.</p> <p>Analysis of interventions will show that they have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.</p> | <p>Out of 150 pupils, 24 PP and 126 non-PP</p> <table border="1" data-bbox="879 1391 1481 1995"> <thead> <tr> <th>% of pupils achieving the expected standard</th> <th>Reading</th> <th>Writing</th> <th>GPS</th> <th>Maths</th> <th>Combined Reading, Writing & Maths</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>75% (18 pupils)</td> <td>71% (17 pupils)</td> <td>67% (16 pupils)</td> <td>58% (14 pupils)</td> <td>54% (13 pupils)</td> </tr> <tr> <td>Non PP</td> <td>91%</td> <td>92%</td> <td>92%</td> <td>94%</td> <td>86%</td> </tr> <tr> <th>% of pupils achieving a higher level within the expected standard</th> <th>Reading</th> <th>Writing</th> <th>GPS</th> <th>Maths</th> <th>Combined Reading, Writing & Maths</th> </tr> <tr> <td>PP</td> <td>42% (10 pupils)</td> <td>21% (5 pupils)</td> <td>46% (11 pupils)</td> <td>13% (3 pupils)</td> <td>8% (2 pupils)</td> </tr> <tr> <td>Non-PP</td> <td>50%</td> <td>29%</td> <td>49%</td> <td>61%</td> <td>18%</td> </tr> </tbody> </table> <p>Focus for next year will be on attainment within maths. This year shows an improvement in reading and writing.</p> | % of pupils achieving the expected standard | Reading | Writing | GPS | Maths | Combined Reading, Writing & Maths | PP | 75% (18 pupils) | 71% (17 pupils) | 67% (16 pupils) | 58% (14 pupils) | 54% (13 pupils) | Non PP | 91% | 92% | 92% | 94% | 86% | % of pupils achieving a higher level within the expected standard | Reading | Writing | GPS | Maths | Combined Reading, Writing & Maths | PP | 42% (10 pupils) | 21% (5 pupils) | 46% (11 pupils) | 13% (3 pupils) | 8% (2 pupils) | Non-PP | 50% | 29% | 49% | 61% | 18% |
| % of pupils achieving the expected standard | Reading | Writing | GPS | Maths | Combined Reading, Writing & Maths | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PP | 75% (18 pupils) | 71% (17 pupils) | 67% (16 pupils) | 58% (14 pupils) | 54% (13 pupils) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Non PP | 91% | 92% | 92% | 94% | 86% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| % of pupils achieving a higher level within the expected standard | Reading | Writing | GPS | Maths | Combined Reading, Writing & Maths | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PP | 42% (10 pupils) | 21% (5 pupils) | 46% (11 pupils) | 13% (3 pupils) | 8% (2 pupils) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Non-PP | 50% | 29% | 49% | 61% | 18% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



| | | |
|--|---|--|
| <p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p> | <p>Form teachers, Head of Year, SENDCo, Phase Leaders and Head Teacher assist in identifying and supporting families to alleviate barriers to learning.</p> <p>Identified children are invited to intervention through key worker support, social group, Lego Therapy, counselling, True North,</p> | <p>We have increased counselling provision to 1 and a half days per week.</p> <p>Key worker staff have had training from the Communication and Interaction team to discuss how to run effective ad structured key worker sessions and this provision is thriving.</p> <p>Pupil and parent feedback shows this has a positive impact upon pupil wellbeing and attendance.</p> |
|--|---|--|

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 |
|---------------------|-------------------------|
| 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)