# Pupil premium strategy statement – Gateacre School

## School overview

|  |  |
| --- | --- |
| Detail | Data |
| Number of pupils in school | 1151 |
| Proportion (%) of pupil premium eligible pupils | 43.7% (503 pupils) |
| Academic year/years that our current pupil premium strategy plan covers | 2021/2022  to 2024/2025 |
| Date this statement was published | 31/12/24 |
| Date on which it will be reviewed | 31/12/25 |
| Statement authorised by | N. Jamil (Principal) |
| Pupil premium lead | A. Dalton-Bunker  (Vice Principal) |
| Governor / Trustee lead | Stephen Atkinson |

## Funding overview

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £604 240 |
| Pupil premium funding carried forward from previous years | £0 |
| **Total budget for this academic year** | £604 240 |

# Part A: Pupil premium strategy plan

## Statement of intent

|  |
| --- |
| Here at Gateacre School our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.  The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.  High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.  Our strategy is also integral to wider school plans for education recovery, including non-disadvantaged pupils.  Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:  • ensure disadvantaged pupils are challenged in the work that they’re set  • act early to intervene at the point need is identified  • adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve |

## Challenges

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

|  |  |
| --- | --- |
| Challenge number | Detail of challenge |
| 1 | **Attainment**  The attainment of disadvantaged pupils is generally lower than that of their peers. We have drilled down further with specific focus on key areas:  To secure recent improvements in Maths with retention of key staff.  Along with pedagogical development of Maths/Science and Geography departments to ensure high quality teaching and learning experiences for all.  The Maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving.  The Science attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with extended writing questions and applying knowledge.  The Geography attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with the human element of Geography and that of extended writing questions. |
| 2 | **Reading comprehension**  Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading than peers. This impacts their progress in all subjects and their ability to access the curriculum. |
| 3 | **Metacognition**  Our observations show many low-attaining disadvantaged pupils lack metacognitive/self-regulation strategies when faced with challenging tasks. |
| 4 | **Wellbeing**  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. This is partly driven by concerns about catching up lost learning, exams, worries about transition and their future-prospects together with the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils in relation to their emotional wellbeing and their attainment. |
| 5 | **Attendance**  Our attendance data indicates that attendance among disadvantaged pupils has been between lower than for non-disadvantaged pupils.  A greater proportion of disadvantaged pupils have been persistently absent than their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress. |

## 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 |
| Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects. | By the end of our current plan in 2024/25, more of our disadvantaged pupils to be achieving higher A8 and P8 scores than in the past.  The impact of this will close the internal gap between DS and Non-DS and make rapid progress towards national, with a particular focus on EBacc subjects of Maths, Science and Geography.  We would aim for a A8 score of at least 37 and an EBacc average point score of 3.5 and a P8 of -at least -0.50 by 2024/25.  Disadvantaged students achieve top quartile for progress made by disadvantaged pupils amongst similar schools by summer 2024/25 |
| Improved reading comprehension among disadvantaged pupils across KS3. | Reading comprehension tests will hopefully demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny. Resulting in a reduced gap between chronological and reading ages, and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. We hope to significantly narrow the current average reading age gap across the school between disadvantaged and non-disadvantaged to below 5 months. Teachers recognise this improvement through engagement in lessons, student triangulation and book scrutiny findings. Students report improved reading habits. |
| Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects. | Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by a new KS3 homework knowledge organiser strategy which will improve metacognition and retrieval skills. This will also be seen in student voice, parental engagement and improved outcomes over time. |
| To improve the support available wellbeing for all pupils, including those who are disadvantaged. | Targeted interventions will demonstrate impact on pupil health and wellbeing. Student questionnaires will show that students feel happy and safe in school. Interventions are monitored and evaluated for impact. Behaviour interventions will show that pupils use the strategies they are taught and this will make an impact on their day to day experiences. Students will have regular wellbeing sessions as part of their curriculum. Pupils will have access to extra-curricular wellbeing activities. Students will able to access support for their wellbeing and mental health. Student voice will show that they know how to access this support and feel supported. Improved attendance of students identified as suffering with social and emotional issues Improved engagement in enrichment for students identified as suffering with social and emotional issues. Qualitative data from student voice, student and parent surveys and teacher observations |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged  pupils. | Sustained high attendance from 2024/25 demonstrated by: The overall absence rate for all pupils being less than 5% (bringing PP students in line with the national average) and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced each term to bring the attendance of disadvantaged students in line with non-disadvantaged students. The gap will be no more than 3%. The percentage of all pupils who are persistently absent being below 13% (better than national) and the figure among disadvantaged pupils being no more than 12% lower than their peers (which is significantly better than the national average). |

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £174,031

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Recruit and appoint Assistant Principal for Implementation to ensure high quality first teaching | “*Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils*”  (The menu of approaches, DfE Using pupil premium: guidance for school  Leaders) | 1 |
| Retention of middle leader with responsibility for whole school reading and book culture | “*Targeted interventions to support language development and literacy*”  (The menu of approaches, DfE Using pupil premium: guidance for school  Leaders) | 2 |

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

Budgeted cost: £92,590

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Retention of Assistant SENDCo to coordinate reading interventions in addition to SEN needs | “*Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND*”  (The menu of approaches, DfE Using pupil premium: guidance for school  Leaders) | 2, 3 |
| GL Assessment CDS package to assess students’ reading, cognition, attitudes, etc. and inform interventions | “*Technology and other resources that support high-quality teaching, for*  *example software to support diagnostic assessment*”  (The menu of approaches, DfE Using pupil premium: guidance for school  Leaders) | 1, 2, 3, 4 |
| Purchase of reading intervention package and associated resources | “*Training provided by a DfE validated systematic synthetic phonics programme*”  (The menu of approaches, DfE Using pupil premium: guidance for school  Leaders) | 2, 3 |
| 1-to-1 and smaller group English, Maths and Science tuition | “*One to one and small group tuition*” and “*Targeted interventions to support language development, literacy and numeracy*”  (The menu of approaches, DfE Using pupil premium: guidance for school  Leaders) | 1 |
| Online homework and independent study packages | “*Technology and other resources that support high-quality teaching*”  (The menu of approaches, DfE Using pupil premium: guidance for school  Leaders) | 1, 2, 3 |

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

Budgeted cost: £341,936

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Recruitment and retention of non-teaching Assistant Heads of Year to lead on pastoral matters (attendance, behaviour, wellbeing, etc) in every year group | “*Supporting pupils’ social, emotional and behavioural need*”  (The menu of approaches, DfE Using pupil premium: guidance for school  Leaders) | 4, 5 |
| Retain school counsellor to support students’ wellbeing | “*Supporting pupils’ social, emotional and behavioural need*”  (The menu of approaches, DfE Using pupil premium: guidance for school  Leaders) | 4 |
| Retain additional careers advice and guidance from Careers Connect aimed specifically at disadvantaged students | “*Communicating with and supporting parents*”  (The menu of approaches, DfE Using pupil premium: guidance for school  Leaders) | 4 |
| Recruitment of Attendance Lead and attendance officers to improve attendance | “*Supporting attendance*”  (The menu of approaches, DfE Using pupil premium: guidance for school  Leaders) | 5 |
| Buy-in additional support from LA Educational Welfare Officer (EWO) to improve attendance | “*Supporting attendance*”  (The menu of approaches, DfE Using pupil premium: guidance for school  Leaders) | 5 |

**Total budgeted cost: £608,557**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

|  |
| --- |
| In 2024, the Progress8 score for disadvantaged students was -0.79 (compared to -0.53 for all students). This is considerably lower than the national average for all students (-0.03) and for disadvantaged students (-0.57). However, the gap between disadvantaged and other students (-0.53) is much smaller than the national gap (-0.73). Disadvantaged students made least progress in the EBacc element (-1.12) and most in the Open element (-0.60)  The proportion of disadvantaged students achieving Grade 5+ in English and Maths (26% 5+ Basics) was in line with disadvantaged students nationally (26%) but below all students (31%). The gap between disadvantaged and non-disadvantaged students (-11%) is much smaller than the national gap (-27%) for this measure.  The Attainment8 score for disadvantaged students was 32.66 which is lower than all students (37.91) and lower than disadvantaged students nationally (34.56). The EBacc Average Point Score for disadvantaged students was 2.58 which is lower than all students (3.01) and lower than disadvantaged students nationally (2.99).  The proportion of disadvantaged students staying in education or entering employment for at least 2 terms after key stage 4 (82%) was slightly lower than all students (84%) and below the national figure for disadvantaged students (86%).  Absence for disadvantaged students was 16.6% which is higher than all students (12%) and higher than disadvantaged students nationally (14%). The proportion of disadvantaged students who were persistently absent was 50.1% which is higher than all students (34.5%) and higher than disadvantaged students nationally (42.5%).  Whilst these figures represent an improvement in all areas from the previous year, they are still lower than we are willing to accept for this cohort and hence require further attention. In-school data suggests that further improvements are expected across all measures in 2025 but considerable work will be required to ensure that disadvantaged students achieve and attend in line with their peers, and better than disadvantaged students nationally, over the coming years.  Our Pupil Premium strategy has clearly had a positive, measurable impact but we are not yet on track to achieve our stated success criteria for attainment or attendance. Strategies have worked well and had a positive impact but the rate of these improvements must now increase. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

|  |  |
| --- | --- |
| Programme | Provider |
| n/a | n/a |