

Gateacre School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 financial 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 financial year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Gateacre School
Number of pupils in school	1138 (11-16)
Proportion (%) of pupil premium eligible pupils	48.81%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	21 st December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Gareth Jones, Headteacher
Pupil premium lead	Gareth Jones
Governor / Trustee lead	Stephen Atkinson

Pupil premium strategy statement

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.97	2023 Validated
Ebacc entry	5%	2023 Validated
Attainment 8	27.19%	2023 Validated
Percentage of Grade 5+ in English and maths	14%	2023 Validated

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£574,630
Recovery premium funding allocation this financial year	£146,004
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	£720,634

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.

	Detail of challenge
1	<p>The attainment of disadvantaged pupils is generally lower than that of their peers.</p> <p>In 2023, the Attainment 8 gap between disadvantaged pupils and their peers was – 6.8 A8 points (PP 27.19 compared to 34.06 all students). The Progress 8 gap between disadvantaged pupils and their peers was -0.21 (PP -0.97 compared to -0.76 all students).</p> <p>Assessments across the school in the last 2 years indicate that between 8-10% gap occurs between DS and Non DS in Maths. With final outcomes showing a P8 Maths gap of 0.17 between DS and all students.</p> <p>Assessments across the school in the last 2 years indicate that between 4-8% gap occurs between DS and all students in Science. With final outcomes showing a significant VA gap of 0.05, however all students have under achieved.</p> <p>Assessments across the school in the last 2 years indicate that between 3-7% gap occurs between DS and Non DS in Geography. With final outcomes showing DS students outperformed all students by +0.35. However all performance was low in this subject.</p>
2	<p>Reading comprehension Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading than peers. With an average reading age gap of 9.4 months between disadvantaged and non-disadvantaged across years 7-11. This impacts their progress in all subjects and their ability to access the curriculum.</p>
4	<p>Metacognition Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks</p>
5	<p>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.</p> <p>This is partly driven by concern 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</p>

	<p>affect disadvantaged pupils in relation to their emotional wellbeing and their attainment.</p> <p>This has been particularly evident with our current year 11 students. As a school we have increased the number and range of wellbeing activities . We have introduced a new support clinic in addition to our school counselling service, however this has a large waiting list .</p> <p>We have 68% of referrals for emotional support from that of disadvantaged students. 34/50. We have seen a 400% increase in referrals post covid compared to pre covid. Our waiting lists indicate 70+% of students waiting for support currently are disadvantaged.</p>
6	<p>Attendance Our attendance data over the last 2 years before covid indicates that attendance among disadvantaged pupils has been between 5-6% lower than for non-disadvantaged pupils.</p> <p>29% of disadvantaged pupils have been 'persistently absent' compared to 10% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</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
(1) Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	<p>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 (2019 validated at A8 34.1 and P8 -0.69).</p> <p>The impact of this will close the internal gap between DS and Non-DS and make rapid progress towards national.</p> <p>With a particular focus on EBacc subjects of Maths, Science and Geography.</p> <p>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 24/25.</p> <p>Disadvantaged students achieve top quartile for progress made by disadvantaged pupils amongst similar schools by summer 24/25</p>
(2) Improved reading comprehension among disadvantaged pupils across KS3.	<p>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.</p>

	<p>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.</p> <p>We hope to significantly narrow the current average reading age gap (9.4 months) across the school between disadvantaged and non-disadvantaged to below 5 months.</p> <p>Teachers recognise this improvement through engagement in lessons, student triangulation and book scrutiny findings. Students report improved reading habits.</p>
<p>(3) Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</p>	<p>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.</p>
<p>(4) To improve the support available wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Targeted interventions will demonstrate impact on pupil health and wellbeing.</p> <p>Student questionnaires will show that students feel happy and safe in school. Interventions are monitored and evaluated for impact.</p> <p>Behaviour interventions will show that pupils use the strategies they are taught and this will make an impact on their day to day experiences</p> <p>Students will have regular wellbeing sessions as part of their curriculum</p> <p>Pupils will have access to extra-curricular wellbeing activities</p> <p>Students will be able to access support for their wellbeing and mental health.</p> <p>Student voice will show that they know how to access this support and feel supported.</p> <p>Improved attendance of students identified as suffering with social and emotional issues</p> <p>Improved engagement in enrichment for students identified as suffering with social and emotional issues.</p> <p>Qualitative data from student voice, student and parent surveys and teacher observations.</p>
<p>(5) To achieve and sustain improved attendance for all pupils, particularly</p>	<p>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</p>

<p>our disadvantaged pupils.</p>	<p>being reduced each term to bring the attendance of disadvantaged students in line with non-disadvantaged students.</p> <p>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).</p>
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Activity in this financial year

This details how we intend to spend our pupil premium (and recovery premium funding) **this financial year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£150,911**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. CATS + English + Reading and spelling + wellbeing Training will be provided for staff to ensure assessments are carried out correctly and information is used for curriculum planning.</p> <p>Reading Intervention TLR</p>	<p>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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3</p> <p>£9,500</p> <p>£10,788</p>
<p>Supporting student wellbeing and mental health. Whole school and individual student need basis.</p> <p>School Counsellor time.</p> <ul style="list-style-type: none"> • Alder Hey, • CAHMS service • Career Connect • Brooke Sexual Health <p>PHSCE Resources</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>5</p> <p>£30,000</p> <p>£46,541</p> <ul style="list-style-type: none"> • £11,012 • £250 <p>£4700</p>
<p>To improve disadvantaged student attendance across the school, by improved parental engagement and support from the attendance officer</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>6</p> <p>£38,120</p>

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

Budgeted cost: **£256,850**

Activity	Evidence that supports this approach	Challenge number (s) addressed
Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps. Reading revolutionaries.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	2 £50,106
Small group intervention in the core subjects each morning. Along with 1:1 student support from core HoDs. including Lead Practitioner in science The students are strategically identified via assessment data and key marginal groupings. The students are baselined on entry to the intervention and tested on exit to measure impact.	Small groups interventions: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3 £51,630
Increase staff awareness of the barriers faced by disadvantaged students by improving communication of information between stakeholders and identify barriers to learning for disadvantaged students	Developing a culture of collective responsibility for disadvantaged pupils	All No Cost
Improve PA figure for disadvantaged students (29% in 2019 compared to 9% for non-PP).	The DfE guidance Improving School Attendance has been informed by engagement with schools that have significantly reduced persistent absence levels. Improving school attendance:	See page 8
Career interventions for all students including those that are disadvantaged to increase employer engagement opportunities Purchase of Morrisby Careers	Careers education EEF (educationendowmentfoundation.org.uk)	1&5 £990

<p>to provide careers information Advice and Guidance to students to raise aspiration. Additional careers support with Qualified Careers Adviser for targeted students Elevate Business Partnerships Careers Connect Careers Fair</p>		<p>£7200 £15,0131 £450</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF. Improving Literacy in Secondary Schools</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>Pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Oral language interventions</p>	<p>2 £6770 £7000 £117573</p>

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

Budgeted cost: **£312,873**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention for specific pupils who require support with regulating their behaviour and emotions.	EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)	5 £61,573
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	6 £238,700 AHOY
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All £12,600

Total budgeted cost: £720,634

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 2023 to 2024 academic year.

Our external exams during summer 2022/2023 suggested that the **attainment** performance of disadvantaged pupils was lower than in the previous 2021/22 years in key areas of the curriculum. **Progress** was higher this summer, than summer 2022, but more work needs to be done.

Despite being on track during (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2022/23 were therefore not fully realised.

Mathematics P8 has improved from -0.65 2022 to -0.57 2023, DS figures have also improved from -0.77 2022 to -0.72 2023. English P8 improved from -1.05 2022 to -0.74 2023. DS P8 from -1.21 2022 to -1.02 2023. Science VA improved from -1.00 to -0.74 2023. DS result have also improved from -1.06 to -0.79 2023. These results together with other subjects meant that the school disadvantaged P8 was -0.97 **up** from -1.08 2022. A8 was down from 31.4 in 2022 to 27.2 for disadvantaged students in 2023.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We have set up after school clubs for service children and enrichment activities such as music lessons and cultural visits. We have a weekly pizza lunch day for children who have a parent deployed. This supports friendships between service pupils.

	A dedicated member of staff is available to support service pupils with anxiety and loss when a family member is deployed.
What was the impact of that spending on service pupil premium eligible pupils?	45% of all service children attended after school clubs. All service children attended class visits and other educational experiences offered. Teachers observed improvements in friendships between service children through these trips and experiences.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.