

# Pupil Premium Strategy Statement

## School overview

Detail	Data
School name	John O' Gaunt School
Number of pupils in school	457
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	November 2023
Date in which it will be first reviewed	July 2024
Statement authorised by	Richard Hawthorne
Pupil premium lead	Rebecca Quigley
Governor / Trustee lead	Nicola Chester

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,922
Recovery premium funding allocation this academic year	£38,916
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£165,838

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. The focus of our Pupil Premium Strategy is to support disadvantaged students to achieve that goal whilst being safe and happy in our school.

High-quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school.

Our approach will be responsive to common challenges and individual needs. It is rooted in robust data and not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will adopt a whole school approach in which all staff take responsibility for disadvantaged students' school experience and culture is such that:

- the school environment is one where disadvantaged students, and their parents, feel welcome and listened to
- disadvantaged students attend regularly
- disadvantaged students follow a suitably ambitious curriculum
- disadvantaged students make sustained progress and can apply what they have learned fluently in each subject
- staff act early to intervene at the point when need is identified

## Challenges

Challenge Number	Detail of Challenge
1	Some of our disadvantaged students are not fluent in <b>reading</b> and cannot de-code texts.
2	On average our disadvantaged students have lower <b>attainment</b> than their peers.
3	Some of our disadvantaged students do not engage in <b>wider school life</b> .
4	On average our disadvantaged students have poorer <b>attendance</b> than their peers.
5	The <b>parents</b> of some of our disadvantaged students do not engage with school.

## Intended outcomes

Intended outcome	Success criteria
Disadvantaged students read fluently.	<p>All students read at least in line with their chronological age within two terms of starting at the school.</p> <p>Term on term evidence:</p> <ul style="list-style-type: none"> <li>• Fresh Start data</li> <li>• NGRT data</li> </ul>
Disadvantaged students attain highly	<p>Attainment measures for disadvantaged students are in line with their peers with similar starting points.</p> <p>End of year evidence:</p> <ul style="list-style-type: none"> <li>• Internal data Y7-10 indicates attainment outcomes in line with cognitive peers.</li> <li>• Y11 exam results: Gr4+/Gr5+/A8 individual core subjects and basics. Ebacc entries / outcomes, Open bucket outcomes</li> <li>• Disadvantaged Students' destinations data</li> </ul>
Disadvantaged students' participation in wider School Life	<p>Disadvantaged students' participation in wider school life increases year on year and they confirm a greater sense of belonging.</p> <p>End of year evidence:</p> <ul style="list-style-type: none"> <li>• Participation data for: <ul style="list-style-type: none"> <li>○ Extra-curricular clubs</li> <li>○ School trips</li> <li>○ Student leadership team</li> <li>○ School productions/ events</li> </ul> </li> <li>• Student voice data</li> </ul>
Disadvantaged students' attendance	<p>Disadvantaged students overall attendance will be in line with the national average. Those with PA or SPA will significantly improve attendance within 10 weeks.</p> <p>Term on term evidence for each year group:</p> <ul style="list-style-type: none"> <li>• Overall absence data</li> <li>• Persistent absence data</li> <li>• Significant absence data</li> <li>• Punctuality data</li> <li>• In-school truancy data</li> </ul>
Parental engagement (particularly for parents of disadvantaged students)	<p>Improved parental engagement for disadvantaged students.</p> <p>Term on term evidence for each year group:</p> <ul style="list-style-type: none"> <li>• Parents' Evening data</li> <li>• Parent voice (participation and findings)</li> <li>• Teacher voice</li> </ul>

## Activity in this academic year

### Teaching

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Work with other schools to standardise curriculum design and assessments so that</p> <ul style="list-style-type: none"> <li>• all staff understand how the curriculum steps drive progress</li> <li>• starting points and gaps are accurately identified</li> <li>• all students make secure progress towards ambitious cumulative end points</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a></p> <p>See also Ofsted Curriculum Research Reviews</p>	1, 2
<p>Embed high pedagogy across all subjects meet the needs, and fulfils the potential, of all students.</p>	<p><a href="#">EEF blog: Moving from 'differentiation' to 'adaptive teaching'   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">EEF Blog: Five evidence-based strategies to support...   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Embed the use of proven reading and vocabulary acquisition approaches:</p> <ul style="list-style-type: none"> <li>• Train staff to delivery reading and vocabulary programs with fidelity</li> <li>• Purchase required resources to deliver the programmes</li> <li>• Use NGRT and NGST to pinpoint reading gaps on entry to the school (whatever year group)</li> <li>• Apply targeted interventions, including Fresh Start phonics, based on gap assessments.</li> <li>• Embed Tutorial Reading programme across KS3 and KS4</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p> <p>The Reading Framework DFE Sept 2023</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1, 2
<p>Train and support Teaching Assistants so that :</p> <ul style="list-style-type: none"> <li>• They understand how to use EHCPs to inform their support of individual students</li> <li>• They understand the rationale for how the curriculum builds knowledge and fluency</li> <li>• They understand how to support teachers with their pedagogical approaches</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	2

<ul style="list-style-type: none"> <li>• They understand how to support students with reading and vocabulary acquisition and practice in lessons.</li> </ul> <p>Where capacity allows, deploy them where they will have the most impact.</p>		
--	--	--

## Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the use of independent access subject support programmes <ul style="list-style-type: none"> <li>• GCSE Pod for KS4</li> </ul>	<a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216</a>	2
Embed the use of high-impact targeted interventions for Year 11 <ul style="list-style-type: none"> <li>• Aligned to the planned curriculum</li> <li>• Based on accurate needs analysis</li> <li>• Delivered by appropriately trained staff</li> <li>• Closely monitored and adjusted where necessary</li> </ul>	<a href="https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/school-improvement-planning/Selecting_interventions_tool.pdf?v=1631171996">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a> <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/school-improvement-planning/Selecting_interventions_tool.pdf?v=1631171996">https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/school-improvement-planning/Selecting_interventions_tool.pdf?v=1631171996</a>	2
Early intervention at KS3 in English and Maths. <ul style="list-style-type: none"> <li>• Aligned to the planned curriculum</li> <li>• Based on accurate needs analysis</li> <li>• Delivered by appropriately trained staff</li> <li>• Closely monitored and adjusted where necessary</li> </ul>	<a href="https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/school-improvement-planning/Selecting_interventions_tool.pdf?v=1631171996">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a> <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/school-improvement-planning/Selecting_interventions_tool.pdf?v=1631171996">https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/school-improvement-planning/Selecting_interventions_tool.pdf?v=1631171996</a>	2

## Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase communication media with parents eg: <ul style="list-style-type: none"> <li>• Surveys</li> <li>• Focus groups</li> </ul>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	5

<ul style="list-style-type: none"> <li>• Newsletters, Social Media</li> </ul> <p>Ensure they receive timely feedback on queries and suggestions</p>		
<p>Develop a strategy which increases disadvantaged students' participation in wider school life:</p> <ul style="list-style-type: none"> <li>• Clarify role of teachers, support staff, parents, students.</li> <li>• Establish a manageable monitoring process for: extra-curricular activities, trips &amp; visits, student leadership and productions &amp; events</li> <li>• Use student voice to help develop the programme</li> <li>• Provide an easy access method for disadvantaged students to ask for support with participation (eg: online form, personal budget etc)</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	3
<p>Ensure disadvantaged students are ready to learn by establishing a breakfast club and meal provision</p>	<p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a></p>	4
<p>Develop an attendance strategy which:</p> <ul style="list-style-type: none"> <li>• Establishes a culture where high attendance is everyone's business.</li> <li>• Attendance data is used proactively to prevent decline in attendance for individuals and groups</li> <li>• Attendance data is used proactively to identify causes of poor attendance and needs</li> <li>• Attendance support plans target interventions accordingly</li> <li>• Ensures that all returners post extended absences have rigorous reintegration and catch-up plans</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a></p> <p>Working Together to Improve School Attendance (DFE Sept 2023)</p>	5
<p>Funding equipment, resources and uniform and access to enrichment/trips</p>		2, 3, 4, 5

## Part B: Review of outcomes in the previous academic year

Please see previous Pupil Premium Strategy available on our website.