

Pupil premium strategy statement - The Gatwick School

This statement details our school's use of pupil premium (and recovery 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
Number of pupils in school	924 (Reception – Year 11)
Proportion (%) of pupil premium eligible pupils	21% 53 Primary 141 Secondary
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	November 2023
Date on which it will be reviewed	October 2024
Statement authorised by	David Marillat
Pupil premium lead	Portia Kamara
Governor / Trustee lead	Martha Burnige

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£223,969.95
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£46,250
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£270,219.95

Part A: Pupil premium strategy plan

Statement of intent

The Gatwick School is committed to a comprehensive approach where we put our pupil premium students first. We prioritise every pupil's education, opportunities, and outcomes by investing our time and resources in proven effective measures, particularly for the most disadvantaged pupils.

Our strategies for achieving these objectives include:

1. **Teaching:** We allocate resources to enhance teaching quality through professional development, training, and support for both early career and experienced teachers. Our top priority is ensuring that an effective teacher leads every class, continuously supported in their professional growth.
2. **Academic Support:** We understand the value of tailored academic support, especially for pupils facing challenges in their academic journey. We emphasize how classroom teachers and teaching assistants can provide one-on-one or small group interventions linked to classroom teaching to help pupils reach their full potential.
3. **Wider Strategies:** We recognise that non-academic barriers, such as attendance, behaviour, and social and emotional support, significantly impact a pupil's success. While these barriers may be common, we adapt our approach to address the unique needs of our school community.

Our Objectives are to:

- Ensure that pupils make progress at least in line with or greater than national measures of expected progress by eliminating barriers to learning.
- Raise attainment levels and further reduce the Pupil Premium gap throughout our school, accelerating pupil progress.
- Provide pupils with access to and full engagement in all aspects of The Gatwick School life, broadening their experiences and opportunities.
- Facilitate secure and well-supported transitions, including preparations for future destinations.
- Ensure that a culturally rich curriculum is accessible to all pupils, promoting inclusivity and diversity within our educational environment.

At The Gatwick School, we are dedicated to creating a nurturing and enriching educational experience, where every student can flourish academically and personally. Therefore, providing students with more chances, so they have more choices in the future.

Challenges

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

Challenge number	Detail of challenge
1	Accessing the curriculum
2	Attendance and levels of persistent absence
3	Issues around behaviour and engagement
4	Lack of revision skills, resources, equipment, and technology
5	Mental health, wellbeing, and safeguarding concerns
6	Low literacy and numeracy levels
7	Lower aspirations
8	Parental engagement with the school

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
Narrow the gap between PP and Non-PP pupils in outcomes	Improved P8 and A8 scores year on year. Meeting or exceeding national averages. Improved number of students gaining grades 4-9 at GCSE level
Improved SATs and Phonics results	An increase in the number of pupils meeting KS1 and 2 baseline targets. 95% or above Phonics targets for primary students
Increase in attendance of PP students and reduce persistent absence	Minimise the attendance gap of PP and Non-PP pupils.
Improved literacy and numeracy skills	Improved outcomes in English and Maths at GCSE 9-4 Improvement in reading and spelling ages

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: £ £5000 + £3000 (recovery)

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality Teaching	High quality teaching will improve pupil outcomes.	1,3,4,6,7
Recruitment of experienced specialist teachers and support staff	Appointment and retention of key roles in the school to support the school's drive to support pupils, staff, parents/carers and improving outcomes. https://bit.ly/EEF-PP-Guide https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-2023.pdf?v=1696434151	1,2,3,4,5,6,7,8
CPD for teaching and support staff	High quality CPD, tailored to the needs of the school implemented to develop teacher and support staff. This ensures that teachers, ECT or experienced, are well equipped to deliver high quality lessons and pupils make progress. https://bit.ly/ReadingforPP	1,2,3,4,5,6,7,8
Progress in reading using Accelerated Reader	Improving pupil's reading age to ensure that they are able to fully access the curriculum. https://bit.ly/ReadingforPP	1,3,4,6,7

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

Budgeted cost: £123,000 +£43,250 (Recovery)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision for intervention in English, Maths and Science at secondary through over-staffing	Identifying the gaps in knowledge in pupils impacted the most from the lockdown and persistent absence and adjusting the curriculum to ensure all pupils are given additional learning	1,3,4,6,7

	opportunities to succeed in their GCSEs. https://bit.ly/EEF-PP-SmallGroup	
Revision resources and after school support	Providing pupils with the necessary resources to aid learning in and out of the classroom will ensure that they catch up and make progress. https://bit.ly/EEF-PP-Guide	3,4,6,7
SEND interventions, including Rapid Reader Plus/Nessy/TRUGS/Purple Mash/EAL support	Using assessments regularly to inform the planning and interventions that SEND and pupils with EAL need will ensure that the gaps that exist between students without learning needs are narrowed/eliminated. https://bit.ly/EEF-PP-SmallGroup	1,2,3,4,6,7
Primary (reading) – Read Write Inc/Reading Reconsidered	Pupils who are targeted in small groups or one-to-one to receive this intervention will be able to access subject specific vocabulary and make rapid progress. https://bit.ly/PPOnetoOne https://bit.ly/EEF-PP-SmallGroup	1,4,6,7
Oracy training for staff and pupils	Staff to receive training to have high expectations for oracy in and out of the classroom. Resources given to pupils to improve oracy and the ability to write and articulate their learning.	1,4,6,7

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

Budgeted cost: £100,969.95

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance - Educational Welfare officer.	Monitoring the attendance of PP pupils, offering support to parents/carers to improve attendance. https://bit.ly/EEF-PP-Social	2,5,8
Careers Consultant who prioritises support, speakers	NFER research into effective CEIAG found that there needed to be a	4,5

and visits for PP students	culture of aspiration beyond exams and education	
PP Breakfast clubs to support concentration through the day and boosts attendance & punctuality	Teaching and Learning Toolkit – additional hours- +2months of progress	1,2
Improving parental engagement	Regularly contacting parents/carers to communicate and support them during key events that help their children make progress in school. https://bit.ly/EEF-PP-Parents	1,2,5,7,8
Funding for resources such as books, revision guides, uniform, lunch and equipment.	Providing the necessary resources that allow pupils to be in school. Removing the barriers to learning that exist due to disadvantage. https://bit.ly/EEF-PP-Guide	1,2,4,5,6,7,8
Educational trips and visits	Ensuring that pupils can fully access the curriculum. Increase cultural capital. https://bit.ly/GOV-PP-CulturalCapital	1,2,4,5,6,7,8

Total budgeted cost: £270,219.95

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. The school has seen some improvement in the number of pupils achieving grade 4+ and 5+ at GCSE and in phonics and SAT at primary level. These figures remain significantly below national averages following the pandemic. In response, the school has implemented a comprehensive strategy to address this disparity. Through a multi-tiered approach, we aim to narrow the divide and provide equitable opportunities for all pupils.
2. The strategies in the plan encompass personalised learning programs, additional academic support, and tailored interventions for Pupil Premium students. These interventions are designed to specifically target areas where these pupils face challenges, offering additional resources. By tailoring our support to address individual needs, we aim to bridge the gap and ensure that every pupil can thrive academically.
3. Furthermore, our strategy also involves promoting a supportive and inclusive learning environment. This includes more staff training to create awareness and sensitivity to the diverse needs of Pupil Premium students, along with implementing programs that promote mental health and well-being. By addressing not only academic but also social and emotional aspects, we aim to create a holistic approach to reducing the gap and ensuring that Pupil Premium students feel equally supported and empowered in their educational journey.

Externally provided programmes

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

Programme	Provider
Literacy and Numeracy	Sparx Maths and Sparx Reader
Accelerated Reader	Renaissance Learning
Rapid Reader Plus	Pearson Education
TRUGS	Read Successfully LTD
Purple Mash	2 Simple
Pupil Progress Tracking	Pupil Progress
Careers Advice	Rinnovate Consultancy
Revision and Motivational Workshops	Resilient Me