

Pupil Premium Strategy Statement

George Stephenson High 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
Number of pupils in school	1173
Proportion (%) of pupil premium eligible pupils	29%
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)	2024 – 2025 2025 – 2026 2026 – 2027
Date this statement was published	18.11.2024
Date on which it will be reviewed	3 x Per Year to Governors Curriculum Committee
Statement authorised by	Peter Douthwaite
Pupil Premium Lead	David Lee
Governor Lead	Joanne Tierney

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£286,150.00
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0.00
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>	£286,150.00

Part A: Pupil Premium Strategy Plan

Statement of intent

At George Stephenson High School, our mission is to ensure that every child, regardless of their background, can succeed and thrive. Guided by our core values of Ambition, Community, and Respect, we are committed to using the Pupil Premium funding to overcome hurdles to learning and create a supportive and inclusive environment for all pupils.

Our strategy is underpinned by:

1. Ambition – We have high aspirations for all pupils, striving to close the attainment gap and empower every student to achieve their full potential.
2. Community – Through collaboration with pupils, families, and staff, we aim to build a strong, supportive network that nurtures every child's academic, social, and emotional growth.
3. Respect – Recognising the unique needs and challenges faced by disadvantaged pupils, we are dedicated to fostering an equitable and inclusive school culture where every individual is valued and supported.

Key objectives of our strategy include:

- Delivering high-quality teaching to all pupils, ensuring that disadvantaged pupils benefit from the best possible learning experiences.
- Providing targeted interventions and tailored support to address specific barriers to achievement and progression.
- Creating opportunities for enrichment and personal development to enhance self-esteem and broaden horizons.

By aligning our actions with our core values, we aim to ensure that every pupil at George Stephenson High School is equipped with the skills, confidence, and resilience to achieve lifelong success. Our approach is evidence-informed, reflective, and focused on building a brighter future for all.

Challenges

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

Challenge number	Detail of challenge
1	Issues relating to Attendance : Recent data has demonstrated that the most disadvantaged pupils are more likely to have low attendance in KS3. In KS4, we have found that disadvantaged pupils are also more likely to become persistently or severely absent, which can in turn result in a negative impact on their academic outcomes, personal development and Post-16 progression.
2	Raising Aspirations : On average, disadvantaged young people are twice as likely as their peers to end up not in education, employment or training (NEET), five years after sitting their GCSEs (CYPN, 2022). Consequently, our students from disadvantaged backgrounds often need additional support to make them aware of their options following Year 11 or Year 13. This includes university-level study which can be seen as an unrealistic goal for their secondary-level education.
3	Social and Emotional Learning Skills : Evidence suggests that children from disadvantaged backgrounds have on average, weaker Social and Emotional learning skills at all ages than their more affluent peers (EEF, 2024). Consequently, we have disadvantaged students more frequently demonstrating greater levels of poorer mental health and lower academic attainment.
4	Home Learning Engagement : Nationally pupils from disadvantaged backgrounds are less likely to have a suitable working space, are less likely to have access to a meaningful device or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits (EEF, 2024). Therefore, our students can fall behind their peers with engagement and completion, leading to Home Learning and Revision becoming a non-preferred task.
5	Cultural Capital : Student voice indicates a gap in wider-world experiences beyond their local School community. This impacts on the appreciation levels of curriculum content and can reduce motivation & self-esteem to successfully engage. Recent research concluded that addressing cultural capital disparities can help bridge the achievement gap among pupils from different socio-economic backgrounds (The National College, 2024).

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
To ensure disadvantaged pupils make comparable progress to non-disadvantaged pupils.	<ul style="list-style-type: none"> Percentage achieving a Grade 4+ in GCSE English and GCSE Maths Progress 8 score of the school Comparing those achieving 4+ in EBacc figures for disadvantaged pupils with non-disadvantaged pupils in our school and nationally
To raise the levels of attendance and punctuality of our disadvantaged pupils.	<ul style="list-style-type: none"> Attendance statistics and comparisons term by term Comparison of disadvantaged and non - disadvantaged pupils' attendance and punctuality Monitoring attendance levels against local authority and national average figures
To help our disadvantaged pupils avoid NEET status and progress into aspirational Post-16 and Post-18 providers.	<ul style="list-style-type: none"> Percentage of pupils participating in transition opportunities, taster days and external provider visits. Percentage of pupils in Year 11 going on to selective Sixth Forms to do A Levels Percentage of pupils accessing a work based learning placement and completing work experience Percentage of pupils securing sixth form, college, employment and/or training via destination data
To raise the Basics outcome for disadvantaged students in English and Maths at GCSE by fostering a sustained focus on Literacy and Numeracy across the curriculum.	<ul style="list-style-type: none"> Percentage achieving a Grade 4+ in GCSE English and GCSE Maths Embed NGRT testing, tracking and implementation of intervention to increase literacy levels Annual Literature Festival that comprises of events, opportunities and collaboration to highlight the importance of Literacy across the School Community. Annual Numeracy Festival that comprises of events, opportunities and collaboration to highlight the importance of Numeracy across the School Community.
To close the gap in Home Learning completion between disadvantaged and non-disadvantaged pupils	<ul style="list-style-type: none"> Reported homework quality and completion from class teachers Incomplete Home Learning codes and detention numbers should be low for both disadvantaged and non-disadvantaged pupils Percentage of disadvantaged pupils attending Home Learning Clubs and Revision opportunities
To encourage healthy, strong and positive	<ul style="list-style-type: none"> Decrease in the percentage of fixed term suspensions

<p>behaviour through social and emotional learning skills in our disadvantaged pupils</p>	<ul style="list-style-type: none"> • Decrease in the percentage of internal suspensions • Decrease in the amount of duty support or relocation incidents • Increase in the number of positive points rewarded • Increase in the amount of HCF nominations
<p>Expose disadvantaged pupils to a broad range of experiences and opportunities to enhance their cultural capital and foster a curiosity for life-long learning.</p>	<ul style="list-style-type: none"> • Percentage of disadvantaged students attending extra-curricular activities • Percentage of disadvantaged students accessing additional intervention • Percentage of disadvantaged students attending Revision opportunities • Percentage of disadvantaged students undertaking work experience • Percentage of disadvantaged students attending curriculum enrichment visits and events
<p>To create and sustain inclusive classrooms where all disadvantaged students, regardless of background or ability, feel valued, supported, and empowered to achieve their full potential.</p>	<ul style="list-style-type: none"> • Promote a sense of belonging and respect, fostering positive relationships between staff and students, and among peers evidenced through pupil and staff voice. • Embed adaptive teaching strategies that respond to individual needs, ensuring all learners can access the curriculum evidenced within seating plans and pupil passports. • Develop students' confidence and independence, equipping them with the skills and resilience needed to succeed both inside and outside the classroom evidenced through home learning completion and Provision Mapping.
<p>To successfully implement the Raising Attainment of Disadvantaged Youngsters (RADY) approach, ensuring equitable opportunities and outcomes for all Pupil Premium students by addressing systemic and individual barriers to success.</p>	<ul style="list-style-type: none"> • Equitable baseline adjustments: Set ambitious, fair targets for disadvantaged students, aligning with their potential rather than prior performance alone. • Improved attainment and progress: Close the gap between disadvantaged and non-disadvantaged students, ensuring all learners achieve or exceed national benchmarks. • Whole-school accountability: Embed RADY principles into teaching, assessment, and pastoral systems, ensuring all staff take shared responsibility for the success of disadvantaged students. • Enhanced student engagement: Foster confidence, aspiration, and a sense of belonging for Pupil Premium students through targeted academic and pastoral interventions. Logged and reviewed through Provision Mapping. • Strategic use of data: Utilise RADY's data-driven approach to monitor progress rigorously, evaluate impact, and refine strategies for continuous improvement.

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: £128,768.00 (45% of Funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
To recruit high quality, experienced staff to ensure consistent quality first teaching is evident across the school community. This will involve ongoing teacher training and be monitored through learning walks and calendared quality assurance where any necessary support will be identified and implemented.	<i>Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</i> 1. High-quality teaching EEF	C2 C3 C4
To develop and maintain high-quality teaching and assessment through our Whole School CPL Programme. 2024/25 Focus: Inclusive Classroom. 2024/25 T&L Principles: Breaking the Plane, Think-Pair-Share and Golden Silence.	<i>The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year.</i> Collaborative learning approaches EEF	C2 C3 C5
To provide specialist training and development opportunities to all staff in order to upskill and prepare for career progression. This will ensure students can access highly skilled curriculum and pastoral staff across the school community. 2024/25 Programmes include: Aspiring Senior Leader Curriculum Leader Mastery ECT Development New Staff Induction	<i>Supporting high quality teaching is pivotal in improving children's outcomes.</i> Effective Professional Development EEF	C2 C3

To provide technology and other necessary resources that support high quality teaching.	<p><i>Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. Using technology can support retrieval practice and can also enable teachers to adapt practice effectively.</i></p> <p>Digital Technology Guidance Report EEF</p>	C3 C4
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £85,845.00 (30% of Funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Utilise English Small Group Tuition with identified students to respond to identified gaps in knowledge and skills ahead of GCSE examinations.	<p><i>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</i></p> <p>Small group tuition EEF</p>	C1 C2 C4
Utilise Maths Small Group Tuition with identified students to respond to identified gaps in knowledge and skills ahead of GCSE examinations.	<p><i>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which</i></p>	C1 C2 C4

	<p><i>is more closely matched to learners' needs explains this impact.</i></p> <p>Small group tuition EEF</p>	
<p>To plan and implement targeted strategies across the school community designed to raise the motivation and attainment students for Literacy and Numeracy knowledge and skills.</p> <p>This will include: Literature Festival Numeracy Festival Drop and Read Stop and Sum Rise and Read</p>	<p><i>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</i></p> <p>Reading comprehension strategies EEF</p>	<p>C2 C4 C5</p>
<p>Deliver tailored pastoral group work to identified students that focuses on social and emotional learning skills to aid academic progression in school.</p>	<p><i>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year, Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</i></p> <p>Metacognition and self-regulation EEF</p>	<p>C1 C2 C3</p>
<p>To provide Home Learning intervention and structured support through monitoring, dedicated sessions, resources, and guidance to ensure all students can complete homework effectively, reinforcing learning and closing gaps in understanding.</p>	<p><i>Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported.</i></p> <p>Homework EEF</p>	<p>C4</p>
<p>Establish a Peer Mentoring Programme between Year 11 and Sixth Form students to assist with confidence, knowledge and skill</p>	<p><i>Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to</i></p>	<p>C2 C4</p>

development within an identified subject area.	<i>approximately five additional months' progress within one academic year.</i> Peer tutoring EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £71,537.00 (25% of Funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Internal Alternative Provision to address identified EBSNA students and provide a bespoke package of academic and pastoral support to aid setting re-integration and re-engagement with learning.	<i>Secondary schools' use of internal AP has seen rapid growth in recent years. This is driven by several factors, including movement away from permanent exclusion, limited access to high-quality external alternative provision, attendance barriers and an increase in pupils' social, emotional and mental health needs.</i> Understanding Internal Alternative Provision EEF	C1 C2 C3
Provide Work Based Learning opportunities to develop knowledge and skills within a vocation of interest to support post-16 transition, avoid NEET status and enhance personal development attributes.	<i>It is all the more important for schools, colleges and employers to help young people gain insights, exposure and experiences that traditionally they would have accessed through direct, paid experience of the labour market.</i> Careers Education EEF	C1 C2 C5
Use the Thrive Approach to support social and emotional learning skills by helping pupils understand and regulate their emotions, build positive relationships, and develop resilience, enabling them to engage more effectively in learning and life.	<i>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</i> Social and emotional learning EEF <i>Thrive's evidence-based training and software empower Schools to</i>	C1 C3

	<p><i>effectively support pupils' social and emotional development, ensuring they feel safe, supported and ready to learn.</i></p> <p>Support for mental health and wellbeing in schools The Thrive Approach</p>	
<p>Curriculum enrichment to provide access to diverse cultural, social, and educational experiences, helping students develop a broader understanding of the world and inspiring future ambitions.</p>	<p><i>To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes and an opportunity to have experienced the wider world by building cultural capital. Raising aspirations is therefore often believed to incentivise improved attainment.</i></p> <p>Aspiration interventions EEF</p>	<p>C2 C5</p>
<p>Provide access to externally delivered support programmes designed to raise self-esteem and aspirations to encourage more consistent positive behaviours in School.</p>	<p><i>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</i></p> <p>Behaviour interventions EEF</p>	<p>C1 C2 C3</p>

Total budgeted cost: £286.150.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium Evaluation

This details the impact that our Pupil Premium activity had on pupils in the 2023-24 academic year.

Attainment and Outcomes

DA vs non-DA	2025 (Projected)	2024	2023
GSHS P8 Gap	-0.65 DA P8 of -0.40	-0.72	-0.99 (National -0.74)
GSHS A8 Gap	16.0	13.63	17.43 (National 15.3)

This indicates that in 2024 GSHS is aligned with the national P8 gap (only 2023 currently available), but that our students have performed better than the national average in closing the A8 gap for disadvantaged students.

The most promising sign is that we are on a three year upward trajectory in terms of closing the P8 gap; with our current Year 11 predicted to achieve our best P8 score ever for disadvantaged students of -0.40. However, even the projected 2025 gap remains larger than desired when compared to national standards and our current strategy is designed to address this by retaining those interventions with the largest impact, scale back on less successful interventions and introduce further new strategies in line with our evaluations.

The review can be broken down further into four areas of outcome that were identified within the previous Pupil Premium Strategy (2021-24):

Challenge 1: Social Emotional and Mental Health Difficulties (SEMH)

Most Successful Intervention Strategy:

Alternative Curriculum / Personalised Learning Pathways

Implementation:

8 disadvantaged students in Year 11 last year were selected and were entered for Level 2 Occupational Studies in and/or a form of Personalised Learning Pathways (Entry Level Maths/English/Science) due to facing significant SEMH issues during KS4. A further 9 disadvantaged students were selected to study Applied Studies (Level 1/2 Construction or Level 1/2 Hair and Beauty).

Impact:

Of those 8 students, all left school with a minimum of both GCSEs in Maths and English and a qualification in Occupational Studies.

All 8 students (and in fact 100% of last year's Year 11) are now in Employment, Education or Training (no NEETs) which can be attributed to the life skills and cultural

capital afforded to them as part of these pathways which enabled them to become more secure in their learning behaviours and better self-regulators.

8 of the 9 students on the Applied Studies course left with a qualification and 50% of students achieved a Level 2 Pass or above. Many of these students have gone on to pursue further studies in Construction or Hair and Beauty.

Next Steps:

This offer was expanded and refined in Sept 2023 to allow our current Year 11 to study even more Personalised Learning Pathways with a review of Applied Studies (Hair and Beauty/Construction) offer. We are now running small group GCSE Photography and BTEC Sport.

Our on-site alternative provision The Stephenson Centre has allowed us to extend our offer to our most vulnerable disadvantaged students in the form of a Maths, English and Science EBSNA offer which has had a significant impact on mental health in that attendance for Year 11 has improved compared with last year's Year 11. Last year's Year 11 Attendance was 87.9% (1.4% below national) for Autumn Term. Our current Y11 attendance is considerably higher than this at 90.4%, a 2.5% improvement and significant improvement for those attending the EBSNA Programme.

Similarly, the approach taken towards supporting students by using trained SEMH specialists in The Stephenson Centre since Sept 2024, the THRIVE approach and our new Behaviour Policy which was developed by staff and for staff is having a significant impact on SEMH students and reducing suspensions dramatically.

	HT1 23/24	HT1 24/25	Reduction
FTE	74	32	57%
FTE Days	86.5	32	63%
PX	3	0 (1 pending)	

Key case studies of student successes available on request.

Challenge 2: Attendance

Most Successful Strategy:
Revised Attendance Policy

Implementation:

For all:

- High visibility around school, communal spaces, corridors and tutor boards
- Staff CPL delivered and regular updates throughout the term to highlight importance of all staff focusing on attendance, consistency of message, sharing successes and identifying areas of renewed focus

- Notice pupils' excellent attendance but also *improved* attendance and celebrate that regularly,
- 'Warm Welcome', from reception to main office when students arrive late, quickly removing barriers such as access to uniform supply and equipment.
- Strong attendance team who meet regularly and work closely with SENCO and PP Lead. EWO also attends PRAM meetings.
- Detailed analysis of attendance data, spotting patterns in days of week, broken week patterns, increases in appts, holidays, illness and tackling each separately as well as identifying those most at risk of dropping to PA.
- Tiered approach to tackling concerns regarding attendance is part of new behaviour policy
- Identified time in form and Personal Development calendar to focus on attendance messages, set targets and review (30/9, 11/11 and 16/12)
- Tutor calls with an attendance focus 14/10 and 18/11, 170 calls made in total)
- Nurture form classes in Year 9 and 11 with smaller numbers and specialist staff.
- Increasing sense of belonging through personal development offer lunch and after school activities, school council, smart school council and community projects
- Rewards – termly focus at Christmas, Easter and Summer
- Regular parental communication on importance of good attendance and how to improve their child's attendance, one page summary sent home and all information/advice on website
- Mental Health support through MHST referrals and triage system
- Curriculum consideration – bespoke packages for KS4 students to improve 'buy in' and improve attendance.

For 90-94% group (at risk of becoming PA)

Form tutor intervention: registration time, conversations about attendance and how to improve it, importance of staying above 90%, identifying patterns and specific barriers such as preferred lessons/staff which they can then address, Tuesday phone calls home, support with conversations through optional scripts put together by attendance team.

For 80-90%

GM intervention and parental meetings, EWO visits, in school interventions such as NUF attendance groups (HT1 data: overall improvement of 1.9%, of the 22 students in this intervention 15 have improved their attendance, 6 are now at 100%) This Life, HITZ as well as referrals to alternative provisions such as Foundation Futures and work based learning. Completion of Attendance and Placement screening tool and partnership working with the Early Help Team.

For 79% and below

Referral to attendance and placement team for advice or notice to improve leading to penalty notice if insufficient progress is made, increased EWO home visits accompanied by staff from A and P.

Stephenson Centre provisions, see below:

Phase 1 – September 2024

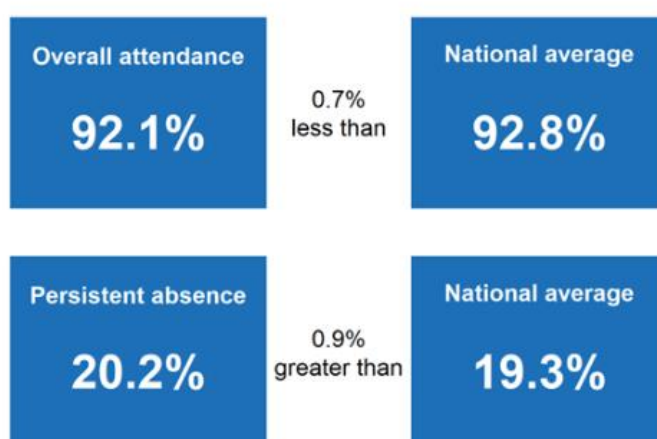
KS4 EBSNA Programme	Aim: Successfully reintegrate students back into education Who: SA/PA students where early intervention has failed What: Core small group teaching with specialist teachers
KS3 EBSNA Programme	Aim: Build self-esteem to return to mainstream education Who: SA students where early intervention has failed What: Facilitation model with a HLTA to mirror timetable
SEMH Intervention	Aim: Provide a safe space during reg/lessons/break/lunch Who: SEMH students who require an alternative setting What: Nurture approach with games and cooking
Internal Suspension	Aim: Address challenging behaviours and prevent PEx Who: Students where pastoral intervention has failed What: Tailored school day with therapeutic intervention

- Gradual approach to return to main school, building up from school visit to one lesson to 2 lessons and so on. Look at teaching groups, seating plans, settling in period, no cold calling and reasonable adjustments informed via student voice and professionals suggestions.

Impact:

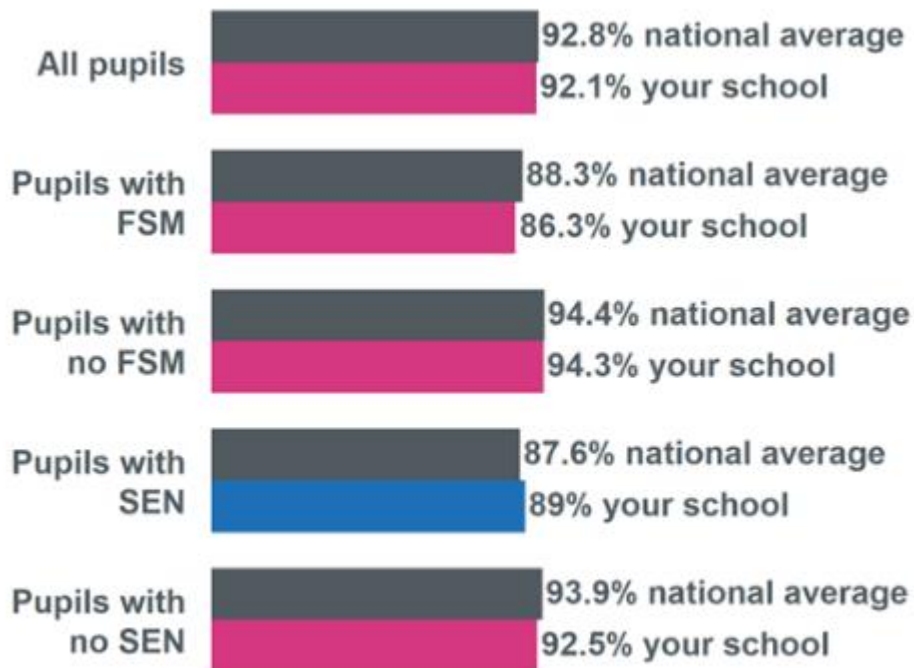
Headline attendance for HT1 from DfE School Attendance Summary – GSHS compared to national.

Overall attendance and persistent absence percentage for GSHS compared to the national average from the start of the autumn term 2024 to 2025, up to Monday 04 November 2024. We are very close to national average for both overall attendance and persistent absence.



Attendance by pupil group

Bar chart showing attendance percentage for different pupil groups at GSHS compared to the national average from the start of the autumn term 2024 to 2025, up to Monday 04 November 2024.



We are 0.7 away from national average at this point and 2% away from FSM. For SEND pupils, we are 1.4% above national average which is evidence of the work undertaken by the SEND department to improve attendance for this cohort.

Previous academic year comparison

Bar chart showing attendance for GSHS and different pupil groups from the start of the autumn term 2024 to 2025, up to Monday 4th November 2024 compared to the same time period in the previous academic year. This shows that we have improved attendance for all key groups when comparing HT1 of last year with HT1 of the current year, particularly for FSM students which has improved by 5%.

Challenge 3: Literacy

Most Successful Strategy:
Whole School Literacy Approach

The literacy strategy at GSHS focuses on embedding a love of reading, improving reading ages, and ensuring all students have access to tailored interventions to meet their specific literacy needs. Below is an overview of the approach and its impact:

Implementation:

1. Assessment and Monitoring:
 - a. New Group Reading Test (NGRT) introduced in September 2024 to track reading ages for KS3 and KS4.
 - b. Year 7 students with below-expected reading ages undergo GORT testing to identify appropriate interventions.
 - c. Class Charts integration displays students' reading ages, with a blue book symbol for those significantly below expected levels.

2. Reading Activities:
 - a. Weekly KS3 and KS4 tutor reading sessions, with guest readers in Years 7–9.
 - b. Students in Years 7 and 8 read their own book weekly during form time.
 - c. Year 7 and 8 students have dedicated reading lessons once a fortnight.
 - d. Year 9 utilizes SPARX Reader and Reading Plus for home learning and in-class interventions.
3. Staff Development:
 - a. Phonics training delivered in May and June 2024.
 - b. Annual guidance on improving reading, writing, and oracy provided to staff.
4. Promoting a Reading Culture:
 - a. Celebrations include World Book Day, Literature Week, and competitions such as Poetry by Heart and Crime Writing.
 - b. Students and staff showcase their reading habits, e.g., “What I’m Reading…” posters.
 - c. The library is well-resourced and supports disciplinary literacy with tailored recommendations for departments.

Impact:

1. Phonics and Literacy Interventions based on GORT assessments
 - a. Year 7 and 8 phonics programmes have shown significant progress in fluency, comprehension, and accuracy.
 - b. Literacy groups have delivered measurable gains, with some students improving by over 2 years in reading skills.
2. Reading Plus and SPARX Reader:
 - a. SPARX Reader improved reading ages for 85% of participating Year 9 students, with significant progress for many.
 - b. Reading Plus, initially trialed with Year 10, now focuses on Year 7–9 students needing additional support.
3. Disciplinary Literacy:

Whole School QA found evidence (lesson drop ins, student voice, work scrutiny) of the following strategies being used across the curriculum:

 - a. Tier 2 vocabulary is explicitly taught across all subjects using strategies like the Frayer Model.
 - b. Departments select and analyse high-quality texts using the GASP approach, with activities to promote comprehension and critical thinking.
4. Enrichment and Motivation:
 - a. Find a Voice Dimensions Day for Year 9 and participation in the Young Northern Writers Award enhance engagement with literacy.
 - b. Author visits, assemblies, and theatre trips foster creativity and inspiration.

Impact Highlights (2023–2024):

- NGRT Data: Improved reading ages for most students in Year 7 (from 58% to 71%) and Year 8 (from 59% to 63%).
- Phonics and Literacy Interventions:
 - Year 7 phonics students doubled their diagnostic scores on average.

- 16 of 17 students in Year 8 intervention groups made significant progress, with one student increasing fluency by nearly 5 years.
- Future Me Literacy Programme: 67% of targeted students improved their assessment scores.
- Reading Recovery Programme: Participants improved fluency by an average of 1 year 7 months, accuracy by 3 years 3 months, and comprehension by 2 years 3 months.

This comprehensive literacy approach combines assessment, intervention, staff training, and enrichment to create a culture of reading and support student progress. It ensures that students at all levels are given opportunities to thrive academically and develop a lifelong love of reading.

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
This Life! Social & Emotional Programme	Foundation Futures
Building Skills KS3 Programme	Foundation Futures
Building Futures KS4 Programme	Foundation Futures
English Tutoring Programme	Fiona Berrill (Tutor)
Maths Tutoring Programme	Dawn Weatherson (Tutor)
Inclusive Schools Programme	Newcastle United Foundation

Further information (optional)

Pupil Premium Network Group

George Stephenson High School work in collaboration as part of a Pupil Premium Network Group with Marden High School, St Thomas More Catholic High School, John Spence Community High School and Whitley Bay High School (all North Tyneside Local Authority). The purpose of the Network Group is to create a collaborative forum for leaders committed to improving outcomes for disadvantaged students. By working together, the group will share best practices, analyse trends, and develop innovative strategies to ensure all students supported by the Pupil Premium funding achieve their full potential.

Aims

1. Foster Collaboration: Share successful interventions, resources, and challenges in Pupil Premium strategy implementation.
2. Improve Practice: Provide access to the latest research, evidence-based approaches, and practical tools to enhance teaching and learning for disadvantaged students.
3. Close Attainment Gaps: Work collectively to identify and address barriers to success, ensuring equity in opportunities and outcomes.
4. Drive Accountability: Support each other in evaluating the impact of Pupil Premium strategies and use evaluation to refine and improve provision.

Collaboration Opportunities

- Sharing Best Practice: Case studies and presentations on successful Pupil Premium initiatives, including RADY implementation and SEMH support.
- Data Analysis and Insights: Collaborative analysis to identify trends, successes, and areas for improvement.
- Resource Development: Co-creation of materials to streamline and improve Pupil Premium planning and implementation.
- Support Network: Peer-to-peer forum to troubleshoot challenges and provide support for each other.

The Network Group meet half termly either remotely or in-person.

RADY Project

In September 2024 George Stephenson High School joined the Raising Attainment for Disadvantaged Youngsters (RADY) Project. This approach aims to close the attainment gap between disadvantaged and non-disadvantaged pupils by addressing inequities in expectations, provision, and outcomes. By recalibrating assumptions and focusing on early intervention, RADY ensures disadvantaged pupils receive the support and opportunities necessary to succeed.

Key Strategies:

1. Equity in Target Setting:
Adjust baseline expectations to ensure disadvantaged pupils are set aspirational but achievable targets, considering their potential rather than historical performance.
2. Enhanced Monitoring and Accountability:
Regularly review progress data to identify trends and ensure interventions are

impactful. Engage leaders at all levels in monitoring disadvantaged pupils' outcomes.

3. Tailored Support and Intervention:

Implement evidence-based interventions, such as literacy and numeracy programs or SEMH support, to address specific barriers to learning.

4. Cultural Capital Opportunities:

Provide access to enrichment activities, trips, and experiences to help disadvantaged pupils develop wider skills and aspirations.

5. Whole-School Staff Training:

Ensure all staff understand the challenges faced by disadvantaged pupils and are equipped to adopt inclusive teaching and support practices.

6. Parental Engagement:

Foster strong relationships with families to build trust and encourage collaboration in supporting pupils' learning and development.

The RADY approach is evidence-informed, focusing on systematic adjustments and cultural change to ensure disadvantaged pupils can thrive academically and socially, this underpins our new Pupil Premium Strategy for 2024. Senior Leaders receive half-termly Remote RADY Training and Support.