

## Pupil premium strategy statement

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
School name	Frederick Gough School
Number of pupils in school	1337
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-26
Date this statement was published	December 2025
Date on which it will be reviewed	<i>April 2026</i>
Statement authorised by	Ben Lawrance
Pupil premium lead	Liam Dillon
Governor / Trustee lead	Richard Harmer

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£439,712
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	£439,712

## Part A: Pupil premium strategy plan

### Statement of intent

There were 382 (at the time of writing) students in Frederick Gough School who are eligible for the pupil premium (including a small number of children in receipt of the service child element). This equates to additional funding of £439,712 and is approximately 29% of the school population and therefore slightly above the national average.

Our aim is equity across the school, firstly by removing any barriers to academic, cultural or social experiences (e.g. pre-order system for meals, school uniform and kit, pencil cases, high quality wave 1 teaching, supplying DT materials for all) and secondly by providing additionality (e.g. additional lessons, resources, paying for trips/music lessons/football subs etc).

Our core focus is to 'level the playing field' between disadvantaged and non-disadvantaged students whilst also closing the progress gap between the two groups to zero. The poverty proofing survey showed that this approach worked well with our pupils and is an approach we have continued since. We recognise that some children have a very narrow experience outside school and providing them with additional opportunities is an important step in ensuring that they can make the most of their educational opportunities.

Quality First Teaching emphasises high quality, inclusive teaching for all pupils in a class. Our teaching and learning priorities focus on Rosenshine's key principles of instruction and includes deliberate strategies that target closing the gaps for Pupil Premium students. Every teacher has a context sheet for their KS4 classes to ensure we are all keeping pupil premium students at the forefront of our minds and doing all we can to help them to achieve. Furthermore, all teachers have an appraisal target that links directly to the outcomes achieved by the Pupil Premium students they teach.

A focus on the basics ensures as many disadvantaged pupils achieve them as possible.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Quality First Teaching</b> - High quality teaching must be at the core of all pupil premium work
2	<b>Attendance</b> - Students cannot learn if they are not at school and low attendance is a major barrier to achievement.
3	<b>Aspiration and Ambition</b> - Some disadvantaged students are less likely to have focused and ambitious career targets to work towards. They are less likely to have plans for post-16 study and often do not value education as a key to a more fulfilling life after school. Some disadvantaged students are less likely to experience levels of cultural capital that would take them beyond the boundaries of Scunthorpe.
4	<b>Resources</b> - Disadvantaged students are less likely to travel on trips where there is a cost implication, purchase optional revision materials such as study guides, have a variety of reading books at home or buy specialist equipment such as sports equipment. As a result, they are less likely to take part in optional enrichment opportunities.
5	<b>Difficulties of studying at home and PREP completion</b> - Some disadvantaged students reported that home does not always provide the right learning environment for them either because of a lack of family engagement in education, not having a space to learn or because there are too many distractions at home
6	<b>Vocab and reading</b> - Some disadvantaged students vocab and reading levels are not in line with national averages

## 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. Improve progress 8 scores for pupil premium students	Achieve positive progress made by disadvantaged pupils whilst experiencing a broad and balanced curriculum.
2. Improve attainment 8 results for pupil premium students	Achieve national average for attainment for all pupils whilst experiencing a broad and balanced curriculum.
3. Increase the percentage of pupil premium students attaining Grade 4+ and 5+ in English and maths	Achieve FFT20 English and maths 4+ and 5+
4. Improve attendance figures	Improve attendance to national average
5. No pupils will leave school without entering further education, employment or training.	0% NEET
6. Ensuring students are exposed to as much cultural capital as non pupil premium students while in the school setting.	Equitable engagement levels in extra curricular activities. Impact of broad curriculum on destination data. Increase in spending on cultural capital experiences.
7. Engagement with PREP and Revision	Increase in completion rates to the point there is no gap between pupil premium and non pupil premium students

## Activity in this academic year

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

## Teaching

**Budgeted cost: £ 160,929**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to develop Rosenshine Principles of Instruction by following the CPD/QA plan for the year to improve quality first teaching	EEF: "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils."  Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.	1 3
To continue FGDIs to affirm or improve current teaching practice	EEF: "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils."  Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.	1
To implement the T&L aspect of our QA scheme with a focus on an element of Rosenshine	EEF: "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils."  Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.	1
CPD in January focusing on Rosenshine Principles of Instruction	EEF: "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils."	1

	Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.	
To continue for PREP to be set for every student and completion rates to be monitored weekly	EEF: High impact for very low cost based on very limited evidence  PREP will improve students' tenacity, work ethic, revision techniques, ability to plan their own work or time, organisation and time management skills.	1 3 5 7
PREP Mentoring - Every staff member to mentor on a Tuesday during tutor time to support students completion of their PREP work	EEF: Low impact for moderate cost based on moderate evidence.  PREP will improve students' tenacity, work ethic, revision techniques, ability to plan their own work or time, organisation and time management skills.	1 3 5 7
To continue with Study Plus lessons for KS3 students	EEF: "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils."  Close the gap between our most vulnerable pupils and their peers.	1 6
Embed the weekly reading activity – 10/15 minutes during tutor time	EEF: Very high impact for very low cost based extensive evidence  Reading comprehension strategies can have a positive impact on pupils' ability to understand a text.	4 6
To continue to use context sheets for KS3 English & Maths and all of KS4 effectively	EEF: "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils."  Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect	1 4

	on children eligible for the Pupil Premium.	
GCSE pod for all Y7/8/9 students	<p>EEF: High impact for very low cost based on very limited evidence</p> <p>Access to GCSE Pod supports students to improve their confidence, accelerate progress and achieve one grade higher on average than non-users.</p>	<p>1</p> <p>4</p> <p>5</p>

## Targeted academic support

**Budgeted cost: £ 150,833**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Engagement Officers to work with reducing the number of repeat Study Focuses	<p>EEF: High impact for moderate cost based on moderate evidence</p> <p>The focus is to ensure engagement in and reflection around SF, reduce the number of repeats resulting in more time spent in lessons.</p> <p>They will develop relationships with students and parents that enhances attendance, attainment and progress of pupil premium students.</p>	<p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p>
Effective deployment of the Pupil Equity Advocates for every year group to work with pupil premium students	<p>EEF: High impact for moderate cost based on moderate evidence</p> <p>They will develop relationships with students and parents that enhances attendance, attainment and progress of pupil premium students.</p>	<p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p>
Learning Support Assistant Interventions continue (literacy focus)	Moderate impact for moderate cost based EEF: on moderate evidence	<p>1</p> <p>3</p> <p>5</p> <p>6</p>

	<p>Positive impact on preparedness for learning and effort in lessons.</p> <p>Increased attainment, attendance and punctuality to lessons.</p>	
<p>Revision plan for Y10/Y11 in place broken down into weekly chunks and supported by a whole school 'how to revise plan'</p>	<p>EEF: Very high impact for very low cost based on extensive evidence.</p> <p>Weekly chunks makes revision more accessible for every student.</p>	<p>1</p> <p>4</p> <p>7</p>
<p>To relaunch period 6, intervention at tutor time and lunchtime for Year 11 students</p>	<p>Moderate impact for moderate cost based EEF: on moderate evidence.</p> <p>Misconceptions can be addressed and gaps in learning identified and supported.</p>	<p>1</p> <p>3</p> <p>4</p> <p>5</p> <p>7</p>
<p>To offer year 11 Easter revision sessions in a variety of different subjects in preparation for GCSEs</p>	<p>EEF: Moderate impact for low cost based on moderate evidence.</p> <p>Preparation before the exam series so students hit the ground running with their revision</p>	<p>1</p> <p>3</p> <p>4</p> <p>5</p> <p>7</p>
<p>To access Bedrock Learning Vocabulary Programme for English PREP in year 7 and 8</p>	<p>Moderate impact for moderate cost based EEF: on moderate evidence</p> <p>All pupils in Y7 and Y8 are now following the Bedrock Learning Vocabulary programme as part of their PREP work. They also complete Bedrock work in the library every fortnight.</p>	<p>6</p> <p>7</p>



## Wider strategies

**Budgeted cost: £ 130,497**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Mentor focusing on improving attendance for persistent absentees	EEF: Moderate impact for low cost based on extensive evidence  This member of staff will support families with persistent absentees to breakdown the barriers to learning and support students to get back in to school	2 5
Equal opportunities for all:  Drink bottles, pencil cases (Y7/8), uniform, exam equipment (including calculators), devices for every student, materials, lockers, cashless system, pup forms, rewards	EEF: Moderate impact for very low cost based on moderate evidence  Every child is treated the same - equity for all	4 5 7
Increase the number of pupil premium students who complete the Duke of Edinburgh	EEF: Very high impact for very low costs based on extensive evidence  This opportunity will improve confidence, communication, leadership skills and enable students to experience different activities outside the classroom	3 4 5
PREP club available during lunchtime and after school for students supervised by members of staff	EEF: Moderate impact for moderate cost based on limited evidence  Every child is treated the same - equity for all	3 4 5 7

To continue the boys mentoring programme with KS4 boys mentoring KS3	EEF: Low impact for moderate costs based on moderate evidence  To improve boys' attitude towards learning and recognise the links between education and their future	3 5
To launch the girls mentoring programme with KS4 girls mentoring KS3 girls	EEF: Low impact for moderate costs based on moderate evidence  To improve girls' attitude towards learning and recognise the links between education and their future	3 5
Work experience – certain places allocated to pupil premium students supported by PEAS & J Roche	EEF: Unclear impact for very low cost based on insufficient evidence  This will support PUP students to have access to 'better' self-canvassed work experience placements.	3 4 5
To continue to push university visits, cultural experiences and wider opportunities for pupil premium students	EEF: High impact for very low cost based on limited evidence  This will raise awareness of the possible destinations and the ease of access for students from all backgrounds	3 4
Nurture: Bespoke education and support for individual students	EEF: Moderate impact for very low cost  This will ensure every child is able to leave Frederick Gough as a rounded young adult	1 3
Prison Me No Way day for Year 10 students	EEF: Moderate impact for low cost based on limited evidence  This programme supports pupils with rational decision making and making the right choices.	2 3
To market, expand and enhance the range of extra curricular	EEF: Moderate impact for very low cost	3 4

activities on offer for pupils in and out of school	Variety of enrichment activities available during the hour lunch break and out of school hours	
Baths Hall Christmas Panto trip for families including a meal and transport funding by Fuelled	<p>EEF: Moderate impact for low cost</p> <p><i>Not paid by the pupil premium funding but for pupil premium students</i></p> <p>An opportunity to see a production as a family, share fun times and experience something new.</p>	3 4
Summer School for year 6 pupils	<p>EEF: Moderate impact for moderate cost based on limited evidence</p> <p><i>Not paid by the pupil premium funding but for pupil premium students</i></p> <p>This week long school supports a smooth transition from primary to secondary school and has both an academic and non academic focus.</p>	1 2 3 4 5

**Total budgeted cost: £442,259**

## **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 2024 to 2025 academic year.

### Destination Data

	2025	2024	2023	2022
PUP Students	84	70	73	67
In Learning	TBC	68	69	66
NEET	TBC	2	4	1

### GCSE Outcomes - Pupil Premium Students

	2025	2024	2023
P8	NA	NA	-1.27
Av Grade	3.38	2.95	2.97
4+ Basics	39%	29%	35%
5+ Basics	18%	10%	13%

### Average Effort - December 2025

4 = Excellent

3 = Good

2 = Requires Improvement

1 = Unsatisfactory

Year 11	TBC	TBC
Year 10	3.0	3.3
Year 9	3.3	3.6
Year 8	3.5	3.6
Year 7	3.4	3.7

### Average Behaviour - December 2025

4 = Excellent

3 = Good

2 = Requires Improvement

1 = Unsatisfactory

Year 11	TBC
Year 10	3.3
Year 9	3.5
Year 8	3.4
Year 7	3.6

### PREP - Percentage Completion December 2025

	PUP	Non PUP
Year 11	69%	73%
Year 10	74%	76%

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	-
What was the impact of that spending on service pupil premium eligible pupils?	-

