

GTS Pupil premium strategy statement

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	872
Proportion (%) of pupil premium eligible pupils	29%
Proportion (%) of Free School Meal eligible pupils	26%
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)	Dec 2024-Dec 2027
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2026 (annually)
Statement authorised by	Andrew Bloodworth
Pupil premium lead	Jacqui Royse
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£226,080
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£32,360
Total budget for this academic year	£258,440

Part A: Pupil premium strategy plan

Statement of intent

GTS is committed to being a fully inclusive, safe school, that educates in a holistic manner, promoting the wider personal development of every young person equipping them to be global citizens. It will maximise pupil potential through providing opportunities, raising aspirations, and driving academic attainment.

Our ultimate objectives for our disadvantaged pupils are that they attain better than other disadvantaged pupils nationally and in line with their non-disadvantaged peers. We want our disadvantaged pupils to leave GTS with a broad cultural capital which will place them well to succeed in their future learning and endeavours.

Our current pupil premium strategy uses research from the EEF and other sources to identify the levers and core components required to achieve our stated aims. It is focused on the ethos of an equitable education for disadvantaged pupils. We make sure that high quality evaluation and monitoring runs throughout our strategy ensuring that our implementation plans have the desired impact.

The strategy is broken down into...

- 1. Teaching: Strategies to ensure that there is high quality first teaching.*
- 2. Targeted Academic Support: Strategies to ensure that identified gaps in pupils' learning, skills and knowledge are addressed.*
- 3. Wider Strategies: Strategies to support mental health and wider wellbeing, careers and aspiration guidance and improve cultural capital.*

Challenges

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

Challenge number	Detail of challenge
1	<p>In 2024 (last GCSE examined year) there was a significant gap in progress 8 between disadvantaged and non-disadvantaged pupils (0.55) with progress of disadvantaged pupils below that for their non-disadvantaged peers at -0.66</p>
2	<p>Disadvantaged pupils have a lower average reading age compared to their non-disadvantaged peers on entry to GTS.</p>
3	<p>Disadvantaged pupils produce and engage in less home learning. Access to suitable ICT equipment and a suitable working environment is a barrier to home learning for some disadvantaged pupils as identified by the 360 interviews.</p>
4	<p>Attendance of all disadvantaged pupils is low. This is especially true of FSM pupils being particularly low in comparison with non-disadvantaged, Ev6 and CIC peers.</p> <p>This is in part due to disadvantaged pupils being more likely to be withdrawn from lessons, have internal exclusions/isolations and FTE than their non-disadvantaged peers: resulting in greater loss of in class learning and GTS disadvantaged pupils being more likely to suffer from SEMH concerns than their non-disadvantaged peers.</p> <p>Attendance to parents' evenings for these groups is lower than for parents of non-disadvantaged peers. This is in part due to their attendance at other meetings within the school, i.e. PEP, reintegration, EHCP reviews.</p> <p>In 2023/24</p> <p>disadvantaged attendance = 81.9% (FFT national = 85.4%)</p> <p>FSM attendance = 81.3%</p> <p>CIC attendance = 85.6%</p> <p>Not disadvantaged attendance = 91.0% (FFT national = 92.8%)</p>
5	<p>There are less opportunities for disadvantaged pupils to engage in events that broadens cultural capital within north Devon. Disadvantaged pupils at GTS are also less likely to engage in these opportunities when they are available.</p>
6	<p>Disadvantaged pupils have fewer clear ideas about their future career and are more likely to lack the knowledge of how to achieve their goals and aspirations than their non-disadvantaged peers. They are more likely to drop out of FE/employment within 2 terms of leaving GTS, becoming NEET.</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. The outcomes are directly linked to the challenges.

Nos.	Intended outcome	Success criteria
1.	<p><i>High quality teaching and learning maximises the achievement of Pupil Premium pupils through appropriate data driven instruction (DDI) and ensuring 100% engagement in learning using 'Teach Like a Champion' (TLAC) techniques and coaching.</i></p> <p><i>High quality interventions, 1-2-1 and small group tuition enable Disadvantaged Pupils to make good progress.</i></p> <p><i>Pupils eligible for Pupil Premium in all years will have developed metacognitive and self-regulation strategies.</i></p> <p><i>Parents/carers of disadvantaged pupils are actively involved and engaged with their child's progress and learning.</i></p> <p><i>Pupils eligible for pupil premium have a drive to a succeed at their target level/grade</i></p>	<ol style="list-style-type: none"> <i>Pupils eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their individual starting points, capabilities, and special educational needs) by the end of the year so that almost all pupils eligible for Pupil Premium make positive progress.</i> <i>The gap in progress 8 between Disadvantaged Pupils and Non-disadvantaged Pupils is narrowed.</i> <i>The progress 8 for disadvantaged pupils is higher than that nationally for disadvantaged pupils and is close to zero.</i> <i>Parent/carers of disadvantaged pupils' attendance to parents' evenings is in line with those of non-disadvantaged pupils</i>
2.	<p><i>High quality literacy interventions enable Disadvantaged Pupils to make rapid progress in their reading and comprehension.</i></p>	<ol style="list-style-type: none"> <i>Reading ages of Disadvantaged Pupils to reach age related expectations.</i> <i>The reading age gap between disadvantaged and non-disadvantaged pupils is narrowed.</i>
3.	<p><i>Disadvantaged pupils will have homework submission rates in line with their non-disadvantaged peers.</i></p> <p><i>Homework set is engaging and enables teachers, parent/carers and pupils to effectively monitor progress,</i></p>	<ol style="list-style-type: none"> <i>The number of pupils eligible for Pupil Premium attending Tuesday/Thursday homework support increases.</i> <i>Pupils eligible for Pupil Premium in all years will have the ICT equipment they need to engage in independent/home learning.</i> <i>Homework tasks are set using on-line platforms where appropriate; providing instant feedback to pupils/parents.</i>

	<i>consolidate knowledge and identify gaps in learning.</i>	
4.	<p><i>Attendance of all disadvantaged pupil groups improves both in terms of individual lessons and session attendances to schools.</i></p> <p><i>Pupils eligible for Pupil Premium in all years will have developed self-regulation strategies through direct instruction.</i></p>	<ol style="list-style-type: none"> <i>Attendance of all disadvantaged pupil groups improves and is in line with their non-disadvantaged peers.</i> <i>Suspensions, internal exclusions, and internal suspensions for disadvantaged pupils reduces and is in line with their non-disadvantaged peers</i> <i>Withdrawals to MR1 are reduced for disadvantaged pupils and are in line with their non-disadvantaged peers.</i> <i>Pupils eligible for Pupil Premium in all years will have the appropriate counselling they require to help support identified SEMH needs.</i>
5.	<i>Disadvantaged pupils are proportionally represented on all school teams, productions, performances, trips and visits.</i>	<ol style="list-style-type: none"> <i>Enrichment and Intervention period is in place</i> <i>Disadvantaged pupils receive fiscal support to attend trips, sports teams and other wider school events</i> <i>Pupils eligible for Pupil Premium in all years will have accessed the variety of clubs, teams, and trips at least in line with the percentage of Pupil Premium pupils in GTS.</i>
6.	<i>Pupils eligible for Pupil Premium in all years will show an Improved knowledge of future career pathways available to them</i>	<ol style="list-style-type: none"> <i>All disadvantaged pupils will have received at least one IAG meeting by the end of year 11.</i> <i>No Disadvantaged pupils are NEET at the end of year 11 and for the first two terms of year 12.</i>

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: £15,875

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read aloud in place using the GTS Literary Canon in tutor period to improve literacy and cultural capital	Reading Reconsidered – Doug Lemov et Al EEF Blog: Reading aloud with your class – what does the research say? (And accompanied references)	2

	<p>https://educationendowmentfoundation.org.uk/news/eef-blog-reading-aloud-with-your-class-what-does-the-research-say</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p> <p>Visit to Yate Academy where read aloud strategies at secondary were having positive impact on reading age and P8.</p>	
<p>TLAC strategies fully embedded in all lessons and teachers supported with high quality CPD and coaching.</p>	<p>The large impact a good teacher can make on a pupil's academic outcome is now well established: "For poor pupils [disadvantaged pupils] the difference between an excellent and a bad teacher is a whole years learning". (Hanushek, 1992).</p> <p>The EEF Guide to the Pupil Premium states in its 3rd key principle that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>The work and research of Paul Bambrik-Santoyo (leverage leadership) and Doug Lemov (Teach Like a Champion) in USA schools shows a marked improvement in outcomes where these strategies have been integrated</p> <p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.</p> <p>Supporting resources:</p> <p>The EEF guidance report on Special Educational Needs in Mainstream Schools includes 5 evidence based recommendations to support pupils with SEND</p> <p>Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p>	1
<p>DDI used effectively to accurately identify gaps in knowledge and craft appropriate re-teach lessons.</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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF.</p> <p>The work and research of Paul Bambrik-Santoyo (leverage leadership, Driven by Data 2.0) and Sarah Donarski (The research Ed guide to assessment) shows a marked improvement in outcomes where these strategies have been integrated in the UK and USA</p>	1
<p>Additional resources to support home learning in conjunction with class</p>	<p>The EEF states in its Toolkit that</p>	3

teaching.	<p>1. Homework has a positive impact on average (=5 months), particularly with pupils in secondary schools</p> <p>2. Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.</p> <p>3. It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>https://www.pearson.com/uk/educators/schools/news/schools-blog/2017/09/improving-learner-outcomes.html</p>	
Improve engagement in, outcomes in and GCSE MFL uptake through the employment of a Foreign Language Assistant (FLA).	<p>A March 2021 TES article states that FLAs provide authenticity, linguistic support for pupils and teachers, motivation, and up-to-date cultural context. FLAs can also be a vital source of information on linguistic and cultural trends and provide insights into their countries' current affairs. They can also be an interlocutor that the pupils can relate to more easily, being far closer to their own age, who have recently gone through the same type of language exams. This can make a huge difference when it comes to getting students passionate about the subject again. This viewpoint is also in the Teaching Schools Council Modern Foreign Languages Pedagogy Review.</p> <p>https://www.tes.com/news/modern-foreign-languages-MFL-language-assistants-are-critical-tool-classrooms</p> <p>https://ts council.org.uk/wp-content/uploads/2016/12/MFL-Pedagogy-Review-Report-2.pdf</p>	1,5
Ensure the Quality Assurance cycle includes the progress, opinions, and outcomes of disadvantaged pupils	<p>Marc Rowland – Addressing Educational disadvantage in schools and colleges: the Essex Way</p> <p>The EEF Guide to the Pupil Premium states in its 3rd key principle that good teaching is the most important lever schools have, to improve outcomes for disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	1-6
Attendance to pupil premium conference and support from Kingsbridge and Cornwall Research schools to ensure GTS thinking is relevant and our planned activities are related to current research to ensure that they have impact.	<p>Staying abreast of current thinking and research only strengthens GTS' ability to reflect on, monitor and evaluate its Pupil Premium Strategy.</p> <p>The EEF holds the remit to provide research-based information on improving the outcomes for disadvantaged pupils. The role of the Research schools is to help schools enact the EEF findings.</p>	1-6
Ensure high quality staff are recruited with the right subject knowledge and	<p>For poor pupils [disadvantaged pupils] the difference between an excellent and a bad teacher is a whole year's learning. (Hanushek, 1992).</p>	1

<p>expertise and all staff receive high quality appropriate CPD focussed on teaching and Learning and Subject Knowledge Enhancement.</p>	<p>The EEF Guide to the Pupil Premium states in its 3rd key principle that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>Marc Rowland – Addressing Educational disadvantage in schools and colleges: the Essex Way</p> <p>Prof Sonia Blandford – Education for All- Ensuring Social mobility becomes a reality for disadvantaged pupils (Nat. PP conference 2020)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £76,237

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Entry Level groups in year 10 and 11 English, maths and science.</p>	<p>Allowing small groups (under 10) of pupils to be entered for a qualification that matches their ability, SEMH and SEND needs and facilitates their post-16 pathways.</p> <p>We have run these groups at GTS for a few years and have seen an increase in attendance and outcomes for pupils on these pathways compared to pupils with the same starting points in previous cohorts</p>	1
<p>Enrichment and Intervention period relaunched to ensure disadvantaged pupils get relevant intervention and broad exposure to cultural capital.</p>	<p>Allows for targeted small group intervention in KS4 and KS3. Predominantly in English, Maths, MFL, Science and PE. All year 11 receive intervention in the summer term from one of their GCSE subjects.</p> <p>Additionally assessed courses are run to broaden the curriculum in Latin, ICDL (ICT) and Statistics.</p> <p>Peer mentoring takes place with Y10 and Y7 for repeated reading sessions.</p> <p>Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact. Supporting resources:</p> <p>The EEF Toolkit has a strand on small group tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Peer tutoring includes a range of approaches in which pupils work in pairs or small groups to provide each other with explicit teaching support. Such an approach</p>	1,2,5

	<p>is likely to require careful coordination, training and development, along with assessment that is likely to require teacher leadership. Supporting resources:</p> <p>The EEF Toolkit has a strand on peer tutoring</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p>	
How to revise session run to support parents' in helping their child revise and prepare for GCSEs.	<p>The EEF Working with parents to support children's learning guidance report in its summary of recommendations number 2 'provide practical strategies to support learning at home'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>Marc Rowland – Addressing Educational disadvantage in schools and colleges: the Essex Way</p>	1,3
Fully or partially subsidised peripatetic music Lessons for pupils of all years who are in receipt of the pupil premium.	<p>The EEF states that there is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment. Where the arts are being taught to boost academic achievement for those eligible for the pupil premium.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	3,5
Targeted Literacy intervention for identified pupils from CAT/NGRT. Including phonics/de-coding, fluency and comprehension foci.	<p>The EEF Guide to the Pupil Premium states in its case study of Dixons Kings Academy that a particular focus on developing pupils' vocabulary, as vocabulary knowledge is a predictor of achievement and often related to socio-economic class.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>Staffordshire University Academy case study into the use of Lexonik.</p> <p>https://lexonik.co.uk/project/staffordshire-university-academy/</p> <p>2021/22 GTS partook in a research project into long- and short-term improvement in reading age based on WRAT testing with Lexonik.</p>	2

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

Budgeted cost: £166,238

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment and Intervention period relaunched to ensure disadvantaged pupils get relevant intervention and broad exposure to cultural capital.	<p>In 2016 GTS was awarded both the DFE Character Award and Pupil Premium Award for its enrichment and intervention period. The period broadens pupils' cultural capital whilst also facilitating small group subject-based interventions for pupils and high quality CPD for new staff in the Autumn Term.</p> <p>https://www.gov.uk/government/news/schools-and-organisations-recognised-for-instilling-character</p> <p>https://www.gov.uk/government/news/pupil-premium-awards-finalists-announced</p>	1,5
Pupil coaches are the Key workers for all disadvantaged pupils and conduct 360 reviews for all disadvantaged pupils in place, regularly reviewed and shared with teachers.	<p>The EEF Working with parents to support children's learning guidance report in its summary of recommendations number 2-4 work well when directed through a single point of contact for the parent.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>SW learning context case studies: improving the performance of disadvantaged pupils (disadvantaged pupils SW sector ABC project. Case study: Glenmoor and Winton Academies, United Learning Trust.</p> <p>Prof Sonia Blandford – Education for All- Ensuring Social mobility becomes a reality for disadvantaged pupils (Nat. PP conference 2020) stated that disadvantaged pupils need an advocate and discussed the need for strong parent/carer school relationships.</p> <p>'Marc Rowland – Addressing Educational disadvantage in schools and colleges: the Essex Way.</p> <p>Embedding principles of good practice set out in DfE's Improving School Attendance advice. The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels</p> <p>Marc Rowland – Addressing Educational disadvantage in schools and colleges: the Essex Way</p> <p>SW learning context case studies: improving the performance of disadvantaged pupils (disadvantaged pupils SW sector ABC project. Case study: Sommervale School Specialist Media Arts College, Midsomer Norton Schools Partnership.</p>	1,3,4,5,6

<p>Wider Pastoral Support available to provide additional support for pupils struggling with SEMH and a trained Counsellor available for mental health support.</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p>Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>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:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	4
<p>Careers Advisor and software support to ensure all disadvantaged pupils make informed decisions on their post-16/14 options.</p>	<p>The CDI has many case studies demonstrating the link between high quality careers advice and successful post 16 transition for disadvantaged pupils</p> <p>https://www.thecdi.net/write/CDI_86-Framework-Guidance_in_Secondary_Schools-webFINAL.pdf</p> <p>https://committees.parliament.uk/writtenevidence/5757/pdf/</p> <p>Sam Friedman/Daniel Laurison (The Class Ceiling) also cites lack of knowledge of careers and opportunities as a cause for low socioeconomic mobility</p>	6
<p>Fiscal support for DT/catering lessons, by providing all provisions required to ensure equity of provision.</p>	<p>Prof Sonia Blandford – Education for All- Ensuring Social mobility becomes a reality for disadvantaged pupils (Nat. PP conference 2020) states that lack of equity in provision is probably the single most factor affecting the socioeconomic enhancement of disadvantaged pupils.</p>	1,5
<p>Fiscal support for uniform and ready to learn equipment to ensure equity of provision.</p>	<p>Prof Sonia Blandford – Education for All- Ensuring Social mobility becomes a reality for disadvantaged pupils (Nat. PP conference 2020) states that lack of equity in provision is probably the single most factor affecting the socioeconomic enhancement of disadvantaged pupils.</p>	1,5
<p>Fiscal support for wider experiences to ensure equity of provision.</p>	<p>Prof Sonia Blandford – Education for All- Ensuring Social mobility becomes a reality for disadvantaged pupils (Nat. PP conference 2020) states that lack of equity in provision is probably the single most factor affecting the socioeconomic enhancement of disadvantaged pupils.</p>	1,5
<p>GCSE Exams Breakfast Club & Revision Hot drinks and biscuits</p>	<p>There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance. It also provides our Year 11 with the opportunity to see their teachers before their exams and have a safe calm place to hydrate and fuel before their exams. We trialled this in 2022 and the qualitative feedback from the pupils was very good with a high proportion of our disadvantaged pupils made regular use of the provision.</p> <p>Supporting resources:</p>	1,4

	<p>The EEF has independently evaluated the Magic Breakfast programme.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p>	
Subject badges and rewards to raise aspirations and create a culture of excellence and success at GTS	<p>Badges have proven in other local schools to have an impact on driving aspirations and attainment. The success of these systems is often linked to how and when they are implemented. Abramovich-Schunn-Higashi.pdf</p>	1
Contingency fund for acute issues.	<p>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.</p>	

Total budgeted cost: £ 258,440

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 2021 to 2022 academic year.

In 2023/2024	
<i>GTS had 6 challenges that were faced for pupil premium pupils. Each has intended outcomes and will be evaluated in turn.</i>	
Challenge 1	
	<p>In 2019 (last GCSE examined year) there was a significant gap in progress 8 between disadvantaged and non-disadvantaged pupils with progress of disadvantaged pupils was below that nationally for disadvantaged pupils (P8= -0.67).</p>
Intended outcome 1	Success criteria
<p><i>High quality teaching and learning maximises the achievement of Pupil Premium pupils through appropriate data driven instruction (DDI) and ensuring 100% engagement in learning using 'Teach Like a Champion' (TLAC) techniques and coaching.</i></p> <p><i>High quality interventions, 1-2-1 and small group tuition enable Disadvantaged Pupils to make good progress.</i></p> <p><i>Pupils eligible for Pupil Premium in all years will have developed metacognitive and self-regulation strategies.</i></p> <p><i>Parents/carers of disadvantaged pupils are actively involved and engaged with their child's progress and learning.</i></p>	<ol style="list-style-type: none"><i>Pupils eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their individual starting points, capabilities, and special educational needs) by the end of the year so that almost all pupils eligible for Pupil Premium make positive progress.</i><i>The gap in progress 8 between Disadvantaged Pupils and Non-disadvantaged Pupils is narrowed.</i><i>The progress 8 for disadvantaged pupils is higher than that nationally for disadvantaged pupils and is close to zero.</i><i>Parent/carers of disadvantaged pupils' attendance to parents' evenings is in line with those of non-disadvantaged pupils</i>
Review	

Data from the final progress reports of 2024/25 (Summer Term) / GCSE results show the following:

Year 7 %	No. in grp	Average Grade	Average Points
Overall (non-PP)	120	C	3.94
Overall (PP)	60	D	3.20
Gap		-1	-0.74

Average points gap at the beginning of year 7 was -0.84 based on Flightpath grades generated from CAT tests.

Year 8 %	No. in grp	Average Grade	Average Points
Overall (non-PP)	152	C	4.09
Overall (PP)	45	D	3.44
Gap		-1	-0.65

Average points gap at the end of year 7 was -0.50 with PP pupils having an APS of 3.53

Year 9 %	No. in grp	Average Grade	Average Points
Overall (non-PP)	123	C	3.80
Overall (PP)	42	C	3.46
Gap		0	-0.34

Average points gap at the end of year 8 was -0.27 with PP pupils having an APS of 3.57

Year 10	No. in grp	p8 (SISRA)	Att 8	En/Ma 5+	En/Ma 4+
Overall (non-PP)	123	0.19	4.76	52.0%	69.9%
Overall (PP)	43	-0.18	3.44	27.9%	44.2%
Gap		-0.37	-1.32	-24.1%	-25.7%

Average points gap at the end of year 9 was -0.70 with PP pupils having an APS of 3.42. Historically we under predict at the end of year 10 and show steadily higher Predicted Final Grades over Year 11.

Year 11	No. in grp	p8 (SISRA)	Att 8	En/Ma 5+	En/Ma 4+
Overall (non-PP)	126	-0.60	4.19	40.5%	65.1%
Overall (PP)	47	-1.27	3.13	21.6%	42.6%
Gap		-0.67	-1.06	-19.2%	-22.5%

P8 Gap in Year 10 was -0.63 at the end of year 10 using SISRA 2023 measures. GCSE results in 2023 had a P8 Gap of -0.78. No P8 was reported nationally due to COVID and no KS2 SATS

Cohort	Size	%Dis	%FSM	Eng All P1	Eng Dis P1	Eng FSM P1	Eng All/Dis Gap
2025	173	27	25	-0.58	-1.05	-1.00	-0.47
2024	143	18	15	+0.12	-0.39	-0.29	-0.51
2023	153	22	12	+0.39	+0.22	+0.07	-0.17
2022	148	16	13	+0.18	-0.29	-0.34	-0.47
2019	139	14	9	+0.19	-0.52	-0.43	-0.62

The data from the progress reports shows that there is still a gap in APS throughout all year groups. This is becoming more significant at KS3 where the average grades remain one under by KS4 the grade difference is more similar but with a closing in year 11. However, GCSE results are clearly showing the gap is closing over time despite covid and bucking the national trend of a widening gap until the 2024 academic year. This has continued into 2025. Significant lower attendance in the PP groups was a huge impacting factor on academic progress in this year group. 109 pupils had exam access arrangements (EAA) with 93% of PP pupils having EAA

The initiatives that have been reviewed will have a greater impact on the KS3 pupils progressing forward in the 3 years of this strategy if the trends continue.

Challenge 2

Disadvantaged pupils have a lower average reading age compared to their non-disadvantaged peers.

Intended outcome	Success criteria
<i>High quality literacy interventions enable Disadvantaged Pupils to make rapid progress in their reading and comprehension.</i>	<ol style="list-style-type: none"> <i>Reading ages of Disadvantaged Pupils to reach age related expectations.</i> <i>The reading age gap between disadvantaged and non-disadvantaged pupils is narrowed.</i>

Review

- ❖ Read aloud in place using the GTS Bookshelf in a dedicated Read Aloud period to improve literacy and cultural capital
 - *Read aloud is in place and continues to be embedded. The GTS Bookshelf has been further reviewed and evolved to contain a greater diversity of genre and reading styles. Read Aloud now has a 15 minute separate slot on the timetable and is delivered daily, an increase from x3 week and staff have been retrained using direct instruction and modelling of good practice. Read Aloud is now delivered in year groups as opposed to y7-9 tutor groups at KS3. This has made pitching the reading books easier and given more flexibility in the book choice. Pupil Voice has indicated that they prefer short stories, plays and books with short chapters as these are easier to immerse in in the 15-minute slot.*
- ❖ Entry Level groups in year 10 and 11 English, maths and science.
 - *Entry level groups were in place for year 10 & 11 in 2024-2025 for maths. In English 10 pupils were dual entered for Entry Level. All secured a Level 1 GCSE. Science as all pupils can attain at least a grade 1 at GCSE. The smaller groups have remained with GCSE English (Edexcel 2.0) being studied as opposed to dual literature and language GCSEs and a foundation tier group in science. English 2.0 saw all pupils that attended attain a GCSE grade 1-3.*
- ❖ Enrichment and Intervention period relaunched to ensure disadvantaged pupils get relevant intervention and broad exposure to cultural capital.
 - *In 2021/2022 E&I was relaunched with a greater emphasis on intervention. Disadvantaged pupils were earmarked for intervention first, where it was deemed appropriate for them. Intervention has taken place in GCSE PE, GCSE English, Y7 Reading, ESOL pupils, GCSE Maths, Y9 Maths, MFL, GCSE Science, GCSE History, GCSE Computing, GCSE Geography, GCSE D&T. This has continued over 2024/2025 with Subject Leaders citing it as a significant contributing factor to improving PP outcomes, especially as this group are less likely to attend after school revision.*
- ❖ Lexonik intervention for all pupils in years 8.
 - *In 2024/25 we employed a member of staff to deliver Lexonik who delivered Lexonik Advance to selected year 8 pupils. We saw an improvement in reading age for most pupils as indicated by their WRAT score. This was less successful than in previous years due to staff absence in the Autumn Term.*
- ❖ Literacy Interventions for identified pupils from CAT/NGRT.
 - *In 2024/24 limited interventions occurred for Toe-by-Toe groups were run for pupils with a NGRT score of <85 in years 7. Repeated reading for those <95 and comprehension (stride ahead) for those <100. Due to staffing changes and constraints we were unable to employ an intervention*

specialist and this resulted in very limited impact on these pupils, with very small numbers receiving any intervention. Improvements were seen in all pupils who attended a full 6-week intervention course. Impact was significantly less for those pupils whose attendance was erratic.

Challenge 3

Disadvantaged pupils produced and engaged in less home learning than their non-disadvantaged peers in covid lockdowns resulting in greater gaps in their learning. Access to suitable ICT equipment and a suitable working environment is a barrier to home learning for some disadvantaged pupils.

Intended outcome	Success criteria
<p><i>Disadvantaged pupils will have homework submission rates in line with their non-disadvantaged peers.</i></p> <p><i>Homework set is engaging and enables teachers, parent/carers and pupils to effectively monitor progress, consolidate knowledge and identify gaps in learning.</i></p>	<ol style="list-style-type: none"> <i>The number of pupils eligible for Pupil Premium attending Tuesday/Thursday homework detentions is reduced.</i> <i>Pupils eligible for Pupil Premium in all years will have the ICT equipment they need to engage in independent/home learning.</i>

Review

- ❖ Home Learning detentions are no longer set centrally for pupils on a Tuesday/Thursday. Homework Club has still run on Thursday/Tuesday with 25 pupils in regular attendance. 40% of these are Pupil Premium.
- ❖ All pupils that were identified as needing ICT to access home learning had it provided or were signposted to homework clubs after school or at lunchtime.
- ❖ Online learning packages have been purchased by the school, i.e SPARX, SPARX Reader, Educake, Kaboodle, SENECA, Language lab to help support pupils with home learning and to ensure a consistent standard in homework.

Challenge 4

Attendance of all disadvantaged pupils is low. This is especially true of FSM pupils being particularly low in comparison with non-disadvantaged, Ev6 and CIC peers. This is in part due to disadvantaged pupils being more likely to be withdrawn from lessons, have internal exclusions/isolations and FTE than their non-disadvantaged peers: resulting in greater loss of in class learning and GTS disadvantaged pupils being more likely to suffer from SEMH concerns than their non-disadvantaged peers.

In 2020/21

PP attendance = 83.61%

FSM attendance = 80.68%

CIC attendance = 82.72%

Not PP attendance = 91.51%

Intended outcome	Success criteria
<p><i>Attendance of all disadvantaged pupil groups improves both in terms of individual lessons and session attendances to schools.</i></p>	<ol style="list-style-type: none"> <i>Attendance of all disadvantaged pupil groups improves and is in line with their non-disadvantaged peers.</i> <i>Suspensions, internal exclusions, and internal suspensions for disadvantaged pupils reduces and is in line with their non-disadvantaged peers.</i>

<p><i>Pupils eligible for Pupil Premium in all years will have developed self-regulation strategies through direct instruction.</i></p>	<ol style="list-style-type: none"> 3. <i>Withdrawals to MR1 are reduced for disadvantaged pupils and are in line with their non-disadvantaged peers.</i> 4. <i>Pupils eligible for Pupil Premium in all years will have the appropriate counselling they require to help support identified SEMH needs.</i>
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Review

- ❖ Pupil coaches are the Key workers for all disadvantaged pupils.
- ❖ Fiscal support for DT/catering, uniform and ready to learn equipment, wider experiences to ensure equity of provision.
 - *Pupil premium pupils have been given support to attend clubs and attend fixtures in the form of taxis, covering entry fees and providing specialist equipment.*
- ❖ Wider Pastoral Support available to provide additional support for pupils struggling with SEMH and a trained Counsellor available for mental health support.
 - *All PP pupils that were identified as having a need have met with the school counsellor.*

(Attendance to parents' evenings in 2021/22 was all virtual, subsequent evenings have been a blend of virtual and in person appointments.)

Year Group	% Disadvantaged Parents attended (figures for the same cohort)				% Non-disadvantaged Parents attended (figures for the same cohort)			
	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25
7				49				65
8			40	29			49	66
9		47	69	44		80	59	63
10	46	48	53	51	75	73	63	73
11	48	64	49	49	64	77	67	62

All Carers of CIC pupils attend termly PEP meetings. As such attendance to parents' evenings from this group are not high, favouring the PEP. Several parents that attend regular meetings with Heads of Learning, do not attend parents' evening in addition to these meetings.

Attendance of both FSM and Disadvantaged parents to parents' evenings are still lower than parents of non-disadvantaged children, with a notable exception of year 8. Figures are slightly better in comparison to previous years except for year 10. This is the year group with highest number of EHCPs and parents' evening fell in the review window. It remains broadly consistent between year groups. From 2023/24 we have used an approach of blended parents' evening, of half virtual and half in person this does seem to have resulted in a small rise in attendance to most parents' evenings. We will continue to monitor attendance.

GTS % School attendance figures by sub-group

Academic year	Pupil Premium	FSM	CIC	Non-PP
2019-2020	92.72	91.29	93.39	95.15
2020-2021	83.61	80.68	82.72	91.51
2021-2022	85.78	84.11	86.28	91.16
2022-2023	83.84	83.59	85.75	91.18
2023-2024	81.95	81.26	85.57	90.62
2024-2025	79.12	78.11	81.60	89.17

Attendance to GTS of disadvantaged pupils continues to be lower than before the pandemic and there are still considerable gaps between the sub-groups. Improvements have unfortunately not

been sustained but are reflective of the overall decline in attendance we are seeing locally, regionally and nationally.

FSM6	FSM6	245	School	78.7%	82.9%	78.1%	74.0%	82.1%	73.0%
			FFT National	86.2%	89.8%	87.0%	85.2%	84.2%	83.6%
			Difference	-7.5% •	-6.9% •	-8.9% •	-11.3% •	-2.1% •	-10.6% •
Not FSM6	Not FSM6	693	School	89.9%	93.2%	91.5%	86.6%	90.5%	86.8%
			FFT National	93.3%	95.2%	93.8%	92.9%	92.5%	91.7%
			Difference	-3.4% •	-2.0% •	-2.4% •	-6.3% •	-2.0% •	-4.9% •

The introduction of the 360° reviews and regular contact from the pupil coaches has been a contributory factor to improving individual pupil's attendance in the past but with an increased focus on behaviour these have not always happened. This is being addressed going forwards. The percentage of absence at Key Stage 4 is the greatest concern and where there has been significant absence in the past, we have seen this only increase. This is a focus for us in the coming academic year. Greater access to fiscal support for uniform and ICT have also assisted in getting pupils into school. Disadvantaged groups are also discussed in all Head of Learning/AHT Pastoral/safeguarding team attendance & behaviour meetings fortnightly.

Group Analysis by Vulnerability

Period: 01/09/2024 AM to 31/07/2025 PM

Whole School		Percentages							
	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After	/	\	
Free School Meals	244	78.11	14.05	7.84	7.33	0.82	33.39	34.81	
No Free School Meals	689	89.19	9.19	1.62	5.82	0.20	40.66	40.86	
In Care	9	81.60	13.06	5.34	8.32	0.42	28.24	28.86	
Not In Care	924	86.48	10.38	3.14	6.17	0.35	38.95	39.45	
Pupil Premium	265	79.12	13.62	7.26	7.15	0.74	34.15	35.30	
Not Pupil Premium	668	89.17	9.19	1.63	5.83	0.21	40.61	40.88	

Challenge 5

There are less opportunities for disadvantaged pupils to engage in events that broadens cultural capital within north Devon. Disadvantaged pupils at GTS are also less likely to engage in these opportunities when they are available.

Intended outcome	Success criteria
<i>Disadvantaged pupils are proportionally represented on all school teams, productions, performances, trips and visits.</i>	<ol style="list-style-type: none"> <i>Enrichment and Intervention period is in place.</i> <i>Disadvantaged pupils receive fiscal support to attend trips, sports teams and other wider school events.</i> <i>Pupils eligible for Pupil Premium in all years will have accessed the variety of clubs, teams, and trips at least in line with the percentage of Pupil Premium pupils in GTS.</i>

Review

- ❖ Enrichment and Intervention continues to be in place.
 - Pupils in receipt of the Pupil Premium take priority in their selections.
 - Pupils in receipt of the Pupil Premium are supported in making their choices by tutors/Pupil Coaches
 - Pupils in receipt of the Pupil Premium take priority in interventions.
- ❖ Every pupil in receipt of the Pupil Premium is allocated £150 towards the cost of trips and visits in the academic year. All trips that support the curriculum are fully funded. Taxis and other costs of equipment are covered by the school to ensure they can participate on an equitable footing to their non-disadvantaged peers. As a consequence, uptake to trips and representation on teams

is increasing but is still not in line with their non-disadvantaged peers.	
Challenge 6	
Disadvantaged pupils have fewer clear ideas about their future career and are more likely to lack the knowledge of how to achieve their goals and aspirations than their non-disadvantaged peers. They are more likely to drop out of FE/employment within 2 terms of leaving GTS, becoming NEET.	
Intended outcome	Success criteria
<i>Pupils eligible for Pupil Premium in all years will show an Improved knowledge of future career pathways available to them</i>	<ol style="list-style-type: none"> <i>All disadvantaged pupils will have received at least one IAG meeting by the end of year 11.</i> <i>No Disadvantaged pupils are NEET at the end of year 11 and for the first two terms of year 12.</i>
Review	
<ul style="list-style-type: none"> ❖ Pupil coaches are the Key workers for all disadvantaged pupils. ❖ 360 reviews for all disadvantaged pupils in place, regularly reviewed and shared with teachers. <ul style="list-style-type: none"> ➢ <i>The fiscal and emotional needs for these pupils have been highlighted by the 360° reviews alongside ensuring they have applied for appropriate courses at college/apprenticeships.</i> ❖ Targeted trips and visits to post-16 providers to ensure all disadvantaged pupils are aware of the opportunities available to them. ❖ Careers Advisor and co-ordinator support to ensure all disadvantaged pupils make informed decisions on their post-16/14 options. <ul style="list-style-type: none"> ➢ <i>All disadvantaged pupils received a one-to-one careers appointment with an independent careers' advisor.</i> <p>Four pupils were NEET in 2025. Two of these pupils were in receipt of the pupil premium. All of these had known mental health issues and had not attended school for a year. Further support has been offered as this was due to last minute withdrawal of an apprenticeship position.</p>	

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
Lexonik Advance	Lexonik
Next Steps South-West (NSSW)	NSSW
Toe-by-Toe	Literacy tutors @ GTS
Stride Ahead	Literacy tutors @ GTS
Stareway to Spelling	Literacy tutors @ GTS
Steplab	Steplab

Service pupil premium funding (optional)

At GTS we have 8 service children in attendance.

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The pupil premium grant for service pupils is spent within the full pupil premium grant and is outlined above.
What was the impact of that spending on service pupil premium eligible pupils?	Please see the review above.

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 our own SEMH hub, 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., Chess, The Duke of Edinburgh's Award, 10 Tors, sports teams, Warhammer society, musicals, Rotary Youth Events eg. Youth Speaks, Young Chef, Young Photographer), will focus on building life skills such as confidence, resilience, and socialisation skills. Disadvantaged pupils will be encouraged and provided financial and moral support to participate.
- GTS is one of the schools that is supported by Next Steps Southwest to provide additional support and mentoring to disadvantaged pupils that have the academic ability to go to university and would be first generation academics. Pupils are initially identified in year 8 and activities follow them through the remainder of their time at GTS. Next Steps Southwest also provide the Articulacy Future me course which groups of 15 disadvantaged pupils attend for 1 week to improve their confidence in presentation skills and their knowledge of Higher Education.
- We have an extensive transition programme for all our pupils which starts with the year 5 day and open evening. We have a weeklong transition in year 6 which incorporates 2 nights on camp and half a week in school-based activities. There is also extended transition for pupils that have SEND/SEMH or other identified needs that suggest they would benefit from more time spent at GTS prior to starting in September.
- Learning Support Assistants are deployed to work with pupils identified as having SEND. The support provided takes the form of in class support, small group and 1-2-1 interventions/mentoring. Pupils eligible for pupil premium represent a higher proportion of pupils with SEND than would be indicated by their 25% of the cohort.
- Homework hub runs for all pupils 2 nights a week. Specific pupils are targeted to attend if they are not completing homework. The EEF states in its Toolkit that,

'some pupils may not have a quiet space for home learning- it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils). Pupils can also go to the library before school, at lunchtime and after school every day, to complete homework in a quiet space with access to ICT.

- As part of the SWIS (Social Workers in Schools) project GTS has a social worker attached to the school who is working full-time with pupils from GTS that are identified as 'child protection' or 'child in need.' This facilitates a softer approach from social services with home visits happening regularly at the child's home both in term time and during the holidays. The social worker provides support to the school with MASH enquiries and the Early Help process.

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 from Babcock in 2020.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers 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 like ours and contacted schools with high-performing disadvantaged pupils to learn from their approach these are referenced in our evidence that supports our approach.

We looked at several 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 several studies about the impact of the pandemic on disadvantaged pupils. These have come from attendance to the 2020 and 2021 national pupil premium conferences, the 2019 Devon Babcock conference, The SW learning context case studies: improving the performance of disadvantaged pupils, EEF guidance reports and from a selection of recent academic publications.

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.