

Pupil Premium Strategy Statement

School overview

Detail	Data
School name	John O' Gaunt School
Number of pupils in school	413
Proportion (%) of pupil premium eligible pupils	31% (40% FSM)
Academic year/years that our current pupil premium strategy plan covers	2026-2029
Date this statement was published	1 st September 2026
Date in which it will be first reviewed	August 2027
Statement authorised by	Richard Hawthorne
Pupil premium lead	Rebecca Quigley
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£152,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£152,900

Part A: Pupil premium strategy plan

Statement of intent

At John O’Gaunt School we are committed to improving the progress of disadvantaged students and closing the attainment gap with their peers. We thrive to meet the academic, social and pastoral needs of all students which is underpinned by our three school values: ambition, care and courage.

High-quality teaching is at the heart of our approach, and we have embedded *The JOG Way*. *The JOG Way* is rooted in extensive research from the Education Endowment Foundation and their 5-A-Day principals for teaching and learning. It includes proven, inclusive strategies to achieve excellence for all learners irrespective of disadvantage or disability such as:

- Explicit instruction
- Cognitive and metacognitive strategies
- Scaffolding
- Flexible Grouping
- Technology

We are committed to creating a positive reading culture for all students at John O’Gaunt School and our layered approach to supporting reading is impactful. We ensure all students receive appropriate literacy interventions and deliver Fresh Start (a one-to-one phonics intervention) to any students joining our school who are not fluent readers.

We are proud to provide a wide range of academic, social and pastoral interventions and seek to put in place early, targeted support for all identified students. Our interventions are used to support a range of different needs including:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Attendance/ EBSA
- Behaviour
- Safeguarding

At John O’Gaunt School we offer many wider strategies to support disadvantaged students including access to a daily breakfast club, funded resources, funded enrichment trips/ experiences, outdoor learning opportunities and a high-quality careers programme.

Challenges

Challenge Number	Detail of Challenge
1	Some of our disadvantaged students are not fluent in reading and cannot decode texts.

2	On average our disadvantaged students have lower attainment than their peers.
3	Some of our disadvantaged students do not engage in wider school life .
4	On average our disadvantaged students have poorer attendance than their peers.
5	The parents of some of our disadvantaged students do not engage with school.

Intended outcomes

Intended outcome	Success criteria
Disadvantaged students read fluently.	Students are able to read fluently within two terms of starting at the school. Term on term evidence: • Fresh Start data • NGRT data • Assessment data
Disadvantaged students attain highly	Attainment measures for disadvantaged students are in line with their peers with similar starting points. End of year evidence: • Internal data Y7-10 • Y11 exam results • Disadvantaged Students' destinations data
Disadvantaged students' participation in wider School Life	Disadvantaged students' participation in wider school life increases year on year and they confirm a greater sense of belonging. End of year evidence: • Enrichment Booklet • Student Leadership Team • Student voice data
Disadvantaged students' attendance	Disadvantaged students overall attendance will be in line with the national average. Those with PA or SPA will significantly improve attendance within 10 weeks. Term on term evidence for each year group: • Overall absence data • Persistent absence data • Significant absence data • Punctuality data • In-school truancy data
Parental engagement (particularly for parents of disadvantaged students)	Improved parental engagement for disadvantaged students. Term on term evidence for each year group: • Parents' Evening data • Parent voice (participation and findings) • Teacher voice

Activity in this academic year

Teaching

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed The JOG Way to teaching and learning.	<i>The JOG Way</i> is rooted in proven strategies used to improve to attainment of all students from the EEF's 5-A-Day SEND framework	1, 2
Provide high-quality teaching and learning CPD focusing on strategies proven to have impact on the progress of all students. Deliver targeted CPD sessions where appropriate. The CPD Programme includes networking across the Trust and external providers to ensure excellence.	EEF Pupil Premium Guide EEF Teaching and Learning Toolkit	2
The whole-school literacy strategy focuses on strategies proven to improve the reading, writing and oracy skills of all students. https://www.johnogauntschool.co.uk/curriculum/literacy-and-communication/	EEF Teaching and Learning Toolkit: • Reading comprehension strategies • Peer tutoring • Phonics • Oracy https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	1, 2
Continue to embed proven approaches to reading including: • NGRT standardised tests • Tutorial Reading Programme • Peer Reading • Reading Coach • Fresh Start Phonics • JOG Book Bites • Reading Tracker Tools	EEF Teaching and Learning Toolkit: • Reading comprehension strategies • Peer tutoring • Phonics • One to one tuition	1

https://www.johnogauntschool.co.uk/wp-content/uploads/2025/03/JOG-Tiered-Approach-to-Reading-2024_25.pdf	DFE The Reading Framework	
Use of technology to support personalised approaches to teaching and learning, and feedback: • Sparx Maths • Reading Coach • Class Charts • Microsoft Teams • GCSE Pod	EEF's 5-A-Day SEND framework	1, 2, 5
Robust analysis of whole-school data used to target CPD, inform curriculum planning and identify students for interventions.	EEF research states the need to regularly monitor progress, identify gaps in knowledge and provide early intervention	1,2
Teaching Assistants understand the individual needs of students and <i>The JOG Way</i> to Teaching and Learning. Their deployment in and out of the classroom is effective.	EEF Teaching and Learning Toolkit: • Teaching Assistants' interventions	1, 2
Retain specialist teachers and support staff (including with SEND and Primary expertise).	EEF Pupil Premium Guide EEF Teaching and Learning Toolkit	1, 2

Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions for identified students in all subjects at GCSE including: • AM registration interventions • After school interventions • Easter Holidays revision sessions https://www.johnogauntschool.co.uk/curriculum/revision/	EEF Teaching and Learning Toolkit: • Small group tuition	2

Literacy interventions for identified students including: • Fresh Start Phonics • Peer Reading • Precision Teaching (spelling) • Tutorial Reading Programme https://www.johnogauntschool.co.uk/curriculum/literacy-and-communication/	EEF Teaching and Learning Toolkit: • One to one tuition • Mentoring DFE The Reading Framework	1,2
Use of technology to support personalised approaches to teaching and learning, and feedback: • Sparx Maths • Reading Coach • Class Charts • Microsoft Teams • GCSE Pod	EEF's 5-A-Day SEND framework	1, 2, 5
Personalised Independent Learning set each week. Independent Learning clubs ran by support staff weekly (whole-school and SEND specific)	EEF's research on homework suggests students from disadvantaged backgrounds are less likely to have a quiet working environment at home. EEF Teaching & Learning Toolkit: • Homework	1, 2, 5
Laptops allocated and loaned to identified students to support Independent Learning	EEF research suggests students from disadvantaged backgrounds are less likely to have the technology to access learning.	2, 5
Targeted academic mentoring in KS4 used to: • Reteach revision skills • Support organisational skills • Build resilience • Drive ambition	EEF Teaching and Learning Toolkit: • Individualised instruction • Mentoring	2, 4, 5
Study skills workshops and assemblies delivered including: • Revision strategies and tips • Organisational skills	EEF Teaching and Learning Toolkit: • Individualised instruction	2

Managing exam stress and growth mindset https://www.johnogauntschool.co.uk/curriculum/revision/	Metacognition	
Learn 4 Life programme delivered by West Berkshire Mental Health Support Team for identified students in KS4	EEF Teaching and Learning Toolkit: Small group tuition Individualised instruction	2, 3
Curriculum-aligned workshops, trips and visits are funded for identified disadvantaged students including: - Geography field trip - Macbeth at The Globe Theatre - Table Tennis workshops for GCSE P.E.	EEF Pupil Premium Guide EEF Teaching and Learning Toolkit: Arts participation Physical activity	2, 4
Preferential booking for Parents' Evenings for parents/ carers of disadvantaged students	EEF Teaching and Learning Toolkit: Parental engagement	2, 5

Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one mental health support programmes including: - Time to Talk - ELSA - Mental Health Support Team - Berkshire Youth	EEF Teaching and Learning Toolkit: Social and emotional learning	3, 4
Autism Champions (weekly small-group sessions to support students with their communication and interaction needs)	EEF Teaching and Learning Toolkit: Social and emotional learning Research and advice from West Berkshire Autism Team	3, 4

Targeted outdoor learning opportunities for students with SEND including: • Garden & Grow • Greatwood Charity	EEF Teaching and Learning Toolkit: • Social and emotional learning • Physical activity • Outdoor learning Guidance on National Autistic Society	3, 4
Alternative provision used to offer bespoke reintegration plans for identified students.	EEF Teaching and Learning Toolkit: • Behaviour interventions • Aspiration interventions	3, 4
Launch and embed the JOG Enrichment Booklet Termly timetables extra-curricular clubs and opportunities	EEF Teaching and Learning Toolkit: • Arts participation • Physical activity •	3, 4
Referrals to bespoke safeguarding intervention programmes including: • Daisy's Dream • SAFE	KCSIE	3, 4
Daily Breakfast Club	DFE's Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation DFE Free Breakfast	3, 4
Stationery Shop provides all items free of charge for Pupil Premium students	EEF Pupil Premium Guide	2, 4
High-quality careers programme including: • Unifrog • Work shadowing • Mock interviews • One-to-one careers meetings and personalised careers plan • Careers carousels • Post-16 assembly programme https://www.johnogauntschool.co.uk/curriculum/careers-and-next-steps/	Gatsby Benchmarks EEF Careers education	3, 4

Continue to embed the attendance strategy including a graduated response to attendance and bespoke reintegration plans to SPA and PA students. https://www.johnogauntschool.co.uk/parents/attendance/	DFE Working Together to Improve School Attendance	4
Funding of resources as requested including: • Food Technology ingredients • Uniform • P.E. kit • Enrichment/ trips/ workshops • Music lessons • Revision resources/ guides	EEF Pupil Premium Guide	2, 3, 4, 5
Parent/ Carer events in school: • Parent Forums • 'Night Full of Stars' • Christmas Carol Concert • Summer Showcase • School Production • Options evening • Welcome to GCSE evening • SEND Information Evening	EEF Teaching and Learning Toolkit: • Parental engagement	5
Student and Parent Voice gathered regularly through surveys, meetings and forums	EEF Teaching and Learning Toolkit: • Parental engagement	5

Part B: Review of outcomes in the previous academic years