

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Gooseacre Primary Academy
Number of pupils in school	352
Proportion (%) of pupil premium eligible pupils	54% (190)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	1 year plan 2021-2022 <b>3 year plan 2021-2024</b>
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	
Pupil premium lead	
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£222,440
Recovery premium funding allocation this academic year	£8,000
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	£230,440

# Part A: Pupil premium strategy plan

## Statement of intent

At Gooseacre Primary Academy, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the whole curriculum. Our pupil premium strategy is in place to ensure we support disadvantaged pupils to achieve their goals.

At the heart of everything we do is high-quality teaching and this is at the heart of our pupil premium strategy. This is proven to close the attainment gap between disadvantaged and non-disadvantaged whilst also ensuring that non-disadvantaged pupils benefit from this.

As a school, we face many challenges in ensuring good progress and achieving high for our disadvantaged children. These have been exacerbated by COVID-19 and partial school closures. These include the increasing SEMH needs of many children including those who are disadvantaged and poor attendance.

As a school we also face large numbers of safeguarding issues. These have increased during this academic year.

## Challenges

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

Challenge number	Detail of challenge
1	Pupils have experienced gaps in learning due to COVID-19. This has particular impact on prior learning.
2	Attendance and persistent absence is an ongoing challenge for school.
3	Year 5 have 73% PP with high levels of behaviour need and SEMH need.
4	The social, emotional and mental health needs of pupils throughout school has increased through school closures.
5	The majority of children do not have opportunities beyond their experiences at school.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>To improve the quality of teaching and learning through high quality CPD and coaching.</p> <p>Use high quality teaching to address gaps in learning.</p>	<p>100% of teaching is at least good through school.</p> <p>Pupils achieve above national progress score in KS2 reading</p> <p>Pupils achieve above national progress score in KS2 writing</p> <p>Pupils achieve above national progress score in KS2 maths</p> <p>Over 86% of children achieve the phonics screening check</p>
<p>To achieve and sustain improved attendance for all pupils but particularly our disadvantaged children.</p>	<p><b>Sustained high attendance leading up to 2024/2025. Over time, this shows:</b></p> <ul style="list-style-type: none"> <li>• the overall attendance for all pupils is at least 95%</li> <li>• the overall attendance for disadvantaged children is above 94%</li> <li>• the percentage of children who are persistently absent is below 10%</li> <li>• the attendance gap between disadvantaged pupils and non-disadvantaged peers is reduced to at least 1%</li> </ul>
<p>Further support the learning needs of vulnerable cohorts where larger number of disadvantaged pupils are present.</p>	<p>Overall attendance for all pupils in Y5 is at least 91.5% by the end of 2021-2022</p> <p>Year 5 pupils make at least expected progress from starting points.</p>
<p>The SEMH needs of pupils are met through targeted interventions.</p>	<p>Clearly identify pupils that need support</p> <p>Interventions are planned, carried out and reviewed robustly.</p> <p>A member of staff is trained in trauma informed practice and a clear plan is in place to support targeted need across the school.</p>
<p>School add to the cultural capital of disadvantaged children by giving them the opportunity to experience wider opportunities.</p>	<p>All children get the opportunity to attend class trips.</p> <p>At least one cohort starts to learn a musical instrument.</p> <p>A love of reading is developed in all children through being able to access a wide variety of texts both in and out of school.</p>

## 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: £92,861

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruit an extra teacher to create two smaller Y5 classes	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p> <p>The EEF states that it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller. International research evidence (stated by EEF) suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupils. Some studies have also found that smaller class sizes in primary schools can have a greater impact on disadvantaged pupils than their peers.</p>	1, 3
Phonics leader attends Astrea Academy Trust phonics CPD and Fresh Start CPD. All staff are constantly trained to ensure the best practice.	<p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches).</p>	1
Attend 'Outstanding' school to create links for reading, EYFS, culture and environment.	<p><u>Internal Evidence</u></p> <p>By all staff visiting an 'Outstanding' setting with a clear foci, it will allow for the schools vision to be embodied by all teachers. No teacher within the school has visited another setting within the last 2 years.</p>	1
Vice Principal to attend 'Leading Teaching' Course	<p><u>Internal Evidence</u></p> <p>Knowledge gained and skills developed will be disseminated to all staff throughout the year. This will be through an instructional coaching method.</p>	1

Behaviour CPD – Team Teach	<u>Internal Evidence</u> School staff to be trained in positive behaviour management to be able to meet the needs of pupils.	4
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £50,399

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fresh Start Phonics Programme in KS2	<p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>There is evidence that phonics with older children can be a positive approach. With any reading intervention, careful diagnosis is required on the difficulties that the reader is experiencing, regardless of age. If an older reader is struggling with decoding, phonics approaches will still be appropriate.</p>	1
Intensive Phonics Tutoring for KS1 children	<p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Most studies of phonics are of intensive support in small groups and one to one with the aim to supporting pupils to catch up with their peers. The effects of one to one tends to be a little higher (+5 months) compared with small group interventions (+4 months).</p>	1
HLTA x2 to work across cohorts with largest PP numbers (Year 5 and Year 3) each day to support core learning	<p><u>Internal Evidence</u></p> <p>66% of Year 3 are disadvantaged 73% of Year 5 are disadvantaged</p> <p>Year 5 present barriers around attendance, behaviour and SEMH issues. An extra HLTA, as well as Class Teacher and TA will allow for more focussed time between pupils and adults as well as more, focussed interventions taking place.</p>	3

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

Budgeted cost: £87,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Create new part time role of Attendance Officer to address poor attendance.</p>	<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p><u>Internal Evidence</u>  Attendance for 2020-2021 was 92.3%  Persistent Absence for 2020-2021 was 28.7%  Attendance for PP pupils for 2020-2021 was 90.6%  Persistent Absence for 2020-2021 for PP pupils was 38.4%</p>	<p>2</p>
<p>Learning Mentor used to address SEMH needs across school.</p>	<p><a href="#">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>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.</p> <p><u>Internal Evidence</u>  SEL interventions will be used in small groups of peers to focus on interaction with others and self-management of emotions. This will have a positive impact upon the Social and Emotional learning as well as academic outcomes for the pupils identified.</p>	<p>4</p>
<p>Ensure 2 Thrive practitioners are trained and used across school.</p>	<p>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.</p>	<p>4</p>

	<p>Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance. (McGuire-Snieckus et al 2015)</p> <p><u>Internal Evidence</u> There are a large number of disadvantaged children who would benefit from the Social and Emotional Learning approaches from Thrive. These would be delivered in small groups by a licenced practitioner to close the gap across a range of measures including relationships, behaviour and self-confidence.</p>	
Heavily subsidises trips for disadvantaged children.	<p><u>Internal Evidence</u> Many of our disadvantaged pupils do not have experiences that, as a school, we can offer them. Through subsidising trips and visits for disadvantaged children, we can allow them to access places and experiences that they wouldn't normally get access to.</p>	5
Offer wider 'Outdoor Learning' opportunities	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p> <p>Outdoor Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Outdoor learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p>	5
Contingency fund for acute issues	<p>Based on the experiences of the school and those similar to us, we have identified the need to set a small amount aside to respond quickly to needs that are yet to arise.</p>	All

**Total budgeted cost: £230,440**

## 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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Overall attendance was low overall in 2020-2021. 96% was targeted for PP pupils but only 90.6% was achieved.

Due to global pandemic there was very limited opportunities to expand cultural capital building on Astrea Promise experiences within the year 2020-2021 but SEMH issues had been started to be addressed through the purchase of Jigsaw scheme but no CPD happened around these as other priorities took place.

Although some CPD and training for phonics did happen this was not completed due to partial school closures. This is something that school looks to drive forward in 2021-2022.

### 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
RWI	Ruth Miskin Training
Fresh Start	Ruth Miskin Training

### 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?	
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**Further information (optional)**

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