

Pupil premium strategy statement – Gooseacre Primary Academy

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
Number of pupils in school	351
Proportion (%) of pupil premium eligible pupils	158 (45%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 year plan 2022-2023 3 year plan 2021 - 2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	J Moore
Pupil premium lead	J Moore
Governor / Trustee lead	C Cooper

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£236, 728
Recovery premium funding allocation this academic year	£8,000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£244, 728

Part A: Pupil premium strategy plan

Statement of intent

At Gooseacre Primary Academy, our intention is that all pupils, irrespective of their background or 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 in order to achieve their goals.

High quality teaching is at the heart of everything we do and also at the heart of our pupil premium strategy. This is an aspect we look to continue from previous years and build upon the progress made in teaching and learning already. High quality teaching is proven to close the attainment gap between disadvantaged and non-disadvantaged whilst ensuring that non-disadvantaged also benefit from this.

As a school, serving a deprived area and with a high number of disadvantaged children, we face many difficulties which impact on our children daily including poor attendance, high safeguarding needs and increased SEMH needs.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and persistent absence rates continue to be high.
2	Children entering school have very low starting points in oral language skills, speech and language ability, vocabulary acquisition and phonics knowledge.
3	Disadvantaged pupils with SEND are working significantly below peers.
4	Support is needed with the well-being and SEMH needs of disadvantaged pupils
5	The majority of children do not have opportunities beyond their experiences at school
6	A number of teachers are at the start of their teaching career which means support is needed to improve the quality of teaching and learning.

Intended outcomes

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

Intended outcome	Success criteria
To achieve and sustain improved attendance for all pupils but particularly disadvantaged children	<p>Sustained high attendance leading up to 2024/2025. Over time, this shows:</p> <p>The overall attendance for all pupils is at least 95.4%</p> <p>The overall attendance for disadvantaged pupils is at least over 94%</p> <p>The percentage of children who are persistently absent is below 10%</p> <p>The attendance gap between disadvantaged pupils and non-disadvantaged peers is reduced to at least 1%</p>
Improve phonics knowledge and speech and language ability in children from Nursery to end of KS1	<p>72% of Year 1 pass PSC</p> <p>Children are more confident in reading through EYFS and KS1</p> <p>Speech and Language of children in Nursery, EYFS and KS1</p>
Support for all pupils with SEND but particularly disadvantaged pupils with SEND	<p>Children are clearly identified.</p> <p>Children with SEND make at least one year's progress from starting point.</p> <p>Interventions increase standardised scores in reading and maths</p>
Support the well-being and SEMH needs of disadvantaged children to ensure academic achievement is improved	<p>All identified children receive support through the year</p> <p>Interventions are planned, carried out and robustly analysed</p> <p>Thrive Practitioner is trained and carries out Thrive for identified children is having positive impact and progress is made</p>
Offer a wide range of experiences that children would not normally receive elsewhere.	<p>PP children begin to learn a musical instrument</p> <p>All children access a school trip</p> <p>Range of experiences is improved from previous years</p>
Improve the quality of teaching and learning across all year groups.	<p>Mentoring and Coaching models used with teachers through 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: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching and Mentoring of teachers.	<p>https://www.suttontrust.com/wp-content/uploads/2019/12/Developing-Teachers-1.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>Staff through school use coaching and mentoring to improve the quality of teaching through school. Phonics leader and VP to work with members of staff on a regular basis following instructional coaching model.</p>	2, 6
Engage in appropriate CPD	<p>Staff to attend appropriate CPD run by Astrea Academy Trust and external providers including Read, Write, Inc. These will include a focus on pedagogy for different subjects and ensure that subject knowledge of staff teaching phonics is developed.</p>	2, 3, 6

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £91,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>HLTA to work across UKS2 in a morning to support with high numbers of PP children</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Experienced HLTA to work across Year 5 and Year 6 each morning to support PP children in core subjects.</p>	<p>2, 3</p>
<p>Employ a consultant SENCO to work alongside school SENCO to ensure school meets the needs of disadvantaged children with SEND.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>Consultant SENCO to work in school for 1 day a week alongside new school SENCO. This will ensure that PP children with SEND needs are getting a correctly adapted curriculum which meets their needs. It was also ensure other professionals are involved where necessary.</p>	<p>3, 4</p>
<p>An extra TA deployed in EYFS to support with speech and language and phonics.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>TA to work across FS2 unit. This will allow for extra phonics interventions and use of WELCOMM interventions to develop speech and language.</p>	<p>2</p>
<p>1:1 and Small group phonics coaching</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Tutoring taking place with identified children for phonics as extra to their normal phonics session.</p>	<p>2</p>

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

Budgeted cost: £110,830.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance rewards bought to incentive good attendance through school.	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance Attendance is seen as one of the 7 building blocks for success when supporting the attainment of disadvantaged pupils.	1
Train a member of staff to be a Thrive Practitioner	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Specific, dedicated practitioner trained in Thrive in order to provide disadvantaged children with social and emotional support.	4
Develop and implement a purposeful approach to personal development.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://www.rocksteadymusicschool.com/info-for-parents Selection of Pupil Premium children have access to Rock Steady music lessons and performances. School trips are subsidised for PP children.	1, 4, 5
Attendance Officer working part time in school.	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance Attendance is seen as one of the 7 building blocks for success when supporting the attainment of disadvantaged pupils.	1
Learning Mentor used to address SEMH needs across school.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4

	Social and Emotional interventions seek to improve pupils' decision making skills, interaction with others and their self-management of emotions. Social and Emotional learning approaches have a positive impact, on average, of 4 months additional progress in academic outcomes over the course of a year.	
Family Liaison Officer Employed	Family Liason Officer employed to work with families and children to improve behaviour, attendance and create ethos across the school in order to support disadvantaged pupils. All elements of the 7 building blocks for success when supporting the attainment of disadvantaged pupils.	1, 4
Contingency fund of acute issues	Based on knowledge and experiecnes of school and similar schools, we have identified the need to set an amount aside to respond proactively and quickly to needs that arise through the academic year.	All

Total budgeted cost: £236,830.10

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Despite successfully appointing a part time attendance officer role, attendance continued to fall with an end of year figure of 90.6%. Covid 19 continued to impact upon attendance and improving attendance continues to be a focus of disadvantaged children for the next academic year.

School did successfully train a new Thrive practitioner but she left her role in school shortly after successfully training. The work done before she left did have a positive impact on a small group of children.

Improvements and progress were made in academic support as Fresh Start Phonics Interventions was purchased, set up and ran. Intensive phonics tutoring for ks1 was successful with 81% of Year 1 children passing their phonics screening check. An improvement from the previous year. Large numbers of PP children, in Y5 and Y3, were supported with core subjects by extra HLTAs working within these year groups where possible.

The teaching profile of school improved with 85% of teachers achieving at least a good standard. This was partly down to Vice Principal attending 'Leading Teaching' CPD. CPD was attended where possible for phonics and Fresh Start as well as writing, maths and reading. This was disseminated through school.

Links were made with an Ofsted 'Outstanding' school where EYFS staff visited and worked collaboratively with. This improved provision in EYFS for all children including disadvantaged children.

The SEMH needs of many children were better met through targeted interventions.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
RWI	Ruth Miskin
Fresh Start	Ruth Miskin
Leading Teaching Course	Astrea Academy Trust
Thrive	Thrive Approach