

# 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	344
Proportion (%) of pupil premium eligible pupils	42% (146 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023 – 2024 <b>3 year plan 2021 - 2024</b>
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
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	£220,690
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£21,170
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£241,860

# 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	Children entering school have very low starting points in vocabulary acquisition and phonics knowledge.
2	High proportion of disadvantaged pupils in Year 6 cohort
3	Pastoral support is needed with the well-being and SEMH needs of disadvantaged pupils
4	The majority of children, with particular disadvantaged children, do not have opportunities beyond their experiences at school
5	Attendance and persistent absence rates continue to be high for disadvantaged pupils
6	Improvements are needed to the quality of teaching and learning to ensure high quality teaching is consistent across 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
Improve phonics knowledge and vocabulary acquisition in disadvantaged children in Nursery, FS2 and KS1,	78% of Year 1 children pass their PSC Disadvantaged pupils make at least expected progress in phonics through the year.
Support Year 6 cohort with high proportion of disadvantaged groups to ensure targets are met in end of year SATS.	All Year 6 children including disadvantaged pupils have access to consistent small group teaching 59% of children achieve RWM combined at the end of the year
Support the well-being and SEMH needs of disadvantaged children.	SEMH interventions are planned, carried out and robustly analysed Thrive programme is used for identified children and positive impact and progressed is tracked All identified children receive support through the year
Offer a wide range of experiences that children would not normally receive elsewhere.	Disadvantaged children have opportunity to learn musical instrument and play live in front of an audience. All children access school trips linking to curriculum
To achieve and sustain improved attendance for all pupils but particularly disadvantaged children.	<b>Sustained high attendance leading up to 2024/2025. Over time, this shows:</b> <b>The overall attendance for all pupils is at least 95.4%</b> <b>The overall attendance for disadvantaged pupils is at least over 94%</b> <b>The percentage of children who are persistently absent is below 10%</b> <b>The attendance gap between disadvantaged pupils and non-disadvantaged peers is reduced to at least 1%</b>
Use mentoring and coaching for teachers to ensure consistent high-quality teaching.	Quality of teaching is improved in appropriate year groups Mentoring and coaching models are used throughout school Teacher and Learning Leader to attend bespoke CPD to improve understanding of role

## 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: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching and Mentoring of teachers.	<p><a href="https://www.suttontrust.com/wp-content/uploads/2019/12/Developing-Teachers-1.pdf">https://www.suttontrust.com/wp-content/uploads/2019/12/Developing-Teachers-1.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p> <p>Staff through school use coaching and mentoring to improve the quality of teaching through school. VP to work with members of staff on a regular basis following instructional coaching model.</p>	6
Engage in appropriate CPD	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.	6
Split Y6 disadvantaged group heavy cohort in to 3 small teaching groups.	<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>Year 6 to be split across 3 even, stable groups to ensure small group practice. Extra class added to ensure high teacher:pupil contact time.</p>	2, 6

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

Budgeted cost: £70, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Experienced TAs to work across Year 6 in a morning to support with high numbers of PP children	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>  Experienced TA's to work across Year 6 each day to support PP children in core subjects. One TA with each small class of Y6 children.	2
HLTAs to work across school in a morning to provide support with core subjects in classes with high numbers of PP children.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>  HLTAs to work across school as extra support in classrooms. HLTAs will support whole classes and small groups including disadvantaged children.	1, 2, 6
1:1 and Small group phonics coaching	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>  Tutoring taking place with identified children for phonics as extra to their normal phonics session.	1

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

Budgeted cost: £60000 + £20,690 contingency

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance rewards bought to incentive good attendance through school.	<p><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a></p> <p>Attendance is seen as one of the <a href="#">7 building blocks</a> for success when supporting the attainment of disadvantaged pupils.</p>	5
Learning Mentor used to address SEMH needs across school.	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>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.</p>	3
Give disadvantaged children experiences they wouldn't normally get	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a></p> <p>Children to get access to Enterprise Days, Music lessons, trips, playground equipment, free uniforms. These experiences would not be achievable for many disadvantaged pupils without school.</p>	4
Further support disadvantaged children with SEMH needs	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>Member of staff to access Mental Health Lead Course to enable school to better support children with SEMH needs. Play and creative art therapy sessions paid for by school to support SEMH needs of disadvantaged children.</p>	3

Contingency fund of acute issues	Based on knowledge and experiences 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
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**Total budgeted cost: £220,690**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

From academic year 21/22 to 22/23 there was a significant increase in attendance across school from 90.9% to 92.8% and a significant decrease in persistent absenteeism from 32.3.% to 23.5%. For disadvantaged children attendance rose from 89.9% to 91.9% with persistent absenteeism falling from 35.7% to 32.9%.

1:1 and small group phonics coaching had a positive impact with phonics results in Year 1 raising from 79% to 84%. Disadvantaged children benefitted from 1:1 phonics tutoring with a trained expert member of staff.

One member of staff completed Thrive training to become a licenced Thrive Practitioner which has had a positive impact on the SEMH needs of disadvantaged children.

An experienced consultant SENCO worked alongside school SENCO for the year to ensure the needs of disadvantaged SEN children were met.

### 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