

Gosberton Academy - Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Gosberton Academy
Number of pupils in school	131
Proportion (%) of pupil premium eligible pupils	23.6%
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Tom Baxter
Pupil premium lead	Tom Baxter
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42659
Recovery premium funding allocation this academic year	£4060
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3077.05
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	£49796.05

Part A: Pupil premium strategy plan

Statement of intent

Gosberton Academy aims to provide a high-quality, **exceptional** education with first-hand learning experiences that are able to motivate and stimulate all learners. All learners will recognise the importance of the community in which they are educated and understand that the Academy is based at the heart of the community, bringing a **togetherness** of all stakeholders.

- All pupils and families will feel supported and integrated into the school life.
- Every pupil, regardless of their life experiences, can reach their full potential, growing in confidence and being **honest** to themselves.
- Throughout their time at Gosberton Academy, pupils will become independent, **resilient** life-long learners that are **aspirational**, aiming to become the best they can be, including their time after Gosberton Academy.

Gosberton Academy is committed to providing the best possible education for every individual learner within their Academy. The high expectations across all areas of school life are carried out each day and it is clear that these are expected from all learners – a belief that no child is left behind. The staff at Gosberton Academy are committed to ensuring that all learners are able to maximise their potential, recognise achievements and have a desire to succeed in everything that they do. Understanding that their achievements may come through pastoral, social or academic measures allows Gosberton Academy to ensure the whole learner is supported, given opportunities to grow in confidence and challenged within a supportive and nurturing environment. During their time at Gosberton Academy, each learner will develop and learn ensuring they are best set for their next stage of education – whether that be the next term, year, key stage or school.

Challenges

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

Challenge number	Detail of challenge
1	<i>38% of learners entitled to Pupil Premium funding are also on the SEND Register.</i>
2	28% of learners entitled to Pupil Premium funding are Summer Born.
3	62% of Pupil Premium learners had an attendance < 95% last academic year (2022-23)

4	Some learners entitled to Pupil Premium funding lack regular routines and high expectations out of school – Reading, Homework, Bedtimes, Arriving on time
5	Some families have lower than expected aspirations of their children.
6	Some families lack exciting opportunities – days out, visits, trips, life experiences

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
<i>All learners entitled to Pupil Premium funding to make at least expected progress in Reading throughout the 2022-23 Academic Year</i>	<p>Successful Data and Learner Progress Meetings held each term.</p> <p>High-quality teaching across all lessons.</p> <p>Reading opportunities throughout the whole curriculum.</p> <p>100% of learners are reading at home and engaging with the Reading Challenge.</p> <p>PiXL assessments used to test, analyse and prepare next steps in Reading.</p> <p>Improvements recognised in PiXL assessments</p> <p>Phonics Assessments</p>
All learners entitled to Pupil Premium funding to make at least expected progress in Writing throughout the 2022-23 Academic Year	<p>Successful Data and Learner Progress Meetings held each term.</p> <p>High-quality teaching across all lessons.</p> <p>Focused writing groups in each class to be targeted appropriately.</p> <p>Learners enjoy writing. There is a love of writing.</p> <p>PiXL assessment used to test, analyse and prepare next steps in SPAG – findings are identified and then taught through writing.</p>
All learners entitled to Pupil Premium funding to make at least expected progress in Maths throughout the 2022-23 Academic Year	<p>Successful Data and Learner Progress Meetings held each term.</p> <p>High-quality teaching across all lessons.</p> <p>Learners have a range of arithmetic strategies to solve problems quickly and effectively.</p> <p>100% of age-related learners are accessing all arithmetic questions.</p>
To close the attainment gap between all groups of learners	See above.
100% of learners entitled to Pupil Premium funding to have termly attendances of over 95%.	<p>Weekly attendance analysis for all learners and groups of learners.</p> <p>Individual and Class attendance awards.</p>

	<p>Termly attendance to be shared with parents.</p> <p>Regular communication with parents about importance of good attendance.</p>
<p>To support and engage parents through a range of supportive strategies</p>	<p>Knowledge Organisers and Termly newsletters shared with parents.</p> <p>Social media used successfully to showcase learning and opportunities to further develop learning at home.</p>
<p>To raise aspirations of all learners through curricular and extra-curricular activities – these may involve trips and visits</p>	<p>Trips to be engaging and purposeful to the curriculum.</p> <p>Trips and visits to be planned in advance and incorporated into the planning progression.</p> <p>Trip costs to be looked at and subsidised by school where appropriate.</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: £8314.68

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Teacher release to analyse assessments and QLA documents to support with future teaching and learning.</i></p> <p><i>This time will ensure that all staff are regularly spending time clearly analysing and unpicking any gaps in learning or misconceptions and identifying whether these are individual, small group or whole class areas of concern. Regular meetings will enable staff to maximise opportunities for all learners and identify areas of potential accelerated progress through short, sharp interventions.</i></p> <p>5 teachers x 2 day per term = 30 days. 23.6% of 30 days release = £1389.80</p>	<p>Diagnostic Assessments - How useful are they?</p> <p>Gathering and Interpreting Data</p>	<p>1, 2, 3, 4, 5 and 6.</p>
<p><i>Teacher Release Time to hold Learner Progress Meetings, allowing for detailed analysis and discussion about progress, attainment, barriers to learning and next steps.</i></p> <p><i>Average teacher hourly rate of £30.20.</i></p> <p><i>2 hours per year group per term = 2 x 7 x 6 = 84 hours.</i></p> <p><i>84 hours x £30.20 = £2536.80</i></p> <p><i>23.6% of £2536.80 = £598.68</i></p>	<p>Diagnostic Assessments - How useful are they?</p> <p>Gathering and Interpreting Data</p>	<p>1, 2, 3, 4, 5 and 6</p>
<p><i>High-Quality CPD –</i></p> <p><i>Engaging children in high-quality Writing.</i></p> <p><i>Phonics intervention delivery.</i></p> <p><i>Use of PE across the curriculum.</i></p> <p><i>Reading across the curriculum.</i></p> <p><i>Early language support.</i></p> <p><i>Vocabulary and the importance of it throughout the curriculum.</i></p> <p><i>Curriculum Retrieval and Retention.</i></p> <p><i>Art, DT and Computing Weeks</i></p>	<p>What is Phonics?</p> <p>Phonics Summary</p> <p>Professional Development Research</p> <p>Oral Language Interventions</p>	<p>1, 2, 3, 4, 5 and 6.</p>

<p>23.6 of £5000 CPD/Professional Development = £1180</p>		
<p><i>Curriculum Resources - History and Geography Resources (artefacts, range of sources, atlases) Science Resources (to enhance practical opportunities) Curriculum books (to enhance the whole curriculum through a range of high-quality texts) DT and Art Resources (to ensure all learners have a valuable and engaging experience through their time at Gosberton Academy) Books to enhance the library, reading scheme and reading for pleasure.</i></p> <p>23.6% of £6000 Curriculum Budget = £1416</p>		<p>1, 3, 4 and 5</p>
<p><i>Personal Development Budget Classroom resources to support Equality, Diversity and Inclusion across the curriculum. Resources/Time to support the learning and retention of Fundamental British Values. Community initiatives Guests/Visits into school linked to improving the Personal Development for all learners.</i></p> <p>23.6% of £2500 Personal Development Budget = £590</p>		<p>1, 2, 4, 5, 6</p>
<p><i>Classroom Resources Budget Classroom resources used to support learning for all learners across the curriculum. Resources used could include: Stationery, books, equipment for particular subjects.</i></p> <p>23.6% of £7500 Classroom Resources Budget = £1770</p>		<p>1, 2, 3, 4, 5, 6</p>
<p><i>Purchased Support Strategies for all - PiXL (all staff will be aware of key marginal learners, have a range of strategies, different assessment points and high-quality CPD opportunities – Conferences, support networks and webinars Insight Tracking (all staff will be aware of current, up-to-date data for all learners and groups of learners, to ensure key learners are identified quickly and accurately to ensure next steps and future teaching can address any gaps) Learning by Questions - (licences purchased for 4 classes to allow opportunities in class, for</i></p>	<p><u>Feedback Approaches</u> <u>Selecting Interventions</u> <u>Assessment and Feedback</u> <u>Using Digital Technology to improve learning</u></p>	<p>1, 2, 3, 4, 5 and 6</p>

<p><i>intervention and homework) (LBQ will also support staff with subject knowledge, ensure opportunities to check misconceptions and address missed learning are used accurately also)</i></p> <p><i>Spelling Shed (used to ensure all children have access to age-appropriate spellings in school and at home. Engagement was up due to the online element through practice, games and activities)</i></p> <p>Times Table Rockstars and Numbots (all children can access this in school and at home – a lunch club is available for some children to practise and consolidate their times table understanding)</p> <p>PiXL – 23.6% of £2435.06 = £574.67</p> <p>Insight Tracking – 23.6% of £331.20 = £78.16</p> <p>Learning By Questions – 23.6% of £625 = £147.50</p> <p>Spelling Shed – 23.6% of £193.20 = £45.60</p> <p>Digimaps – 23.6% of £109 = £25.72</p>		
<p><i>Termly Review Meetings</i></p> <p><i>6 x 3 hour Termly Review meetings, analysing academic data, behaviour, safeguarding, attendance, pastoral support, parental engagement, Academy Development Plan. Headteacher and Senior Teacher.</i></p> <p>23.6% of 18 hours of Headteacher and 18 hours of Senior Teacher = £498.55</p>		1, 2, 3, 4

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

Budgeted cost: £31318.11

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Phonics Intervention –</i></p> <p><i>All learners could be entitled to Phonics intervention. This could be a pre-teach or post-teach intervention to ensure learners remain on track with all other learners. However, it could be more focused intervention to close gaps and address areas of concern. This will be more prominent in</i></p>	<p>Improving KS1 Literacy</p> <p>Phonics Summary</p> <p>What is Phonics?</p> <p>Phonics Attainment Gap</p>	1, 2, 4, 5

<p><i>KS1 but will be used in KS2 for learners that require the support.</i></p> <p>10% of Teaching Assistant (3.25 hours a week) = £2650.31</p>		
<p><i>1:1 Reading opportunities and comprehension strategies</i></p> <p><i>Across the school, learners will be identified for 1:1 reading opportunities. Reading at home is something that works really well at Gosberton. However, some families do not fully engage with reading at home, so using this to ensure no learner is disadvantaged will support all learners with their reading but also ensure they have the vocabulary and ideas to support their learning across the curriculum.</i></p> <p>10% of 2 Teaching Assistants (3.25 hours a week) = £5300.62</p>	<p>1:1 Tuition Reading Comprehension Strategies Reading Aloud Improving KS1 Literacy Reciprocal Reading</p>	<p>1, 2, 3, 4, 5</p>
<p><i>Use of Teaching Assistants to support and challenge during all lessons. Having a teaching assistant in every class makes a huge difference, academically, socially and emotionally. The role of the teaching assistant can be to support a particular child, small group or be part of a split input and have a short teaching responsibility.</i></p> <p><i>Part of this cost will be accredited to interventions that will take place – interventions may be pre and post lesson or be more specific to specific areas of the curriculum</i></p> <p>23.6% of 4 teaching assistants = £19,078</p>	<p>Use of Teaching Assistants Summary Making Best Use of Teaching Assistants TA Interventions Selecting Interventions Improving Working Memory</p>	<p>1, 2, 3, 4, 5, 6</p>
<p><i>SENCo Role.</i></p> <p><i>Of the 32 learners on the SEND Register, 37.5% of them are also FSM/PP.</i></p> <p><i>The role of the SENCo is responsible for overseeing the provision of support and services for students with special educational needs, ensuring their unique requirements are met, and collaborating with teachers, parents, and outside agencies to enhance the educational experience and outcomes for these students.</i></p> <p>37.5% of SENCo TLR = £1077.38</p>		<p>1, 5</p>
<p><i>1:1 Intervention Support.</i></p>		<p>1, 2, 3, 4, 5</p>

<p>Some PP learners will be entitled to 1:1 intervention support sessions for reading, writing or Maths.</p> <p>These will be led by our Senior Teacher as part of her role.</p> <p>12 x 30 minute sessions for 10 weeks. = 60 hours. £3211.80</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8944.34

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Breakfast Club costings</i></p> <p><i>Breakfast club runs every day prior to the school day and has about 20 children attend each day. Pupil Premium children are entitled to free breakfast club.</i></p> <p>10 children to attend Breakfast Club each day. £2 x 5 days per week x 38 weeks = £3800</p>	<p>Breakfast Clubs in Schools</p> <p>Importance of Breakfast Clubs</p> <p>Government Review of Breakfast Clubs</p>	3, 4, 5
<p><i>Pastoral Support.</i></p> <p><i>Pastoral Support from Headteacher and Senior Teacher.</i></p> <p><i>1 hour per week each.</i></p> <p><i>Wellbeing drop-ins, opportunities to support and enhance learners' moods and wellbeing.</i></p> <p><i>Head – 2 hours per week for 38 weeks. 23.6% of this resource = £1141.26</i></p> <p><i>Senior Teacher – 4 hour per week for 38 weeks. 23.6% of this resource = £1753.08</i></p>	<p>The impact of the role in previous academic years.</p> <p>The support of families and the improvements made previously.</p>	1, 3, 4, 5
<p><i>Trips and Visits contribution</i></p> <p>Contribution Cost = £2000</p>	<p>Financial Support and Students Motivation</p>	3, 4, 5, 6
<p><i>Uniform</i></p> <p>Contribution Cost = £250</p>	<p>Financial Support and Students Motivation</p>	3, 4, 5

Total budgeted cost: £48577.13

Unspent budget (currently): £1218.92

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 2022 to 2023 academic year.

All learners entitled to Pupil Premium funding to make at least expected progress in Reading throughout the 2022-23 academic year.

85% of learners in Key Stage 1 are on track to/or pass the Phonics Screening Check.

85% of PP-entitled learners made at least expected progress across the 2022-23 academic year in Reading.

93% of all learners made at least expected progress across the 2022-23 academic year in Reading.

19% of PP-entitled learners made more than expected progress across the 2022-23 academic year in Reading.

28% of all learners made more than expected progress across the 2022-23 academic year in Reading.

81% of EYFS learners are on track to /or pass the Phonics Screening Check in 2023-24.

100% of all learners achieved a Reading Certificate as part of the school's Reading Challenge in the Summer Term of 2022-23.

68% of all learners achieved a Reading Badge as part of the school's Reading Challenge in the Summer Term of 2022-23.

50% of PP-entitled learners achieved a Reading Badge in the Summer Term of 2022-23.

All learners entitled to Pupil Premium funding to make at least expected progress in Writing throughout the 2022-23 academic year.

85% of PP-entitled learners made at least expected progress across the 2022-23 academic year in Writing.

94% of all learners made at least expected progress across the 2022-23 academic year in Writing.

15% of PP-entitled learners made more than expected progress across the 2022-23 academic year in Writing.

19% of all learners made more than expected progress across the 2022-23 academic year in Writing.

81% of PP-entitled learners in Key Stage 2 took part in optional writing competitions during the 2022-23 academic year.

All learners entitled to Pupil Premium funding to make at least expected progress in Maths throughout the 2022-23 academic year.

85% of PP-entitled learners made at least expected progress across the 2022-23 academic year in Maths.

93% of all learners made at least expected progress across the 2022-23 academic year in Maths.

15% of PP-entitled learners made more than expected progress across the 2022-23 academic year in Maths.

20% of all learners made more than expected progress across the 2022-23 academic year in Maths.

100% of PP-entitled learners in Key Stage 2 took part in the Times Table Challenge.

To close the attainment gap between all groups of learners

Year Group	ALL Reading – EXS or better	PP Reading – EXS or better	ALL Writing – EXS or better	PP Writing – EXS or better	ALL Maths – EXS or better	PP Maths – EXS or better
1	85%	80%	85%	80%	85%	80%
2	83%	50%	78%	50%	78%	33%
3	80%	33%	70%	0%	90%	33%
4	81%	100%	81%	100%	90%	100%
5	71%	75%	71%	75%	76%	50%
6	95%	83%	82%	67%	91%	83%

100% of learners entitled to Pupil Premium funding to have termly attendances of over 95%

94% of PP learners had an attendance of over 90% during 2022-23 academic year.

88% of non-PP learners had an attendance of over 90% during 2022-23 academic year.

86% of PP learners had an attendance of over 92% during 2022-23 academic year.

83% of non-PP learners had an attendance of over 92% during 2022-23 academic year.

51% of PP learners had an attendance of over 95% during 2022-23 academic year.

68% of non-PP learners had an attendance of over 95% during 2022-23 academic year.

To support and engage parents through a range of support strategies

100% of parents attended parents’ evenings in Autumn and Spring Term.
100% of parents are signed up and regularly engage with Weduc communications.
Termly Knowledge Organisers and Newsletters have been successful in ensuring families are up-to-date with their child’s learning for the term.
End of term services have been very well-attended, allowing families to see award winners, performances, singing and join in the whole school celebration of each term.
90% of families attended class assemblies across the academic year.
70% of families attended the Christmas Fair.
81% of families attended the Summer Fair.

To raise aspirations of all learners through curricular and extra-curricular activities – these may involve trips and visits.

100% of learners were able to attend all trips and visits. Financial support was offered to some to ensure available opportunities were accessible to all.
PGL residential trip for Y5 and 6 was successful with 88% of eligible learners attending the trip. Financial support was offered to some to ensure available opportunities were accessible to all.
100% of learners were able to experience an external sporting event, whether that be developmental or competitive. This may have been as part of Sports Week or through the use of Elite Sports Academy and Boston Sports Partnership.
80% of all learners accessed an after-school activity of some description. 60% of PP-entitled learners accessed an after-school activity.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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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?	

Further information (optional)

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