

Gosberton Academy - 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	Gosberton Academy
Number of pupils in school	135
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Tom Baxter
Pupil premium lead	Tom Baxter
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,754
Recovery premium funding allocation this academic year	£2952
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	£47,706

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>47% of learners entitled to Pupil Premium funding are also on the SEND Register.</i>
2	35% of learners entitled to Pupil Premium funding are Summer Born.
3	82% of learners entitled to Pupil Premium funding are not yet at age-related expectations in Reading.

4	88% of learners entitled to Pupil Premium funding are not yet at age-related expectations in Writing.
5	71% of learners entitled to Pupil Premium funding are not yet at age-related expectations in Maths
6	35% of learners entitled to Pupil Premium funding fully engaged with home learning during both lockdowns.
7	35% of learners had an attendance < 95% last academic year (2020-21)
8	Some learners entitled to Pupil Premium funding lack regular routines and high expectations out of school – Reading, Homework, Bedtimes, Arriving on time

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><i>All learners entitled to Pupil Premium funding to make at least expected progress in Reading throughout the 2021-22 Academic Year</i></p> <p>85% of learners in Key Stage 1 are on track to/or pass the Phonics Screening Check</p>	<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>
<p>All learners entitled to Pupil Premium funding to make at least expected progress in Writing throughout the 2021-22 Academic Year</p>	<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.</p> <p>PiXL assessment used to test, analyse and prepare next steps in SPAG – findings are identified and then taught through writing.</p>
<p>All learners entitled to Pupil Premium funding to make at least expected progress in Maths throughout the 2021-22 Academic Year</p>	<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>
<p>To close the attainment gap between all groups of learners</p>	<p>See above.</p>

<p>100% of learners entitled to Pupil Premium funding to have termly attendances of over 95%.</p>	<p>Weekly attendance analysis for all learners and groups of learners. Individual and Class attendance awards. Termly attendance to be shared with parents. 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. Information with all</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. Trips and visits to be planned in advance and incorporated into the planning progression.</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: £3677.88

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. 30 days x £100 = £3000 17% of £1500 = £510</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>17% of £3500 CPD/Professional Development = £595</p>	<p>Phonics Toolkit</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><i>Curriculum Resources -</i></p> <p><i>History and Geography Resources (artefacts, range of sources, atlases)</i></p> <p><i>Science Resources (to enhance practical opportunities)</i></p> <p><i>Curriculum books (to enhance the whole curriculum through a range of high-quality texts)</i></p>		<p>1, 3, 4 and 5</p>

<p><i>DT and Art Resources (to ensure all learners have a valuable and engaging experience through their time at Gosberton Academy)</i></p> <p>17% of £4000 Curriculum Budget = £680</p>		
<p><i>Phonics Books – All Phases</i> <i>A large amount of Phonics books have been purchased to ensure a wide range of phonetically-appropriate books are available for all learners. Through careful consideration, books have been purchased to ensure they are progressive throughout the Letters and Sounds phases and will ensure the children can always have a phonetically decodable book based on their phonic learning at that time.</i></p> <p>17% of £4190 costings = £712.30</p>	<p><u>Importance of Early Reading</u> <u>Phonics Toolkit</u> <u>Phonics Summary</u> <u>Improving KS1 Literacy</u></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</i> <i>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)</i> <i>Learning by Questions - (licences purchased for 4 classes to allow opportunities in class, for 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> <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> <i>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)</i></p> <p>PiXL – 17% of £2500 = £425 Insight Tracking – 17% of 394.56 = £67.08 Learning By Questions – 17% of £800 = £136 Spelling Shed – 17% of £250 = £42.50 Times Table Rockstars and Numbots – 17% of £250 = £42.50</p>	<p><u>Feedback for Pupil Progress</u> <u>Selecting Interventions Using Digital Technology to improve learning</u></p>	<p>1, 2, 3, 4, 5 and 6</p>

<p><i>CPD and Release time to ensure formative and summative assessments are used accurately and promptly to ensure maximum progress is made by all learners.</i></p> <p><i>The use of ongoing formative assessment is crucial in ensuring continued ongoing progress is made. Time with all staff unpicking what high-quality formative assessment opportunities may be best used and in which particular lessons will allow clearer understanding, more focused assessment opportunities in lessons and more opportunities for accelerated progress.</i></p> <p>CPD - £1000</p> <p>Release Time – 3 days per year for each teacher = £100 x 15 = £1500.</p> <p>17% of £1500 = £510</p>	<p><u>Teacher Feedback to Learners</u></p> <p><u>Embedding Formative Assessment</u></p>	<p>1, 2, 3, 4, 5 and 8</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £34,118.25

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 KS1 but will be used in KS2 for learners that require the support.</i></p> <p>20% of Teaching Assistant (6.5 hours a week) = £4220</p>	<p><u>Improving KS1 Literacy</u></p> <p><u>Phonics Toolkit</u></p> <p><u>Phonics Summary</u></p>	<p>3</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</i></p>	<p><u>1:1 Tuition</u></p> <p><u>Reading Comprehension Strategies</u></p> <p><u>Reading Aloud</u></p> <p><u>Improving KS1 Literacy</u></p>	<p>3, 4 and 8</p>

<p>ensure they have the vocabulary and ideas to support their learning across the curriculum.</p> <p>20% of Teaching Assistant = £4220</p>		
<p><i>Library Club (Every lunch)</i> Used to create a love of reading, build a sense of excitement and ensure reading is fun and something that creates friendships and relationships.</p> <p>Learners will have the opportunity to attend Library Club, read with adults, peers (both younger or older), or themselves. The use of ipads (online reading) further engages other learners.</p> <p>17% of staff costs = £600</p>	<p>Peer Tutoring Peer Tutoring Findings Improving KS1 Literacy</p>	3, 6 and 8
<p>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.</p> <p>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</p> <p>17% of support staff costs = £26,000</p>	<p>Use of Teaching Assistants Summary Making Best Use of Teaching Assistants Structured Interventions Selecting Interventions Improving Working Memory</p>	1, 2, 3, 4, 5, 6 and 8

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

Budgeted cost: £6780.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Breakfast Club costings</i> Breakfast club runs every day prior to the school day and has 15-20 children attend each day. Pupil Premium children are entitled to free breakfast club.</p> <p>8 children to attend Breakfast Club each day. £2 x 5 days per week x 38 weeks = £3040</p>	<p>Importance of Breakfast Club Summary</p>	7 and 8.

<p><i>Lunch activities</i></p> <p><i>Two lunchtime activities are organised to engage all learners in additional physical activities with children from all classes – focusing on resilience, wellbeing and building relationships</i></p> <p>2 activities per week. 2 hours x TA hourly rate x 38 weeks. 17% of total cost = £200</p>	<p>Improving Behaviour in Schools</p>	8
<p><i>Inclusion Team – Pastoral Support, Attendance and SEN</i></p> <p><i>Use of inclusion team ensures any Tier 2 support can be put in place quickly and effectively to ensure families are ably supported. The Attendance team work closely with families to build attendance resilience and create an understanding of the importance of being in school each and every day.</i></p> <p>17% of Inclusion Team Cost = £3000</p>	<p>Parental Engagement Social and Emotional Learning Evidence Review Why Attendance Matters</p>	6, 7 and 8
<p><i>Trips and Visits contribution</i></p> <p>Contribution Cost = £500</p>	<p>Financial Support and Students Motivation</p>	6 and 8
<p><i>Uniform</i></p> <p>Contribution Cost = £250</p>	<p>Financial Support and Students Motivation</p>	7 and 8

Total budgeted cost: £47,706

Unspent budget (currently):

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.

All children are fed and well-prepared for the school day

Numbers of Pupil Premium children attending Breakfast Club has increased over the past year. The club remains free of charge to all Pupil Premium children and has ensured that all children are arriving on time (earlier than most) and fully prepared for the day ahead. The support of Breakfast Club has also supported families and taken the pressures off them of sorting breakfast for their children. The running of breakfast

club ran throughout the academic year, irrespective of lockdowns and separate class bubbles.

All children with social, emotional and mental health difficulties are supported to ensure they can continue to make at least expected progress

As a result of the previous 18 months, many families and children in particular have struggled without the regular routines of school, seeing their peers and interacting with staff on a face-to-face basis. Throughout the previous academic year, we have identified any children that may need additional support with their social, emotional or mental health. This can be through the class teacher, teaching assistants, members of the Senior Leadership Team or through the use of the Inclusion Team. The Inclusion Team provided Tier 2 support for many learners to ensure their social, emotional and mental health has been supported efficiently to allow them to continue to succeed in their learning. Working with families throughout the year, through virtual daily meetings (when in lockdown) and the Seesaw app (throughout the whole academic year) have ensured that parents have also been ably supported with their own social, emotional and mental health where possible.

An increase in engagement of pupils eligible for Pupil Premium funding with extra-curricular opportunities

Due to Covid-19, extra-curricular activities has been a challenge. However, as a result of staff volunteering their services and working closely with an external sports company, after-school clubs have been able to run throughout the Covid-19 pandemic, although they did have to take place in separate class bubbles. The clubs were well-attended and allowed all children the opportunity to engage with different activities such as: sports, arts and crafts, science, computing, board games, lego and film. 71% of pupils entitled to Pupil Premium funding attended extra-curricular activities regularly. Lunchtime activities such as: Netball Club, Hockey Club, Homework Club and Library Club were used to engage learners across the whole Academy.

Attendance for pupils eligible for Pupil Premium funding will improve to be at least in line with whole school and national figures.

Autumn Term 2020-21

Whole School Attendance – 97.62%

Non-PP – 98.46%

PP – 93.86%

8th March to End of Academic Year

Whole School Attendance -

Non PP - 97.5%

PP – 93.08%

Although slightly below national, PP attendance has remained constant despite the Covid-19 pandemic. A couple of anomalies have skewed PP attendance data as a result of longer absences through enforced situations.

Attainment in Reading, Writing and Maths is improved and in line with non-pupil premium children in all year groups across all subjects

From Spring 2019-20 to Summer 2020-21 (throughout whole Covid Pandemic)

Whole School Data

Reading – 84.1% of learners have made at least expected progress

Writing – 85.4% of learners have made at least expected progress

Maths – 84.1% of learners have made at least expected progress

Pupil Premium Data

Reading – 66.7% of learners have made at least expected progress

Writing – 80% of learners have made at least expected progress

Maths – 80% of learners have made at least expected progress

Non- Pupil Premium Data

Reading – 84% of learners have made at least expected progress

Writing – 85% of learners have made at least expected progress

Maths – 85% of learners have made at least expected progress

Interventions are leading to pupils making more than expected progress over their intervention time (this could be closing gaps to age-related learning or pushing learners to achieve above age-related expectations)

All Recovery Curriculum intervention learners made more than expected progress throughout the Spring and Summer Term.

Interventions were very successful and in combination with the Covid Recovery Funding, teachers and teaching assistants were able to address misconceptions, gaps in learning and identify areas of strength accurately and quickly.

There are opportunities for pupils eligible for Pupil Premium funding to achieve on the Reading Challenge and complete homework to the best of their ability

80% of Pupil Premium children earned a certificate as part of the Reading Challenge in the Autumn Term.

85% of Pupil Premium children earned a certificate as part of the Reading Challenge in Autumn Term.

100% of Pupil Premium children earned a certificate as part of the Reading Challenge in the Summer Term.

85% of Pupil Premium learners fully engaged with home learning or attended school during the lockdown periods.

Pupils are aspirational about their academic and extra-curricular opportunities

Regularly, all learners are reminded of always trying their best and never giving up. This links with our school values. Despite a particularly challenging year, all learners strived to complete their work, both at home or in school and many continued to attend extra-curricular activities. Over 70% of learners attended extra-curricular activities during the 2020-21 academic year.

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
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)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.