

# Pupil premium strategy statement- Gawthorpe Community 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
Gawthorpe Community Academy	Primary School
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2027
Statement authorised by	Curtis White
Pupil premium lead	Holly Dyson
Governor / Trustee lead	Michael Clement

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,063
Recovery premium funding allocation this academic year	£0
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	£85,063

## Part A: Pupil premium strategy plan

### Statement of intent

Pupil Premium is additional funding provided to the school based on the number of pupils who are currently receiving or have received Free School Meals (FSM) within the last six years, for Looked After Children and for children whose parents are in the armed forces. It is additional funding given to schools in order to address the inequalities between those children eligible for free school meals and their peers. It is our duty to use the Pupil Premium funding effectively in order to raise achievement and diminish the differences between these children and their peers both at a school and at a national level.

At Gawthorpe Community Academy our main priority is to make sure that all children have access to a quality-first teaching and to ensure there are strong systems in place to monitor teaching and learning. The curriculum at Gawthorpe has been designed and developed from the National Curriculum and we have used research from Christine Counsell, Chris Quigley, Mary Myatt, Tom Sherrington, Chris Quigley and Rosenshine's principles so our children have the best pedagogical approaches based on cognitive load theory.

Teachers have access to high quality CPD that is planned effectively around research and is ongoing including appropriate tasks and coaching to enable them to have the right skills and knowledge.

If and when any children experience barriers to their learning bespoke intervention is implemented swiftly and again monitored carefully by staff.

### Challenges

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

Challenge number	Detail of challenge
1	Children enter school with limited language. Language development over time is weak, leaving children to have a vocabulary gap to their peers.
2	Children have limited knowledge and understanding of the world and they do not have access to cultural capital and knowledge.
3	Parents have a limited understanding of how they can support their children to be even more successful at school
4	Attendance is not a high priority for some families. Mental health and wellbeing issues and health anxiety for many pupil premium parents.
5	Pupil premium children have limited access to age-appropriate quality texts at home. This has impacted on progress and attainment of PP children in reading.

## 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
Attainment between pupil premium and non-pupil premium nationally is closed	<ul style="list-style-type: none"> <li>Pupil premium children have full access to the whole curriculum.</li> <li>Pupil premium children achieve in line with their peers nationally.</li> <li>Pupil premium pupils make more rapid progress than their peers.</li> </ul>
Pupil premium pupils have access to powerful knowledge and cultural capital so that they develop the knowledge, understanding and vocabulary in line with non-pupil premium pupils nationally.	<ul style="list-style-type: none"> <li>Pupil premium children have access to extra-curricular activities and enhancements, including residential visits to enhance their understanding of the world.</li> <li>Pupil premium children have effective access to pedagogic practice that supports the development of long term memory.</li> <li>Pupil premium pupils are exposed to explicit teaching of vocabulary so they develop subject specific tier 2&amp;3 language.</li> <li>Pupil premium pupils access powerful knowledge through a carefully planned curriculum so that they reach cumulative end points in every subject.</li> </ul>
Parents of pupil premium pupils have effective relationships with school and as a result are able to support their children with their education.	<ul style="list-style-type: none"> <li>Clear communication between home and school resulting in positive relationships. Parents are aware of their child's development, and how they can support them. As a result, pupils receive more consistent support from home.</li> <li>Communication with parents has improved as a result of school better understanding and meeting the needs of the pupil premium families.</li> </ul>
Pupil premium children attend well. PA of PP children is reduced	<ul style="list-style-type: none"> <li>Strong relationships between school and pupil premium families result in pupils attending more regularly.</li> <li>Pupil premium attendance is closer to national and shows an improving trend. Reducing PA for pupil premium pupils demonstrates improvement over time.</li> </ul>
Access to quality, age-appropriate literature is made available to all PP children and high-quality interventions for reading are in place and reading knowledge and understanding is improved.	<ul style="list-style-type: none"> <li>Outcomes in internal and external assessment demonstrate improvement in the pupil premium children in reading.</li> </ul>

## 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: £ 42,446

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD all staff on writing curriculum and associated strategies.	Pedagogical approaches based on cognitive load theory, Hochmann and Wexler's method and The Writing for Pleasure centre (Ferguson & Young).	1 and 2
CPD Kinetic Letters-All staff	Evidence informed programme based on transcriptional fluidity and physical development for handwriting.	1 and 2
CPD upper KS2 Staff RWI Fresh Start	Proven approach to teaching synthetic phonics to children in UKS2 to develop fluency in reading.	1,2 and 5
CPD Reading fluency training	Proven approach to teaching reading to allow access to high quality texts with quality first wave teaching to assist knowledge and understanding	1,2 and 5
Allocation of funding to ensure access to high-quality texts.	CLPE Choosing and using quality texts and reflecting realities report.	1,2 and 5
Additional training to support curriculum subject leaders with the development of pedagogical approaches to be employed across the school.	Pedagogical approaches based on cognitive load theory, (Rosenshine, Sherrington) MARGE theory (Shimura) EEF best practice Quality First Teaching.	1,2 and 5
Additional time given to curriculum subject leaders to enable them to monitor and develop pedagogy of staff.	Pedagogical approaches based on cognitive load theory, (Rosenshine, Sherrington) MARGE theory (Shimura) EEF best practice Quality First Teaching.	1,2 and 5

Additional time provided for subject leaders from across the Trust to meet, develop and support progress throughout their subject.	Pedagogical approaches based on cognitive load theory, (Rosenshine, Sherrington) MARGE theory (Shimimura) EEF best practice Quality First Teaching.	1&2
implementation of high-quality phonics program RWI.	Proven approach to teaching spelling.	1&2

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

Budgeted cost: £ 28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Opening	Extension of school provision for reading and Maths intervention. (RWI& Maths Hub) EEF- Extending School Time	4& 5
Booster Groups	To help prepare and support children in accessing end of Key Stage 2 SATs- EEF- Extending School Time	5
Delivery of RWI Fresh Start	DfE approved programmes of learning for synthetic phonics	5
Pre-Teaching	EEF research-based document- Making best use of Teaching Assistants	5
Timetabled release of staff to support the effective delivery of RWI groups/Catch Up Groups	EEF Research/DfE approved programmes of learning for synthetic phonics	5

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

Budgeted cost: £ 17,996

Activity	Evidence that supports this approach	Challenge number(s) addressed
Home Support Visits for attendance from Learning Mentor.	EEF- Parental engagement	3 & 4
Attendance officer employed to support attendance and trained as DSL.	EEF- Parental Engagement	3 & 4
Pastoral Care and support in school provided by Learning Mentor- trained as DSL.	EEF Blog- Social and Emotional Learning	All
Behaviour improvement/incentive strategies delivered by learning Mentor	EEF-Improving behaviour in schools	All
Subsidised peripatetic music lessons for all PP children who want to learn an instrument.	EEF- Enrichment	2
Trips, Visits, Residential	EEF- Enrichment	2

**Total budgeted cost:** £88,442

## 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 2023 to 2024 academic year.

Aim	Outcome
Children in Y2 achieve expected standard in phonics check. Accelerated phonics whole class teaching and interventions for Y2 children taking the phonics test in Nov 20. Y1 children to reach expected standard in phonics check with additional support and intervention for children identified as lowest 20% or in danger of falling into the lowest 20%	<ul style="list-style-type: none"><li>• Y2 children achieved expected standard in phonics check.</li><li>• 97% of children achieved phonics check in Y1.</li><li>• 88% of PP children achieved phonics check in Y1</li></ul>
Using PP funding to accelerate progress of disadvantaged children to ensure that they progress in line with non-PP children.	<ul style="list-style-type: none"><li>• Tutoring programme used to support interventions of disadvantaged children across school. Bespoke 1-1 sessions delivered resulting in improvement in reading and maths scores in key stage 1 and key stage 2 statutory assessments.</li><li>• Provision for before and after school offered and attended by identified children to boost attainment in reading and maths in year 6. Attendance high for all sessions and well-implemented focus for each session planned for by staff.</li></ul>
Writing curriculum implemented alongside Kinetic Letters programme to ensure high standards of transcriptional and composition fluency in writing.	<ul style="list-style-type: none"><li>• Writing has been identified as a key priority for the academy to ensure writing is in line with national attainment.</li><li>• Implementation of sentence-knowledge curriculum and handwriting programme to ensure writing</li><li>• There is an increase in the number of pupils that can write at the expected standard</li><li>• The quality of teaching in writing is outstanding or improving rapidly</li></ul>

	<ul style="list-style-type: none"> <li>• Staff are confident in teaching the new writing curriculum</li> <li>• Children in the early years make an excellent start in their literacy and physical development</li> </ul>
Learning to learn-CPD, implementation of One Life programme.	

## Externally provided programmes

Leeds United Primary Football Stars

## Service pupil premium funding

Currently no children at Gawthorpe Community Academy eligible for funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none"> <li>• Early morning intervention- phonics and spelling</li> <li>• Times table club</li> <li>• Learning mentor support for mental health and wellbeing.</li> </ul>
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none"> <li>• Improved regulation throughout the school day.</li> <li>• Improved reading fluency and access to reading through phonics.</li> </ul>



## CIC/PCIC Pupil premium funding

Two CIC and one PCIC at GCA.

Measure	Details
How did you spend your CIC/PCIC pupil premium allocation last academic year?	<ul style="list-style-type: none"><li>• Early morning intervention- phonics and spelling</li><li>• Times table club</li><li>• Small group targeted support.</li><li>• Parental support from learning mentor to provide additional support at home with home learning throughout the pandemic.</li></ul>
What was the impact of that spending on CIC/PCIC pupil premium eligible pupils?	<ul style="list-style-type: none"><li>• Passed phonics screening test.</li><li>• Full marks on government times table check.</li><li>• Passed KS1 Maths SATS</li><li>• Improvement in reading comprehension and fluency.</li></ul>