

# 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	206
Proportion (%) of pupil premium eligible pupils	26.7%
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	September 2025
Date on which it will be reviewed	September 2026 September 2027 September 2028 Annual review and evaluation
Statement authorised by	Executive Headteacher: Mrs Annabel Berry
Pupil premium lead	Mrs Stephanie Davies
Governor / Trustee lead	Mr James Richards

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,442
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	£88,442

## Part A: Pupil premium strategy plan

### Statement of intent

At Gawthorpe Community Academy, it is our aim that disadvantage does not become a barrier to pupils achieving their full potential.

- We aim those disadvantaged pupils achieve in line with their non-disadvantaged peers.
- We aim for disadvantaged pupils to make expected or greater progress, exceeding National expected progress rates.
- We aim to support the wellbeing and health of our children to ensure they are equipped to become successful individuals, ready for the wider world.
- We aim for disadvantaged children to have experienced a range of skills to prepare them for life beyond school.

To achieve these objectives, our strategy looks at each child as an individual and unpicks the barriers to learning faced by disadvantaged children. In addition to bespoke approaches taken to reduce the impact of disadvantaged we also:

- 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.
- Teachers and support staff 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.
- Fostering a relentless approach to ensure that teaching in all classes is strong: ensuring that all pupils receive high quality teaching and learning opportunities across every class.
- Focused pupil progress meetings take place, where disadvantaged children are closely tracked and identified for any small group work with qualified teachers and highly skilled support staff.
- A committed pastoral team who works with parents and carers to raise importance of academic achievement, improve parental engagement and support with pupil behaviour, wellbeing and mental health.
- A commitment to ensure disadvantaged pupils have equal opportunities to participate in extra-curricular opportunities, in order to develop their talents and interests.

### 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 and punctuality is not a high priority for some disadvantaged 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
<i>CPD all staff on writing curriculum and associated strategies.</i>	<p><b>EEF</b></p> <p>Collaborative leaning approaches + 5 Feedback +6 Mastery learning +5</p> <p>Pedagogical approaches based on cognitive load theory, Hochmann and Wexler's method and The Writing for Pleasure centre (Ferguson &amp; Young).</p>	1 and 2

<p><i>CPD – all staff using ‘walkthru’s’ for coaching and development.</i></p> <p><i>Step Lab – Weekly CPD sessions for all teaching staff to support QFWT.</i></p>	<p><b>EEF</b> Metacognition and self-regulation +7</p> <p>Coaching for all classroom-based staff in school which allows for pupils to be taught in small steps reduces the cognitive load on the brain (cognitive load theory, Sweller, J. 1988). Coaching allows for staff to focus on knowledge delivery with a focus on depth of learning in small steps, feedback and questioning to work towards 100% participation. We have considered the needs of our cohorts and 24% of pupil premium pupils have no other perceived barrier to learning which indicates that with QFWT in place, pupil progress should be in line with non-pp peers</p>	1 and 2
<p><i>CPD Kinetic Letters-All staff</i></p>	<p>Evidence informed programme based on transcriptional fluidity and physical development for handwriting.</p>	1 and 2
<p><i>CPD upper KS2 Staff RWI Fresh Start</i></p>	<p>Proven approach to teaching synthetic phonics to children in UKS2 to develop fluency in reading.</p>	1,2 and 5
<p><i>CPD Reading fluency training</i></p>	<p>Proven approach to teaching reading to allow access to high quality texts with quality first wave teaching to assist knowledge and understanding</p>	1,2 and 5
<p><i>Allocation of funding to ensure access to high-quality texts.</i></p>	<p>CLPE Choosing and using quality texts and reflecting realities report.</p>	1,2 and 5
<p><i>Additional training to support curriculum subject leaders with the development of pedagogical approaches to be employed across the school.</i></p>	<p>Pedagogical approaches based on cognitive load theory, (Rosenshine, Sherrington) MARGE theory (Shimura) EEF best practice Quality First Teaching.</p>	1,2 and 5
<p><i>Additional time given to curriculum subject leaders to enable them to monitor and develop pedagogy of staff.</i></p>	<p>Pedagogical approaches based on cognitive load theory, (Rosenshine, Sherrington) MARGE theory (Shimura) EEF best practice Quality First Teaching.</p>	1,2 and 5
<p><i>Additional time provided for subject leaders from across the Trust to meet, develop and support progress throughout their subject.</i></p>	<p>Pedagogical approaches based on cognitive load theory, (Rosenshine, Sherrington) MARGE theory (Shimimura) EEF best practice Quality First Teaching.</p>	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, Residentials	EEF- Enrichment	2

**Total budgeted cost:** £88,442

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

### Phonics

Year 1: % Meeting the threshold

		Estab					National					Difference					
		24/25 Cohort	20/21	21/22	22/23	23/24	24/25	20/21	21/22	22/23	23/24	24/25	20/21	21/22	22/23	23/24	24/25
<b>All Pupils</b>		29		93%	96%	97%	97%	0%	75%	79%	80%	80%		18%	17%	17%	17%
<b>Gender</b>	Boys	17		93%	100%	92%	94%	0%	72%	75%	77%			21%	25%	15%	17%
	Girls	12		92%	92%	100%	100%	0%	79%	82%	84%			13%	10%	16%	16%
	Gap	-		-1%	-8%	8%	6%	0%	7%	7%	7%			-8%	-15%	1%	-1%
<b>Disadv.</b>	Disadvantaged	11		88%	75%	88%	91%	0%	62%	66%	68%			26%	9%	20%	23%
	All others	18		95%	100%	100%	100%	0%	80%	83%	84%			15%	17%	16%	16%
	Gap	-		8%	25%	13%	9%	0%	18%	17%	16%			-11%	8%	-3%	-7%
<b>Disadv. by Gender</b>	Disadvantaged Boys	6		100%	100%	67%	83%	0%	58%	62%	63%			42%	38%	4%	20%
	Other Boys	11		90%	100%	100%	100%	0%	77%	80%	81%			13%	20%	19%	19%
	Disadvantaged Girls	5		67%	67%	100%	100%	0%	67%	71%	74%			0%	-4%	26%	26%
	Other Girls	7		100%	100%	100%	100%	0%	82%	86%	87%			18%	14%	13%	13%

### Key Stage 1

% Expected Standard and above: Reading

		Estab					National					Difference					
		2025 Cohort	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
<b>All Pupils</b>		0		77%	79%	82%		67%	68%	71%	72%		10%	11%	11%		
<b>Gender</b>	Boys	0		71%	75%	87%		63%	65%				8%	10%			
	Girls	0		81%	85%	77%		71%	72%				10%	13%			
	Gap	-		10%	10%	-10%		8%	7%				2%	3%			
<b>Disadv.</b>	Disadvantaged	0		67%	56%	100%		51%	54%				16%	2%			
	All others	0		79%	90%	79%		72%	73%				7%	17%			
	Gap	-		13%	34%	-21%		21%	19%				-9%	15%			
<b>Disadv. by Gender</b>	Disadvantaged Boys	0		50%	67%	100%		47%	50%				3%	17%			
	Other Boys	0		75%	80%	85%		69%	70%				6%	10%			
	Disadvantaged Girls	0		75%	33%	100%		55%	58%				20%	-25%			
	Other Girls	0		83%	100%	73%		76%	77%				7%	23%			

## Key Stage 1

% Expected Standard and above: Writing

		Estab					National					Difference					
		2025 Cohort	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
<b>All Pupils</b>		0		67%	76%	79%		58%	60%	63%	64%		9%	16%	16%		
<b>Gender</b>	Boys	0		64%	69%	73%		52%	54%				12%	15%			
	Girls	0		69%	85%	85%		64%	66%				5%	19%			
	Gap	-		4%	16%	11%		12%	12%				-8%	4%			
<b>Disadv.</b>	Disadvantaged	0		33%	56%	75%		41%	44%				-8%	12%			
	All others	0		75%	85%	79%		63%	65%				12%	20%			
	Gap	-		42%	29%	4%		22%	21%				20%	8%			
<b>Disadv. by Gender</b>	Disadvantaged Boys	0		50%	67%	50%		35%	38%				15%	29%			
	Other Boys	0		67%	70%	77%		57%	60%				10%	10%			
	Disadvantaged Girls	0		25%	33%	100%		47%	51%				-22%	-18%			
	Other Girls	0		83%	100%	82%		69%	71%				14%	29%			

## Key Stage 1

% Expected Standard and above: Maths

		Estab					National					Difference					
		2025 Cohort	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
<b>All Pupils</b>		0		73%	83%	79%		68%	70%	72%	73%		5%	13%	6%		
<b>Gender</b>	Boys	0		79%	88%	87%		68%	71%				11%	17%			
	Girls	0		69%	77%	69%		67%	70%				2%	7%			
	Gap	-		-10%	-11%	-17%		-1%	-1%				-9%	-10%			
<b>Disadv.</b>	Disadvantaged	0		33%	67%	75%		52%	56%				-19%	11%			
	All others	0		83%	90%	79%		73%	75%				10%	15%			
	Gap	-		50%	23%	4%		21%	19%				29%	4%			
<b>Disadv. by Gender</b>	Disadvantaged Boys	0		50%	83%	50%		52%	56%				-2%	27%			
	Other Boys	0		83%	90%	92%		74%	76%				9%	14%			
	Disadvantaged Girls	0		25%	33%	100%		51%	55%				-26%	-22%			
	Other Girls	0		83%	90%	64%		72%	75%				11%	15%			

## Year 4 Multiplication Tables Check

*% achieving Full Marks*

		Estab					National					Difference					
		2025 Cohort	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
<b>All Pupils</b>		28		48%	33%	57%	64%		27%	29%	34%			21%	4%	23%	30%
<b>Gender</b>	Boys	13		33%	33%	53%	69%		28%	31%	35%			5%	2%	18%	34%
	Girls	15		73%	33%	60%	60%		25%	28%	32%			48%	5%	28%	28%
	Gap	-		39%	0%	7%	-9%		-3%	-3%	-3%			42%	3%	10%	-6%
<b>Disadv.</b>	Disadvantaged	9			0%	25%	56%		18%	21%	25%				-21%	0%	31%
	All others	19		48%	50%	68%	68%		30%	33%	37%			18%	17%	31%	31%
	Gap	-			50%	43%	13%		12%	12%	12%				38%	31%	1%
<b>Disadv. by Gender</b>	Disadvantaged Boys	5			0%	25%	60%		20%	22%	26%				-22%	-1%	34%
	Other Boys	8		33%	50%	64%	75%		31%	35%	39%			2%	15%	25%	36%
	Disadvantaged Girls	4			0%	25%	50%		17%	19%	23%				-19%	2%	27%
	Other Girls	11		73%	50%	73%	64%		28%	31%	35%			45%	19%	38%	29%

## Key Stage 2

*% Expected Standard and above: RWM*

		Estab					National					Difference							
		2025 Cohort	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025		
<b>All Pupils</b>		30		50%	47%	77%	60%		0%	59%	60%	61%	62%			-9%	-13%	16%	-2%
<b>Gender</b>	Boys	12		27%	56%	74%	92%		0%	55%	57%	58%				-28%	-1%	16%	34%
	Girls	18		67%	33%	82%	39%		0%	63%	63%	65%			4%	-30%	17%	-26%	
	Gap	-		39%	-22%	8%	-53%		0%	8%	6%	7%			31%	-28%	1%		
<b>Disadv.</b>	Disadvantaged	10		30%	25%	40%	30%			43%	44%	46%				-13%	-19%	-6%	-16%
	All others	20		63%	61%	95%	75%			66%	67%	68%				-4%	-6%	27%	7%
	Gap	-		33%	36%	55%	45%			23%	23%	22%				10%	13%	33%	
<b>Disadv. by Gender</b>	Disadvantaged Boys	4		40%	29%	29%	75%			39%	41%	42%				1%	-12%	-13%	33%
	Other Boys	8		17%	73%	100%	100%			62%	63%	64%				-45%	10%	36%	36%
	Disadvantaged Girls	6		20%	20%	67%	0%			47%	48%	50%				-27%	-28%	17%	-50%
	Other Girls	12		90%	43%	88%	58%			70%	70%	72%				20%	-27%	16%	-14%

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

<b>Aim</b>	<b>Outcome</b>
<p>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%</p>	<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>

<p>Using PP funding to accelerate progress of disadvantaged children to ensure that they progress in line with non-PP children.</p>	<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>
<p>Writing curriculum implemented alongside Kinetic Letters programme to ensure high standards of transcriptional and composition fluency in writing.</p>	<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> <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>
<p>Learning to learn-CPD, implementation of One Life programme.</p>	

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
One Life	Kelly Wood
Music lessons	RockSteady Wakefield Music Services
Sports coaching	Gymastics – Zoe TSS

## Service pupil premium funding

Currently no children at Gawthorpe Community Academy eligible for funding

<b>Measure</b>	<b>Details</b>
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>