

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	Gentleshaw Primary Academy
Number of pupils in school	182
Proportion (%) of pupil premium eligible pupils	17 (9%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022
Date this statement was published	February 2022
Date on which it will be reviewed	July 2022
Statement authorised by	Local Governing Body
Pupil premium lead	G Saunders (HT)
Governor / Trustee lead	J Macey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26, 865
Recovery premium funding allocation this academic year	£2,465
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	£29,330

Statement of Intent

At Gentleshaw Primary Academy, we want every child to be given the support and opportunities to reach their full potential - to flourish as learners and young people.

Although the academy is not in area of high deprivation and the number of disadvantaged pupils attending Gentleshaw is below national average, this has risen in recent years with large proportion of disadvantaged pupils are also identified as SEND or on the SEND watchlist.

We feel strongly that pupils within this group should be given the right support to prevent it from being a barrier to learning and opportunity.

Our Objectives:

- *To improve the attendance of children of pupil premium children so that it is in line with all other pupils.*
- *To remove barriers to learning and opportunity caused by social, economic or family background.*
- *To reduce the pupil attainment gap between disadvantaged pupils and other pupils – some of which has be contributed to by the pandemic.*
- *To ensure that all disadvantaged pupils become fluent readers, able to access all areas of the curriculum.*
- *To enable all disadvantaged pupils to access a breadth of experiences including music lessons, clubs, trips and residential. Thus, ensuring that economic background is not a barrier to experience.*
- *To support the wellbeing of disadvantaged pupils and their families.*

To Achieve Our Objectives We Will:

- *Ensure that all teachers and support staff receive high quality professional development, enabling them to deliver quality first teaching.*
- *Invest in resources and training to support in narrowing gaps in progress and attainment in all areas of the curriculum, but with a focus in reading.*
- *Provide intervention groups, 1:1 and targeted group support with a focus upon narrowing the gap and addressing misconceptions or gaps in learning.*
- *Provide intervention groups, 1:1 and targeted group support with a focus upon narrowing the gap and addressing misconceptions or gaps in reading and phonics.*
- *Provide nurture and emotional support for pupils, so as this does not become a barrier to learning.*
- *Use funding to enable pupils to access trips, residential and activities which enrich their learning and experience which they would otherwise not eb able to do.*

Challenges

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

Challenge number	Detail of challenge
1	Poor attendance and persistent absence.
2	Emotional wellbeing and mental health issues (some linked to the pandemic).
3	Attainment and progress in reading – pupils not achieving in line with ARE.
4	Attainment and progress is below that of peers.
5	Access to specific SEND support and diagnosis.
6	Opportunity to take part in a variety of experience and opportunities due to financial background.

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
Raising attainment and progress and narrowing the gap between disadvantaged and non-disadvantaged pupils.	<i>Impact will be seen in:</i> Attainment and progress data and intervention outcomes show a reduced gap between pupil premium and non-pupil premium children across the curriculum.
Raising attendance so that it is in line with all other pupils.	<i>Impact will be seen in:</i> attendance data.
Raise rates of progress and attainment in reading.	<i>Impact will be seen in:</i> Attainment and progress data and intervention outcomes show a reduced gap between pupil premium and non-pupil premium children in reading.

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: £ 13,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement effective feedback and marking policy to support progress across the curriculum.	Feedback EEF Toolkit +6	3, 4 & 5
CPD for teachers and teaching assistants focussing upon ARE and closing gaps.	Collaborative Learning Approaches EEF Toolkit +5	3, 4 & 5
Provide resources to support teaching staff in addressing gaps in learning and closing gaps.	Collaborative Learning Approaches EEF Toolkit +5	2, 3, 4 & 5
Provide MFL & Music lessons for all pupils.	Arts Participation EEF Toolkit +3	2, 4 & 6
CPD for teaching assistants to become 'specialists' in an area of SEND and learning.	Teaching Assistant Interventions EEF Toolkit +4	2,3, 4 & 5
Enlist specialist support from outside agencies including AOT/EdPsync etc to complete assessments and follow up guidance.	Individualised Instruction EEF Toolkit +4	2, 4 & 5

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

Budgeted cost: £8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Switch On' Reading intervention – develop skilled 'Switch On' TA to lead groups	Reading Comprehension Strategies EEF Toolkit +4	3 & 4

and disseminate training to other support staff.		
Establish additional phonics interventions and 1:1	Phonics & 1:1 EEF Toolkit: +5	3 & 4
Implement intervention groups to support pupils in closing gaps across the curriculum – including ‘Catch up, keep up’	Small Group Tuition EEF Toolkit +4	3 & 4

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

Budgeted cost: £7,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement pastoral and behaviour interventions including: Lego therapy and Kool Kids.	Behavioural Intervention EEF Toolkit +4	2
Allocated time for attendance clerical staff to closely monitor attendance and work with the HT and SG team to address and support.	Parental Engagement EEF Toolkit +4	2
Subsidise clubs, trips and residentials, in addition to out of hours provision to enable PP to access all enrichment activities and support families.	Outdoor Adventure Learning EEF Toolkit +3	6
Provide social and emotional support to families through strong family liaison.	Parental Engagement EEF Toolkit +4	2
Provide tuck and additional food, drink and uniform.	EEF Unknown	6
Pupils to access ‘Healthy Bodies, Active Minds’ programme.	Physical Activity & Increasing the School Day EEF Toolkit F +3 & +1	6

Total budgeted cost: £ 29,330