

Gothic Mede Academy Pupil Premium Three-Year Strategy From academic year 2021-22 to academic year 2023-24

Pupils on Roll at the start of the 2021/22 academic year.	Pupils Eligible for Pupil Premium funding (including Service Premium) at the start of the 2021/22 academic year.	Pupil Premium Funding including 'recovery premium' and 'tutoring pupil premium' due to be received as a result of the 2020/21 census.
305	38 (12.5% of roll)	£54,725.00

Intent

At Gothic Mede Academy, we believe that all pupils should have access to high quality and engaging academic learning, positive and nurturing social, moral, spiritual and cultural (SMSC) experiences and a wide-range of extra-curricular opportunities. We understand that some pupils experience disadvantages in a range of ways and seek to ensure that they are able to access every opportunity that Gothic Mede Academy provides. The aim is to raise the profile of *disadvantaged pupils* throughout the school, making sure that their academic progress is closely tracked and any gaps in learning are identified quickly and addressed effectively. We seek to identify any additional barriers to learning, such as poor attendance, safe-guarding needs or any special educational needs or disabilities (SEND).

Implementation

To this end, we promote a *Pupil Premium First* approach, by involving all staff in identifying the specific needs of *disadvantaged pupils*, whether these be gaps in learning, behavioural support, social, emotional and mental health needs and any deficit in 'cultural capital.' the additional funding that the school receives is used to meet the specific and more general needs of these pupils, by providing additional academic interventions, access to IT based programmes of support and extracurricular activities such as peripatetic music lessons, artistic and sporting activities. By providing these opportunities we aim to instil a feeling of pride and self-worth in all our pupils, ensuring that they have the confidence, ambition and drive to pursue their own interests and aspirations both academically and vocationally.

Disadvantaged pupils are prioritised for academic and extra-curricular opportunities and additional opportunities, such as a 'homework club' are provided specifically to meet their needs.

Our *Family Support Worker* enables us to address the higher incidence of safeguarding concerns that affect these pupils and help their families to better engage with the school and provide the necessary stable home-life that is essential in helping pupils thrive at school.

Social, emotional and mental health needs are addressed through one to one support, nurture groups, play therapy and by accessing third-party support.

The strategies chosen to support *disadvantaged pupils* are explained in greater detail in the yearly *Pupil Premium Strategy* document.

Impact

The academic outcomes of *disadvantaged pupils*, their SEMH needs and their access to extra-curricular opportunities are closely monitored by teachers and the 'Pupil Premium Champion', throughout the academic year and these are detailed in the yearly *Pupil Premium Statement*. We make every effort to ensure that the academic outcomes and access to the broader aspects of school life of *disadvantaged pupils* is at least as successful as those of non-disadvantaged pupils.

Pupil Premium Lead (Champion): Mr Michael Warlow

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Governor Lead: Geraldine Warren

Background

Pupil Premium funding was first introduced in April 2011. It is designed to support those children who are deemed to be from a disadvantaged background. Money is given to schools to enable them to target specific support to improve outcomes for this group of children. The funding is triggered by the following:

- A child is currently eligible for free school meals, or they have been during the least six years (Ever6).
- A child is currently in the care of the Local Authority, or they have been during the last five years.
- A child who has a parent currently serving in the armed forces.

Funding for the Academic Year 2021 – 2022 is as follows

- £1,345 for children of families who are in receipt of benefits that would qualify them for free school meals.
- £2,345 for children who are being or have been looked after by the Local Authority during the last five years.
- £310 for children who have parents in the armed services.

The government does not stipulate how the Pupil Funding should be spent, but does expect the money to be directed towards ensuring any disadvantage may be overcome, and that any gap in attainment between disadvantaged pupils and their peers should be closed.

Although the main aim of the pupil premium is to raise attainment, pupil premium funding can be spent on:

- non-academic outcomes, such as improving pupils' mental health
- non-academic improvements, such as better attendance
- activities that will also benefit the whole school

Currently, at Gothic Mede Academy, there are **38** pupils (12.5%) who qualify for the *Pupil Premium Grant* (including *Ever6*, *Service Premium* and *Looked-after Children*). The grant for the 2020-21 academic year totals £54,725.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantage pupils are disproportionately identified as having safeguarding concerns.
2	Disadvantaged pupils are often identified as having additional emotional wellbeing needs. This situation has been exacerbated by as the partial school closures due to COVID-19, where disadvantaged pupils of non-keyworker parents who were not identified as vulnerable under government guidance were not able to attend school.
3	Disadvantaged pupils' attendance is often below that of non-disadvantaged pupils and the government's attendance target (96%).
4	Disadvantaged pupils have reduced opportunities to engage in activities that would enhance their experiences and 'cultural capital.'
5	Reading fluency and comprehension are vital for academic success, allowing pupils to access the wider curriculum with greater independence. Disadvantaged pupils have been identified as being disproportionately likely to be in the bottom 20% for reading attainment.

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>To provide support for the families of disadvantaged pupils to avert crises and to work in collaboration with social services.</i>	Our <i>family support worker</i> is available to attend meetings, lead safeguarding and support families, by giving advice or signposting external agencies. Disadvantaged pupils receive the emotional wellbeing support that prepares them to access academic opportunities.
<i>To prepare pupils emotionally to access the academic potential of school.</i>	The emotional well-being needs of <i>disadvantaged pupils</i> are assessed on a regular basis. In house nurture groups are available to address low self-esteem. Art therapy is available for those most in need of emotional support. Places available in <i>Mindful Magic</i> . The <i>family support worker</i> is available to support <i>disadvantaged pupils</i> .
<i>The gap in attendance between disadvantage and non-disadvantaged pupils is narrowed.</i>	The attendance lead supports the families of <i>disadvantaged pupils</i> to improve engagement with school. <i>Disadvantaged pupils</i> are encouraged to take leadership and service responsibilities within their classes, the school and the wider community.

	<p><i>Disadvantaged pupils</i> have access to over 20 extra-curricular afterschool clubs to incentivise attendance.</p> <p>The attendance of <i>disadvantaged pupils</i> improves in relationship to that of non-disadvantaged pupils.</p>
<p><i>To provide opportunities for disadvantaged pupils to develop their 'cultural capital.'</i></p>	<p>The curriculum offer for all pupils is 'broad and deep' and that they have access to 'the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.'</p> <p><i>Disadvantaged pupils</i> are given the opportunity to develop their mental health and wellbeing and their resilience via our wellbeing scheme 'Making Me,' resilience workshops, nurture groups and one to one wellbeing support via <i>Art Therapy, Music Therapy and Play Therapy</i>.</p> <p>All <i>disadvantaged pupils</i> are invited to attend peripatetic music lessons.</p> <p>All <i>disadvantaged pupils</i> have access to after school sporting and other extra-curricular clubs.</p>
<p><i>To improve reading outcomes for disadvantaged pupils.</i></p>	<p>Our <i>Pupil Premium First</i> approach prioritises <i>disadvantaged pupils</i> for teacher time, in lessons (including <i>Guided Reading</i>) and for feedback. As a result, these pupils will read most frequently with teachers and other adults in class.</p> <p><i>Disadvantaged pupils</i> will be prioritised for additional opportunities for reading with adults in school. They will also be 'buddied' with fluent readers from other classes.</p> <p>All <i>disadvantaged pupils</i> will be subject to the Education Endowment Foundation (EEF) recommended reading fluency diagnostic assessment (Multi-Dimensional Fluency Scale).</p> <p><i>Disadvantaged pupils</i> in EYFS and KS1 are prioritised to attend phonics sessions delivered by a phonics (and early years) specialist.</p> <p><i>Disadvantaged pupils</i> in EYFS and KS1 are prioritised for ELS Phonics catch-up sessions.</p> <p>The <i>Nessy Reading and Spelling</i> online resource is available to all <i>disadvantaged pupils</i>.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery pupil premium funding) **this academic year.**

Activity	Evidence that supports this approach.	Estimated Cost
Supporting Families Provision of a <i>Family Support Worker</i> to support pupils and their families to improve attendance and provide emotional support.	Teachers have identified the emotional wellbeing of a significant number of <i>disadvantaged</i> pupils as a barrier to their progress. In response to this a Family Support Worker works closely with families of disadvantaged pupils to encourage strategies for good attendance and to provide support for families.	£12,040
Provision of an <i>Art Therapist</i> to work both 1:1 and small group in supporting children in years 1-4 with their emotional needs.	This intervention has been shown to help build pupil resilience in pupils with challenging family circumstances and to help develop their ability to communicate openly with adults and peers.	£6,000
Specialist Speech and Language Therapy.	This intervention is provided to address the needs of individual <i>disadvantaged pupils</i> , who have a speech and language diagnosis. Speech and language development difficulties have been identified as a significant barrier to academic success, communication with adults and peers and self-esteem.	£5,190
Continued specialised support in Phonics for EYFS and Year 1.	This one to one and small group intervention has proven successful in addressing the gaps of individual <i>disadvantaged</i> pupils and helped ready them for the Year 1 (and/or Year 2) Phonics Check.	£5,000
Provision of ELS Phonics Training for staff across the school.	ELS phonics whole school training will provide staff with the skills, knowledge and resources to deliver a high-quality phonics scheme, both as a whole class strategy and as an intervention which prioritises <i>disadvantaged pupils</i> .	£2,750
The provision of morning snacks.	It is important that the basic needs of pupils are met and there is strong evidence that the provision of healthy food improves the concentration of <i>disadvantaged pupils</i> in schools. (A Theory of Human Motivation: Abraham Maslow, 1943).	£2,230
Nessy	This online resource allows pupils to work independently or with teacher or parental support on an individualised reading/spelling curriculum. It is designed to meet the needs of pupils with dyslexia, but has proved effective for any pupils, especially those in the bottom 20% for reading and spelling attainment.	£2,300
TT Rockstars and Numbots	To improve pupils mathematics attainment and engagement, by giving access to an engaging platform for securing key age-related number facts. This online resource was identified as a low-cost method for <i>disadvantaged pupils</i> to practise times tables facts.	£250
NELI Training and delivery	The Nuffield Early Language Intervention (NELI) is a language support programme designed to improve children's vocabulary, listening and narrative skills. It is delivered by specially trained teaching assistants working with children in reception (4–5-year olds) individually and in small groups. Evidence shows that it is effective in accelerating academic progress.	£1350

Target Tracker	This assessment system has enabled teachers and school leaders to better track the progress, and identify the gaps, of all pupils and improves the link between attainment and planning. It also improves the feedback given to <i>disadvantaged pupils</i> and allows the tracking of progress of target groups.	£1,211
CPOMS Safeguarding Software	CPOMS was introduced to improve tracking of safeguarding and welfare issues. These are areas that had been identified as disproportionately affecting <i>disadvantaged pupils</i> .	£600
Peripatetic music lessons	We consider it essential that <i>disadvantaged pupils</i> , as far as possible, have the same opportunities as <i>non-disadvantaged pupils</i> . Participating in music lessons has led to improved self-esteem and engagement. To provide cultural capital. (Creating Cultural Capital: Lee Elliot Major – The Sutton Trust, 2015).	£18,000
Provision of afterschool sports clubs	To develop readiness to learn, confidence and ambition. To provide cultural capital. (Creating Cultural Capital: Lee Elliot Major – The Sutton Trust, 2015)	£360
Funding to allow <i>disadvantaged pupils</i> to access PGL visit.	We consider it essential that <i>disadvantaged pupils</i> , as far as possible, have the same opportunities as <i>non-disadvantaged pupils</i> . These help to develop readiness to learn, confidence and ambition. To provide cultural capital. (Creating Cultural Capital: Lee Elliot Major – The Sutton Trust, 2015)	£1,600
Funding to allow <i>disadvantaged pupils</i> to access school visits from Nursery to Year 4.	We consider it essential that <i>disadvantaged pupils</i> , as far as possible, have the same opportunities as <i>non-disadvantaged pupils</i> . These help to develop readiness to learn, confidence and ambition. To provide cultural capital. (Creating Cultural Capital: Lee Elliot Major – The Sutton Trust, 2015)	£3000
Provision of uniform/vouchers to enable disadvantaged pupils to be appropriately dressed for school including PE activities.	It is important that the basic needs of pupils are met which includes ensuring that their school uniform and PE clothes allow them to participate in all school activities safely and warmly. Inclusivity is furthered through children having standard uniform.	£500
		£62,381

Partial School Closures due to the SARS-CoV-2 (COVID-19) Pandemic

Our *Pupil Premium Strategy* has been reviewed and adjusted on a regular basis due to the changing needs of pupils as a result of the school closures that have taken place over the last year. As the children of *key workers* and *vulnerable pupils*, not *disadvantaged pupils* we prioritised by the government for school places during the partial closure of schools during the spring term, it was significantly more challenging to provide support for pupils in receipt of the *Pupil Premium Grant*. Those who were engaged with online learning at home were provided with *Chromebooks* where needed and they received regular telephone calls from their teachers and our pastoral support team. Where possible, one to one music lessons switched to a virtual format. For the half term holiday, *disadvantaged pupils* were provided with an individual 'care package' which was delivered to homes by staff members.

Post Closure

The focus for the remainder of the academic year has been to address emotional and well-being issues that have arisen or been exacerbated by the pandemic, and the resulting restrictions, to assess gaps in learning that have developed and to provide additional academic support where a need has been identified. To this end a significant proportion of funding has been allocated to

employing qualified teachers to either deliver targeted interventions to small groups including *disadvantaged pupils*, or release teachers to do this.

In addition, we continue to provide weekly one to one music lessons and are supporting pupils to access after-school extra-curricular opportunities. There are currently twenty-four clubs available across the year groups from reception to year 4.