

Use of the Pupil Premium 2020-2021

Pupils on Roll	Pupils Eligible for Pupil Premium Funding	Pupil Premium Funding Received
313	38 (12% of roll)	£50,695

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 we seek to ensure that they are able to access every opportunity that Gothic Mede Academy provides.

During the 2020-2021 academic year, the amount of money that we received for each eligible pupil was set at:

- £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.
- £302 for children aged three or four who are eligible for Early Years Pupil Premium (EYPP).

We continue to closely monitor the gap between disadvantaged pupils and non-disadvantaged pupils. We do this through teachers having a good awareness of which children are potentially disadvantaged in their classes, by tracking the progress and attainment of pupils and groups of pupils using our system of assessment and through pupil progress meetings between teachers and the leadership team. We decided how the funding was going to be deployed this year based on these reports and based on the impact of these interventions as the year progressed. Increased efforts have been made to identify pupils who could potentially be eligible to receive pupil premium funding.

All staff are regularly reminded and encouraged to have consistently high expectations for the outcomes for all *disadvantaged Pupils* which is enshrined in a whole school ethos of 'Pupil Premium First,' which prioritises the creation of opportunities for *disadvantaged pupils* to excel in all areas of school life.

In addition, when considering how to best spend the premium, we have looked at research into the most effective uses of the money – including from the Education Endowment Foundation (EEF). Key areas that have been identified by the EEF as having a significant impact on

pupil progress are effective feedback and the use of 'meta-cognition' strategies to help pupils take more responsibility for their own learning. These have been a focus for all pupils across the whole school. In addition, we have identified individual poor attendance and emotional well-being.

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.

Intervention	Cost	Cohort of Pupils	Desired Outcome	Impact
Peripatetic music lessons from <i>Inspiring Music</i>.	£14,593.31	Years 1, 2, 3 and 4	All pupils who are eligible for Pupil Premium (PP) funding are invited to attend a weekly music lesson. The aim is to provide experiences for <i>disadvantaged pupils</i> that they may not receive at home. To develop readiness to learn, confidence and ambition. To provide cultural capital. (Creating Cultural Capital: Lee Elliot Major – The Sutton Trust, 2015).	The academic impact of this intervention is difficult to attribute directly to the use of the pupil premium but research suggests that this type of spending is rewarded in the longer term. Teachers reported a positive attitude to the lessons and more widely at school.
Phonics Intervention with Specialist Teacher	£2,722.50	Reception, Year 1 and Year 2	To prepare children to meet the expectations for Phonics in Year 1 and to provide catch-up support to Year 2s.	The Statutory Phonics Check has been postponed this year . Feedback from teachers in Reception and Year 1 has been positive.
Speech and Language Therapy	£3,285.00	Individual pupils across the school	To address the needs of individual pupils, eligible for PP funding, who have a speech and language diagnosis.	There has been a positive impact in terms of enabling pupils to access phonics and gain confidence in speaking and listening.
Art Therapy	£5,913.37	Years 1 to 4	To build pupil resilience to challenging family circumstances and to develop ability to communicate openly with adults and peers.	Discussions with teachers suggest improved communication with these pupils, better relationships with peers and growing engagement with the curriculum.
Target Tracker	£1,240.00	Whole school	To increase the link between attainment and planning, to improve the feedback given to <i>disadvantaged pupils</i> and to track progress of target groups.	It is much easier for teachers and the leadership team to track the progress of disadvantaged pupils and many programmes of intervention have been based on the objectives identified using this software.
Morning Snacks	£1,545.00	Whole school, disadvantaged pupils.	To improve the concentration of <i>disadvantaged pupils</i> in school. (A Theory of Human Motivation: Abraham Maslow, 1943).	Attainment as a result of this intervention is difficult to demonstrate but soft data from teachers reflects research which shows that children are readier for learning when not hungry.

School Uniform Voucher Scheme	£44.32	Whole School, on application.	To provide assistance with the purchase of school uniform. This scheme was introduced to encourage parents to register for the <i>pupil premium grant</i> and to allow them some degree of determination over how it is spent.	The academic impact of this intervention is difficult to assess, but it has helped provide <i>disadvantaged pupils</i> with an experience of school similar to their peers, through the provision of ‘official’ school uniform, house-team sports shirts and suitable school shoes. There is currently no evidence from the EFF to link the wearing of school uniform in general to academic success, but the EFF notes, ‘If a uniform policy is in place, it is important to consider how to support families that may not be able to afford it.’
Lunchtime and afterschool Clubs	£120.00	Reception to Year 4	To improve emotional security and engagement with school. There were fewer clubs this year due to COVID-19 restrictions.	Attainment as a result of this intervention is difficult to demonstrate, but pupils were provided with experiences that they may not receive outside school. To develop readiness to learn, confidence and ambition. To provide cultural capital. (Creating Cultural Capital: Lee Elliot Major – The Sutton Trust, 2015) These clubs were suspended at the end of the spring term due to Covid-19.
TT Rockstars and Numbots	£232.49	Years 1 to 4	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 and for KS1 pupils to develop their numeracy.	Teachers noted a greater level of engagement from pupils when learning and applying their multiplication and division facts. The impact of this intervention would have been measured via statements achieved on Target Tracker in the Summer Term and results achieved in the new end of Year Four Multiplication Check that was due to be introduced. Covid-19 led to the suspension of formal assessment and testing. TT Rockstars was, however, a useful resource that was set for pupils who were

				home learning as well as in school during the partial closure of schools.
Nessy Phonics Intervention	£2,250.00	Years Reception to 4	To provide a reading and spelling online programme to give additional opportunities for <i>disadvantaged pupils</i> to access additional dyslexia friendly reading and spelling opportunities.	Although the suspension of formal assessments means that the impact of this intervention cannot be measured, this intervention became one of several that was used during 'lockdown' and partial opening to engage pupils who were learning at home (as well as in school).
Supporting Families	£12100.39	Whole school	A range of resources have been put in place, including the provision of a <i>Family Support Worker</i> , to improve the support we offer to families, to improve response to <i>Safeguarding</i> concerns, to improve attendance and provide emotional support for pupils.	Teachers have consistently identified home-life challenges, attendance and emotional well-being as significant anecdotal barriers to academic progress for <i>disadvantaged pupils</i> in their classes. The support put in place this year has addressed these issues by engaging parents and providing or signposting emotional support for pupils.
CPOMS – online software application for monitoring child protection, safeguarding, pastoral and welfare issues.	£617.27	Whole School	CPOMS was introduced to improve tracking of behaviour, safeguarding and welfare issues. These are areas that had been identified as disproportionately affecting <i>disadvantaged pupils</i> .	This resource has enabled the <i>Safeguarding Leads</i> , including the <i>Family Support Worker</i> , to track incidents, identify antecedents, support pupils and families and seek support from outside agencies.
Provision of additional teaching capacity to allow teachers to address gaps in learning that had developed for disadvantaged pupils over the course of the year.	£5,560.00	Year 4	This funding allowed for additional support from either their class teacher or the qualified teacher employed for <i>disadvantaged pupils</i> to be able to address gaps in their learning.	Teachers reported that they were able to address specific gaps with small groups of disadvantaged pupils in their year groups and that they were able to gather evidence that showed progress against assessment statements.
Total	£50,223.65			