

Gothic Mede Academy Pupil Premium Three-Year Strategy From academic year 2023-24 to academic year 2025-26

Updated March 2025

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
Pupils on Roll at the start of the 2022/23 academic year.	Pupils Eligible for Pupil Premium funding (including Service Premium) at the start of the 2022/23 academic year.	Pupil Premium Funding due to be received as a result of the 2021/22 census.
303	44 (14.5% of roll)	£47,370
Pupils on Roll at the start of the 2023/24 academic year.	Pupils Eligible for Pupil Premium funding (including Service Premium) at the start of the 2023/24 academic year.	Pupil Premium Funding due to be received as a result of the 2022/23 census.
317	49 (15.5% of roll)	£58,870
Pupils on Roll at the start of the 2024/25 academic year.	Pupils Eligible for Pupil Premium funding (including Service Premium and Early Years Pupil Premium) at the start of the 2024/25 academic year.	Pupil Premium Funding due to be received as a result of the 2023/24 census.
286	47 (16.4% of roll)	£65,800

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 and by accessing third-party support.

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. 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: Mark Greaney

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 2024 – 2025 is as follows

- £1,480 for children of families who are in receipt of benefits that would qualify them for free school meals.
- £340 for children who have parents in the armed services.
- £388 for children in an Early Years setting.

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

From the 2023-24 school census, **49** pupils were identified as qualifying for the *Pupil Premium Grant* (including *EYPP*, *Ever6*, *Service Premium* and *Looked-after Children*). As a result, the grant for the 2024-25 academic year totals **£65,800**.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils are disproportionately identified as having safeguarding concerns.
2	Disadvantaged pupils are often identified as having additional emotional wellbeing needs.
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.
6.	Disadvantaged pupils are currently performing less well than their non-disadvantaged peers in writing and mathematics.

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. A team around the child is created, comprising the <i>PP Champion</i> , <i>The Family Support Worker</i> , <i>The Head of School (attendance)</i> and the <i>SENDco</i> .
<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. The <i>family support worker</i> is available to support <i>disadvantaged pupils</i> .
<i>The gap in attendance between disadvantage</i>	The attendance lead supports the families of <i>disadvantaged pupils</i> to improve engagement with school.

<i>and non-disadvantaged pupils is narrowed.</i>	<i>Disadvantaged pupils</i> are encouraged to take leadership and service responsibilities within their classes, the school and the wider community. <i>Disadvantaged pupils</i> have access to extra-curricular afterschool clubs to incentivise attendance. The attendance of <i>disadvantaged pupils</i> improves in relationship to that of non-disadvantaged pupils. A team around the child is created, comprising the <i>PP Champion, The Family Support Worker, The Head of School (attendance) and the SENDco.</i>
<i>To provide opportunities for disadvantaged pupils to develop their 'cultural capital.'</i>	The curriculum offer for all pupils is 'broad and deep' and that they have access to <i>'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.'</i> <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 (Hamish and Milo) and one to one wellbeing support. All <i>disadvantaged pupils</i> have access to after school sporting and other extra-curricular clubs, including Junior Duke.
<i>To improve reading outcomes for disadvantaged pupils.</i>	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. <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. All <i>disadvantaged pupils</i> will be subject to the Education Endowment Foundation (EEF) recommended reading fluency diagnostic assessment (Multi-Dimensional Fluency Scale). <i>Disadvantaged pupils</i> across the school attend differentiated ELS phonics groups, if required. <i>Disadvantaged pupils</i> in EYFS and KS1 are prioritised for ELS Phonics catch-up sessions.
<i>To improve other academic outcomes for disadvantaged pupils.</i>	Our <i>Pupil Premium First</i> approach prioritises <i>disadvantaged pupils</i> for teacher time, in lessons (including <i>mathematics and English</i>) and for feedback.

Activity in the 2024-25 and 2025-26 academic years

This details how we intend to spend our pupil premium **this academic year**.

Activity	Evidence that supports this approach.	Projected Cost per academic year
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.	£18,000
Meeting SEND Needs Provision of additional SEND support capacity.	A significant number of children in receipt of <i>Pupil Premium</i> funding are also on the SEND register. To increase capacity to support these children, handle referrals and oversee interventions the role of SEND assistant has been created.	£12,000
Meeting SEND Needs Additional Special Educational Needs Coordinator (SENDco) capacity	A significant number of children in receipt of <i>Pupil Premium</i> funding are also on the SEND register. This has created a need for additional SENDco capacity.	£10,000
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> .	£1,070
The provision of free school meals	All pupil premium pupils are entitled to receive a school lunch. 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).	£14,500
Assessment Software to track progress and attainment	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. Following a review of the systems in place a decision was taken in the autumn of 2024 to move from Target Tracker to Insight.	£2,312
Emotional Wellbeing Support	The provision of Hamish and Milo small group support. The school has chosen this scheme for address ongoing emotional needs that do not meet the threshold for external agency support. The scheme runs for 8 weeks at a time and is delivered by two members of staff who have completed the training. The projected cost includes the staffing cost and the resourcing.	£2,000
One to one reading opportunities	Reading fluency has been identified as a key indicator of current and future academic success. As well as applying our <i>Pupil Premium First</i> strategies, we are dedicating any available adult time to work one to one with <i>disadvantaged pupils</i> to develop their reading skills. Projected costs reflect the English coordinator's time spent deploying 'community readers,' as well as teacher and support staff time.	£3,000
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	£250

	was identified as a low-cost method for <i>disadvantaged pupils</i> to practise times tables facts.	
Provision of afterschool sports clubs	To develop readiness to learn, confidence and ambition. To improve attendance of <i>disadvantage pupils</i> . To provide cultural capital. (Creating Cultural Capital: Lee Elliot Major – The Sutton Trust, 2015). This cost reflects the cost teacher time and resourcing. The school successfully introduced the <i>Junior Duke Scheme</i> across the school from Years 1 to 4 in 2022-23 and this has been a popular opportunity for pupils (including <i>disadvantaged</i>) to develop a range of life skills and knowledge.	£8,000
Funding to allow <i>disadvantaged</i> pupils to access school visits from Nursery to Year 4.	We consider it essential that <i>disadvantaged</i> pupils, as far as possible, have the same opportunities as <i>non-disadvantaged</i> pupils. These help to develop readiness to learn, confidence and ambition. To provide cultural capital. (Creating Cultural Capital: Lee Elliot Major – The Sutton Trust, 2015)	£1,000
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
		72,632

Outcomes for Disadvantaged Pupils in academic year 2023-24

Year 1 Phonics Check

% of disadvantaged children on track to pass the phonics check	Phonics
Target - expected minimum	69
Target - aspirational	71
November	66
January	50
April	60
End of year data	80

Year 1 Outcomes

% disadvantaged pupils on track	Reading	Writing	Maths
Target - expected minimum	33.3	33.3	44.4
Target - aspirational	44.4	44.4	55.5
November	67	22	56
January	60	40	60
April	60	50	50
End of year data	70	50	60

Year 2 Outcomes

% disadvantaged pupils on track to be at the expected level or at	Reading	Writing	Maths
Target - expected minimum	50	40	50
Target - aspirational	60	50	60
November	30	30	20
January	30	30	20
April	27	18	27
End of year data	30	20	30

Year 3 Outcomes

% disadvantaged pupils on track to be at the expected level or at greater depth by the end of the	Reading	Writing	Maths
Target - expected minimum	50	50	60
Target - aspirational	60	60	70
November	27.3	18.2	36.4
January	36.4	27.3	54.5
April	36.4	27.3	54.5
End of year data	46	36	46

Year 4 outcomes

% disadvantaged pupils on track to be at the expected level or at greater depth by the end of the KS	Reading	Writing	Maths
Target - expected minimum	50	25	37.5
Target - aspirational	62.5	37.5	50
November	20	10	30
January	50	30	50
April	50	12.5	37.5
End of year data	50	25	50

Activity in the 2023-24 academic year

This details how we spent our pupil premium

Activity	Evidence that supports this approach.	Actual 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.	£18,000.00
Provision of an <i>Mindful Magic</i> to support 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.	£5,445.00
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.	£595
The Provision of Free School Meals	All pupil premium pupils are entitled to receive a school lunch. 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).	£14,459.20
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).	£757
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
Welcomm Training and delivery	The Welcomm toolkit 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.	£560
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.	£1,400
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> .	£1,200
Peripatetic music lessons	We consider it essential that <i>disadvantaged</i> pupils, as far as possible, have the same opportunities as <i>non-disadvantaged</i> pupils. Participating in music lessons has led to improved self-	£2,718

	esteem and engagement. To provide cultural capital. (Creating Cultural Capital: Lee Elliot Major – The Sutton Trust, 2015).	
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)	£10,010
Provision of lunchtime sports activities	To improve engagement and behaviour at lunchtime play, to make these more constructive times for pupils and to increase access to sport for <i>disadvantaged pupils</i> (some of whom are unable to attend afterschool clubs) Premier Sports are leading sports activities.	£4,680
Funding to allow <i>disadvantaged</i> pupils to access PGL visit.	We consider it essential that <i>disadvantaged</i> pupils, as far as possible, have the same opportunities as <i>non-disadvantaged</i> pupils. These help to develop readiness to learn, confidence and ambition. To provide cultural capital. (Creating Cultural Capital: Lee Elliot Major – The Sutton Trust, 2015)	£800
Funding to allow <i>disadvantaged</i> pupils to access school visits - Nursery to Year 4.	We consider it essential that <i>disadvantaged</i> pupils, as far as possible, have the same opportunities as <i>non-disadvantaged</i> pupils. These help to develop readiness to learn, confidence and ambition. To provide cultural capital. (Creating Cultural Capital: Lee Elliot Major – The Sutton Trust, 2015)	£500
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.	£928
		£62,302.20

Outcomes for Disadvantaged Pupils in academic year 2022-23

Year 1

% disadvantaged pupils on track to be at the expected level or at greater depth by the end of the KS	Reading	Writing	Maths
Target - expected minimum	56	42	56
Target - aspirational	70	56	70
November	14 (confident) 43 (including concerns)	43	43
January	29	14	14
April	50	50	37.5
End of year data	50	50	62

Year 2

% disadvantaged pupils on track to be at the expected level or at greater depth by the end of the KS	Reading	Writing	Maths
Target - expected minimum	60	60	70
Target - aspirational	70	70	80
November	60	60	60
January	50	50	50
April	50	40	60
End of year data	40	40	60

Year 3

% disadvantaged pupils on track to be at the expected level or at greater depth by the end of the KS	Reading	Writing	Maths
Target - expected minimum	20	20	40
Target - aspirational	40	40	60
November	0	0	17
January	0	0	14.3
April	28.6	14.3	28.6
End of year data	43	0	29

Year 4

% disadvantaged pupils on track to be at the expected level or at greater depth by the end of the KS	Reading	Writing	Maths
Target - expected minimum	49.8	24.9	41.5
Target - aspirational	58.1	33.2	49.8
November	41.5	16.6	24.9
January	20	0	20
April	23	8	15
End of year data	30.7	7.7	30.7

Activity in the 2022-23 academic year

This details how we intend to spend our pupil premium **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.	£13,000
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
Introduction of ELS Phonics Interventions.	This one to one and small group intervention replaces the specialist phonics weekly intervention with intervention derived from our whole-school using the same strategies that are used to deliver daily phonics sessions across the school.	£5,000
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
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.	£2,000
One to one support to improve individual outcomes for disadvantaged pupils in reading and writing.	Evidence shows that targeted one to one intervention is very effective. EEF: ' <i>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</i> '	£2,000

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.	£1,255
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> .	£720
Peripatetic music lessons	We consider it essential that <i>disadvantaged</i> pupils, as far as possible, have the same opportunities as <i>non-disadvantaged</i> pupils. 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).	£8,000
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</i> pupils to access PGL visit.	We consider it essential that <i>disadvantaged</i> pupils, as far as possible, have the same opportunities as <i>non-disadvantaged</i> pupils. 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</i> pupils to access school educational visits from Nursery to Year 4.	We consider it essential that <i>disadvantaged</i> pupils, as far as possible, have the same opportunities as <i>non-disadvantaged</i> pupils. 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
		£45,105