

“Be strong and courageous; do not be afraid, for it is the LORD your God who goes with you.”

Gosforth C of E Primary School

Pupil premium strategy statement



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
Number of pupils in school	117
Proportion (%) of pupil premium eligible pupils	6.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	L. Long
Pupil premium lead	L. Long
Governor / Trustee lead	L. O’Neil

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11215.00
Recovery premium funding allocation this academic year	£2000.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023.</i>	£0

<i>Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£13215.00

Part A: Pupil premium strategy plan

Statement of intent

At Gosforth C of E Primary School we have high expectations of all our pupils and we want to ensure that all our pupils develop the necessary knowledge and skills to ensure that they can all reach their academic, social, cultural and emotional potential.

When making decisions about using our Pupil Premium Funding we understand the importance of taking into account the context of our school and the barriers to learning faced by our pupils consider the challenges faced by our disadvantaged pupils and make use of research by the Education Endowment Foundation (EEF).

The aims of our Pupil Premium strategy are to:

- provide emotional and wellbeing support to ensure disadvantaged pupils are in a good place to learn and feel safe, happy and calm where their needs are understood and provided for.
- narrow the attainment gap between disadvantaged and non-disadvantaged pupils by ensuring disadvantaged pupils are well prepared for the next step of their education and make good progress in key subjects from their starting points.

To achieve these aims we will:

- Provide quality first teaching for all our pupils.
- Provide targeted intervention and support to quickly address identified gaps in learning.
- Provide social and emotional support for pupils to ensure they are able to access their learning.
- Use targeting funding to ensure that all pupils have access to trips, residential and enrichment activities.

Challenges

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

Challenge number	Detail of challenge
1	Children have been impacted by partial school closure and the ability to engage with remote learning.

2	Children make slower progress in Key Stage 2.
3	Children have low self-esteem and find managing emotions a challenge.
4	Children have limited access to wider school activities.

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
Children who have been impacted by school closure to be given interventions in order to accelerate progress.	<p>Targeted Interventions have been identified based upon assessment data.</p> <p>Interventions used close gaps in pupil's learning and the impact of each intervention will be tracked to ensure that we are closing the gaps.</p> <p>Assessments will be used to monitor the impact of interventions delivered.</p>
Teaching and learning in Key Stage 2 to be supported by investment in promising projects, teacher development and training.	All learning in key stage 2 effectively addresses the needs of pupils and leads to good progress from individual starting points.
Some children experience periods of low self-esteem, and they would benefit from support in managing their emotions.	Children to have access and use pastoral support, mental health and well being opportunities, ELSA and Forest school.
Disadvantaged pupils develop the necessary cultural capital, preparing them for success in their next phase of education and in life outside/beyond school.	Visits including residentials paid for, for disadvantaged children. Music lessons, instruments, and PE clubs paid for.

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: £2000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</p> <ul style="list-style-type: none"> Interventions training 	<p>EEF analyses the impact that different intervention has on pupil progress. This will be used to evaluate the interventions purchased.</p> <p>The EEF guidance 'Special Educational Needs in Main Stream School' will be used to guide our approach to interventions. The guidance says 'Complement high quality teaching with carefully selected small-group and one-to-one interventions'.</p>	1 and 2.
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</p> <ul style="list-style-type: none"> Maths and English CPD for staff to support high quality teaching for all. 	<p>The EEF guidance suggests that teachers should 'Ensure all pupils have access to high quality teaching'.</p>	1 and 2

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

Budgeted cost: £ 7215.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions to support language development, literacy, and numeracy</p> <ul style="list-style-type: none"> Mathematics Interventions 	<p>EEF support that small group tutoring has a positive impact on pupils progress.</p>	1 and 2

Interventions to support language development, literacy, and numeracy	EEF support that small group tutoring has a positive impact on pupils progress.	1 and 2
<ul style="list-style-type: none"> • Reading Interventions 		
Interventions to support language development, literacy, and numeracy	EEF support that small group tutoring has a positive impact on pupils progress.	1 and 2
<ul style="list-style-type: none"> • Writing Interventions 		

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

Budgeted cost: £4000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs. <ul style="list-style-type: none"> • ELSA intervention – aim to increase the number of ELSA trained TAs • Drawing and talking therapy • Lego Therapy 	Children need to feel safe and secure in themselves and school to have the ability to learn. The EEF say that 'Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.'	3
Supporting pupils' social, emotional and behavioural needs. <ul style="list-style-type: none"> • Outdoor Learning 	Being outside and interacting with nature have been shown to have positive impacts on mental health and well-being.	3

<p>Extracurricular activities, including sports, outdoor activities, arts, culture and trips.</p> <ul style="list-style-type: none"> • Access to wider school activities 	<p>The Education Inspection Framework states “Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education.”</p>	<p>4</p>
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Total budgeted cost: £ 13215.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Outcome	Impact
Children who have been impacted by school closure to be given interventions in order to accelerate progress.	<p>Results of PP children across the school:</p> <p><u>Year 6:</u></p> <p>Reading: 67%</p> <p>Writing: 0%</p> <p>Maths: 0%</p> <p><u>Year 2:</u></p> <p>Reading: 100%</p> <p>Writing: 100%</p> <p>Maths: 100%</p> <p><u>Reception:</u></p> <p>Reading: 0%</p> <p>Writing: 0%</p> <p>Maths: 0%</p> <p>Teaching assistants delivered structured interventions in the core subjects which helped pupils to make progress from their starting points.</p>
Teaching and learning in Key Stage 2 to be supported by investment in promising projects, teacher development and training.	We have invested in a number of teaching and learning apps to support the pupils recall of knowledge. These include Times Table Rockstars, SPAG.com and Spelling Frame.

	<p>Pupils have been motivated to practise their fluency recall using the apps.</p> <p>We have invested in additional interventions to help us address gaps in pupil’s learning. These include the Hatcher Sound Linkage programme and the Number Stacks intervention programme.</p> <p>Professional development linked to children’s social and emotional wellbeing has allowed us to develop our understanding of pupil’s wellbeing and enabled us to respond to their needs quickly to ensure all pupils are ready to learn.</p>
<p>Children have low self-esteem and find managing emotions a challenge.</p>	<p>Where needed pupils were able to access to ELSA and this helped to ensure that they were ready to learn. The sessions helped some of our pupils to remain regulated.</p> <p>Additional training on interventions such as Lego Therapy and Drawing and Talking therapy has increased the number of interventions we can use to support pupils social and emotional barriers to learning.</p> <p>All pupils experienced Forest School learning activities throughout the year. This helped them to develop a range of social, emotional and teamworking skills which they could apply in the classroom.</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
ELSA	ELSA Support
Times Table Rockstars	Maths Circle Ltd

SPAG.com	SPAG.com
Spelling Frame	Spellingframe.co.uk