

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Gotham Primary School
Number of pupils in school	154
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020-2024 (delayed due to Pandemic)
Date this statement was published	29.11.2023
Date on which it will be reviewed	November 2024
Statement authorised by	Janette Allen
Pupil premium lead	Marta Kenny
Governor / Trustee lead	Linda Dale/ Jennie Walker

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33465
Recovery premium funding allocation this academic year	£3444
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£36909

# Part A: Pupil premium strategy plan

## Statement of intent

At Gotham Primary School, it is our intention that every child, irrespective of their background or the challenges they face, will flourish and develop a love of learning. Our approach in teaching and learning reflects our school culture, one of metacognition and self-regulation. We aim to equip all children with the tools to: activate their prior knowledge, plan, monitor and evaluate, and have the resilience to want to improve. Children reflect on their own work and the work of others so that we are:

**Being the best we can be together!** Our Mission Statement.

Our broad overarching objective for disadvantaged pupils at Gotham primary School is that when they leave our school, their attainment is no different to that of non-disadvantaged pupils, and as such are ready for their transition to secondary school.

To support this objective our foci are:

- Reading attainment – ensuring children achieve better than the expected average for all pupils including PP pupils.
- Writing attainment – writing attainment is better than pre-Covid data and is better than the expected average for all pupils including PP pupils.
- Pupil Premium participate in enrichment activities.

Gotham Primary School uses research-based evidence to support decision-making when spending our allocated Pupil Premium Grant (PPG). National research shows that the academic gap between disadvantaged and non-disadvantaged pupils has widened further due to the effects of Covid-19. Current international and national, and bespoke research have determined the foci in supporting our Pupil Premium pupils, and in narrowing the gap.

Our Pupil Premium Strategy Statement uses the tiered approach, highly recommended by the EEF.



It is our intent to ensure an effective teacher is in front of every class, believing **“Every teacher needs to improve, not because they are not good enough, but because they can be even better.”** Dylan William.

We therefore use some of our PPG to invest in professional development, training and support.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, phonics screening, observations and monitoring have highlighted pupils' early reading experiences are below our expectations and National standards.
2	Our internal assessments throughout school indicate that writing attainment continues to be a concern (since 2020) particularly for PP pupils.
3	Our research, observations and discussions with pupils and families have identified executive functioning delay in most pupils, particularly PP pupils. For example, 44% of PP pupils showed delays in memory and recall, compared with 39% non-PP pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
4	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Our latest data shows that attendance for some PP pupils is still an issue. 15.79% are still persistently absent compared with 8.39% for non-PP children. Our assessments and observations indicate that absentee-ism is negatively affecting disadvantaged pupils' progress.
6	Our observations and discussions with pupils and families have identified limited life experiences and opportunities to join enrichment 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
Improved early reading attainment for all pupils, particularly our disadvantaged pupils.	<p>2023-24 Year 1 phonics screening to be in align or better than the expected average for all pupils including PP pupils.</p> <p>The gap between PP and non-PP pupils will close.</p> <p>Pupils' enjoyment in reading is evident from sources such as parent surveys, reading engagement, pupil interviews and ongoing formative assessment.</p> <p>KS2 reading outcomes in 2023/24 show that more than 80% of disadvantaged pupils met the expected standard.</p>
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2023/24 show that more than 70% of disadvantaged pupils met the expected standard.

Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2023/24 demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations, improved attendance, improve academic progress
Support executive functioning development in all pupils especially disadvantaged pupils.	Assessments and observations indicate significantly improved executive functioning. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil interviews, ongoing formative assessment and external assessments.
Provide opportunities to broaden life experiences and enrichment.	Parental surveys, monitoring, observations and pupil voice indicate PP pupils' increased participation in enrichment opportunities.
PP persistent absentee-ism reduces so it is at least in line with national figures.	Attendance data shows persistent absentee-ism has reduced in line with national figures.

## 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: £12194

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Training to support high quality teaching of spelling and phonics (using Syllables and Sounds)</i>	EEF – Improving Literacy in Key Stage One (strand 3,8) Improving Literacy in Key Stage 2 (strand 2, 7) The Art & Science of Primary Reading – Christopher Such Graham & Santangelo's (2014) work on spelling indicated that spelling improved more effectively through specific instruction (Reading Ape 2023)	1, 2, 3, 4, 5
<i>Training to support high quality teaching of phonics (organising bespoke programmes)</i>	EEF – Improving Literacy in Key Stage One (strand 3,8) Improving Literacy in Key Stage 2 (strand 2, 7) The Art & Science of Primary Reading – Christopher Such	
<i>Training &amp; implementing strategies to improve attendance</i>	EEF Rapid Attendance Interventions (March 2022) Securing Good Attendance & Tackling Persistent Absence _ Ofsted (February 2022) Ofsted Improving School Attendance (2023) Ofsted Working together to improve Attendance states in the academic year of 2021-2022 Pupil Premium children had an average of 21 days absence while non-pp children had an average of 12 days absence.	1-7

	Attend Framework Nesta report November 2023	
<i>Training in supporting &amp; implementing Executive Functioning within classroom (using LTP)</i>	<p>Affluence versus impact (Nesta Report November 2022)            “We also found some surprises in the data. On average, children on free school meals in more affluent areas actually have poorer results than those on free school meals in more deprived areas.”</p> <p>EEF – Metacognition &amp; Self-Regulated Learning (all strands)            EEF Social &amp; Emotional Learning Guidance Report (recommendations 1-6)            From Best Practices to Breakthrough Impacts – The Center on the Developing Child – Harvard University            Fear is the Mind Killer – James Mannion &amp; Kate McAllister            Powerful Teaching – Unleash the Science of Learning – Pooja Agarwal &amp; Patrice Bains            Zones of Regulation</p>	1-7

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

Budgeted cost: £19400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Use phonic intervention and Early Reading Strategies targeted for disadvantaged pupils who require further support</i>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</p>	1, 2, 3, 4
<i>Use spelling intervention using Sounds &amp; Syllables Strategies targeted for disadvantaged pupils who require further support</i>	<p>Spelling approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted spelling interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Graham &amp; Santangelo’s (2014) work on spelling indicated that spelling improved more effectively through specific instruction (Reading Ape 2023)            Improving Literacy in KS2 Education Endowment Foundation   EEF</p>	1, 2, 3, 4
<i>Use intervention using retrieval practice strategies</i>	<p>Retrieval Practice strategies have been proven to support long-term memory and automaticity.</p>	4, 5

	EEF blog –Retrieval Practice – Common Place or Common Sense Powerful Teaching – Unleash the Science of Learning – Pooja Agarwal & Patrice Bains	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5310

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Whole staff training on behaviour management and well-being approaches with the aim of developing our school ethos across school. Behaviour as part of the Curriculum</i>	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a> EEF – Metacognition & Self-Regulated Learning (all strands) EEF- Improving Behaviour in Schools Guidance Report (recommendations 1-6) EEF Social & Emotional Learning Guidance Report (recommendations 1-6) EEF small group tuition	4, 7
<i>Use of self-regulation strategies to support targeted interventions to develop self-esteem &amp; resilience</i>	EEF Social & Emotional Learning Guidance Report (recommendations 1-6)	4, 5, 7
<i>Cultural capital experiences – trips including residential are free for PP pupils. No cost for school extra-curricular activities.</i>	Ofsted research 2019 places emphasis on improving cultural capital, particularly disadvantaged pupils Recht & Leslie demonstrated how cultural capital affects reading comprehension. Governor pupil voice questionnaire (2023)	2, 4, 6, 7

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

## Pupil premium strategy outcomes

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

Intended outcome	Success criteria
Improved early reading attainment for all pupils, particularly our disadvantaged pupils.	75% children passed phonics screening compared with 72% non-PP children.
Improved writing attainment for disadvantaged pupils at the end of KS2.	100% of Pupil Premium children eligible had made progress in writing against Key Stage 1 data. 57% of children were at the expected level by the end of Key Stage 2 compared with 50% of PP children in 2021-22. Although there is a still a significant gap between PP children & non PP children achieving expected, this gap has decreased by 22%
Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	PP persistent absenteeism 15.79% during 2022-23 compared to 25% in 2021-22 Newly trained ELSA
Provide opportunities to broaden life experiences and enrichment.	100% of Pupil premium children attended residential compared 75% from previous residential
PP persistent absentee-ism reduces so it is at least in line with national figures.	PP persistent absenteeism 15.79% during 2022-23 compared to 25% in 2021-22

Due to the size of cohort, KS1 data has not been included.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	

### Further information (optional)

*Gotham Primary will continue to develop metacognition, self-regulation and retrieval practices throughout the curriculum. Our aim is to equip all of our children as independent learners throughout their time here and beyond.*