

Pupil premium strategy statement – Gnosall St Lawrence CE Primary Academy

This statement details our school's use of pupil premium and recovery premium funding for the 2024 to 2025 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	Gnosall St Lawrence CE Primary Academy
Number of pupils in school	279
Proportion (%) of pupil premium eligible pupils	20.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Kirsten Sweet
Pupil premium lead	Kirsten Sweet
Governor / Trustee lead	Grenville Knights

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,520
Recovery premium funding allocation this academic year	Not applicable
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£61,520

Part A: Pupil premium strategy plan

Statement of intent

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. In most cases, the Pupil Premium is allocated to schools and is clearly identifiable. Eligibility is outlined in a variety of ways including benefits a household may receive, free school meals, children in local authority care or recently in local authority care and service children. For the year 2024-5 PPG funding is an additional £1385 per eligible child with £2410 awarded for children who are currently LAC.

Further information can be obtained by accessing the following document: Pupil premium: conditions of grant 2021 to 2022 for local authorities - GOV.UK (www.gov.uk)

Schools are free to spend the Pupil Premium as they see fit. However, they will be held accountable for how they have used the additional funding to support pupils from low-income families. When deciding how to spend the pupil premium grant, it is important that we look at the potential barriers to learning which may be faced by children in receipt of pupil premium in the context of our school. The reasons for potential underachievement are many and varied and include reduced support at home, social and emotional difficulties due to complex family situations, young carers, parent illness, specific learning difficulties or attendance and punctuality issues. Each child entitled to the pupil premium grant is unique in its situation and our response to its needs must reflect this.

At Gnosall St Lawrence Primary Academy, in line with our motto 'Working together, with Jesus beside us, to achieve our potential' we aim to build expertise, which will enable us to provide a highly personalised programme of learning and support, which will help ALL children to overcome barriers to learning and reach their targets at the end of each academic year. Our primary objective in using the pupil premium grant is to narrow the attainment and achievement gap between those entitled to pupil premium and those not.

Children at Gnosall St Lawrence Primary Academy achieve and attain well, often in line or above those expected nationally. However, some children in receipt of pupil premium do not always attain as well as those who are not entitled to the pupil premium grant nationally. We aim to diminish this difference for our children.

We consider the EEF guidance in developing and sustaining our strategy:



We will ensure that:

- A high profile is given to Pupil Premium Pupils.
- All staff are accountable for the attainment and progress of children in receipt of the pupil premium grant.
- The Governing Body and Senior Leadership Team challenge and champion for children in receipt of the pupil premium grant

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment and Progress of PP children</p> <p>Ensuring teaching and learning is good or better for every child through quality first teaching in every class.</p> <p>Closing the attainment gap between disadvantaged pupils and their peers improving attainment in reading, writing and maths at both the expected and the higher standard for disadvantaged children.</p> <p>To target 1:1 academic support for identified PP pupils including interventions for core subject catch up.</p> <p>Small group interventions & pre teaching: Targeted additional English and Maths teaching for pupils who are below age-related expectations using both Teachers and TA's.</p>
2	<p>Access to the Wider Curriculum providing additional opportunities for Personal Development.</p> <p>To ensure the wider needs of all PP pupils are met. This includes access to wider curriculum opportunities, holiday clubs, uniform, music tuition, emotional wellbeing sessions, mentoring and nurture.</p>
3	<p>Social and Emotional Needs / Mental Health</p> <p>Many of our PP pupils have social and emotional issues notably due to a lack of enrichment opportunities during school closure.</p> <p>These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased since the pandemic. Since Covid-19, the number of pupils who require, or have received additional support with social and emotional needs, including the emotional wellbeing project, and time with our designated trained staff.</p>

4	Attendance - Addressing non-academic barriers to attainment If children are not in school, they cannot learn and the gap widens. If children do not build resilience through regular attendance, there are implications for understanding and applying that skill in the workplace. Access to ICT if education were to become either remote (because of bubble closure or local lockdown). Attendance data over the last year indicates that attendance among disadvantaged pupils remained slightly below ?%. Disadvantaged pupil's attendance 2023-2024 was ?%. This was lower than non-disadvantaged pupils ?%
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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
<p>Improve the attainment of PP children to close the gap with their non-PP peers at ARE in core subjects at the end of KS1 and KS2 by:</p> <p>Improve the vocabulary development of disadvantaged children. Improve disadvantaged children's reading comprehension skills. Improve content of disadvantaged children's independent writing. Improve disadvantaged children's application of spelling patterns when working independently. Improve disadvantaged children's instant recall of number facts. Improve disadvantaged children's problem solving and reasoning skills.</p>	<p>Close the attainment gap between disadvantaged pupils and their non-disadvantaged peers so that in end of Key Stage assessments, disadvantaged pupils in our school achieve in line with their non-disadvantaged peers.</p> <p>Progress scores for disadvantaged children will be positive at the end of Key Stage 2.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing in 2024-5 will be demonstrated by:</p> <ul style="list-style-type: none"> - qualitative data from student voice, student and parent surveys and teacher observations - a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Attendance data will clearly demonstrate impact. Increased attendance will clearly evidence impact on attainment. Sustained high attendance from 2023-24 will be demonstrated by:</p> <ul style="list-style-type: none"> - both PP and non-PP children's attendance will remain over the 95% figure.

	- The gap between the attendance percentages for PP and non-PP pupils decreases.
Effective use of small group booster sessions to plug gaps in knowledge and skills.	Effective use of Interventions & Analysis of tracking systems and Pupil Progress Meetings to identify pupils and priorities for their learning. Effective use of pre- tutoring for individuals and small groups.
Staff training is aligned to SDP and PP priorities	Effective use of Interventions & Analysis of tracking systems and Pupil Progress Meetings to identify pupils and priorities for their learning
Children, especially those eligible for Pupil premium have increased access to financial support and enrichment learning opportunities and gain wider life experiences.	Effective use of visits and visitors funded to gain wider life experiences and raise future aspirations. Specific children eligible for Pupil Premium access targeted for support with healthy living, healthy minds, learning instruments, broadening life experiences through school trips, attendance to wrap around care and uniform

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: £18,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rigorous phonics teaching through the Read, Write, Inc programme. Children are placed in homogenous groupings relevant to their current phonic knowledge. Staff delivering the RWI programme receive 3 half-hour coaching sessions per	EEF states that phonics has a high impact on outcomes for disadvantaged children (+5 months) when taught explicitly and systematically, and when targeted to develop their current level of phonic knowledge. Phonics EEF	1

<p>half term, have access to an online CPD platform that can be accessed at any time and receive two RWI development days per year.</p>		
<p>Explicit teaching of vocabulary and comprehension through Read, Write, Inc programme and through English journeys with specific focus on reading domains.</p>	<p>EEF research on individualised instruction shows that it can have an impact of +4 months.</p> <p>All reading tasks are delivered at an appropriate level of cognitive challenge to ensure that disadvantaged learners' needs are met.</p> <p>Oral language interventions EEF</p> <p>One to one tuition EEF</p> <p>EEF research on direct teaching of reading comprehension strategies shows an impact of +6 months.</p> <p>Alongside phonics teaching, it is a crucial component of early reading instruction.</p> <p>Individualised instruction EEF</p>	<p>1</p>
<p>Daily story-time led by the class teacher with a focus on vocabulary development. Texts are chosen carefully to ensure that they are high quality with a breadth of vocabulary, but which will also foster a love and enjoyment of reading.</p>	<p>EEF guidance reports on 'Improving Literacy in KS1' and 'Improving Literacy in Key Stage 2' both refer to the importance of developing children's language skills.</p> <p>Improving Literacy in Key Stage 1 EEF</p>	<p>1</p>
<p>Explicit teaching of spelling patterns with opportunities to apply this in extended written tasks.</p> <p>This takes place in RWI lessons through Fred Fingers, Hold a Sentence, Build a Sentence, Proofread and the long writing task.</p> <p>Once children complete the RWI Phonics programme, they follow the RWI Spelling programme which covers all aspects of spelling from the National Curriculum.</p> <p>Spelling is a focus of direct feedback within the lesson.</p>	<p>EEF research on individualised instruction shows that it can have an impact of +4 months.</p> <p>All spelling tasks are delivered at an appropriate level of cognitive challenge to ensure that disadvantaged learners' needs are met.</p> <p>EEF research on direct feedback shows an impact of +6 months.</p> <p>Individualised instruction EEF</p>	<p>1</p>
<p>Opportunities to practice instant recall of number facts through 'speedy morning maths' activities and use of iPads to access relevant apps.</p>	<p>EEF report, 'Improving Mathematics in KS2 and KS3' details the importance of children developing a fluent recall of facts as part of a rich network of mathematical knowledge.</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF</p>	<p>1</p>
<p>Explicit teaching of problem solving and reasoning in maths with a focus on identifying key vocabulary.</p>	<p>EEF report, 'Improving Mathematics in KS2 and KS3' details the importance of direct teaching of problem solving and</p>	<p>1</p>

	reasoning to allow children to develop these skills. Improving Mathematics in Key Stages 2 and 3 EEF	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £34,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant support within the whole-class lesson to support disadvantaged children in accessing the learning tasks. This allows the children to 'keep up, not catch up'. Teaching Assistants are trained to deliver RWI to the same level as teachers. They lead groups supported by the Reading Leader.	EEF research shows that TAs working with targeted groups can have an impact of +4 months. Making Best Use of Teaching Assistants EEF	1 2 3
Teaching Assistants deliver structured interventions within the school day, working on specific barriers to learning as identified by assessment.	EEF research shows that small group tuition can have an impact of +4 months. EEF research on one-to-one tuition shows that it can have an impact of + 4 months. Small group tuition EEF	1 2 3 4
Teaching Assistants deliver the NELI programme in YR to identified children.	EEF research on one-to-one tuition shows that it can have an impact of + 4 months. EEF research shows that oral language interventions can have an impact of +6 months. One to one tuition EEF	1
Identified disadvantaged children will receive one-to-one or small group tutoring outside of the school day to close attainment gaps.	EEF research shows that small group tuition can have an impact of +4 months. EEF research on one-to-one tuition shows that it can have an impact of + 4 months. EEF research on extending school day shows an impact of +3 months Small group tuition EEF	1 2 3 4

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

Budgeted cost: £8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
All educational visits are funded for disadvantaged children.	EEF research shows that arts participation and physical activity can have an impact on the development of disadvantaged children. Arts participation EEF	2
All disadvantaged children are offered funded extra-curricular activities such as sports clubs and peripatetic music lessons.	EEF research shows that arts participation and physical activity can have an impact on the development of disadvantaged children. Aspiration interventions EEF Arts participation EEF	2
Improve the quality of social and emotional (SEL) learning. Whole school project weeks, Emotional wellbeing sessions per week; offering ELSA Project Nurture focused work Mental wellbeing week Anti-bullying week	Social and Emotional Learning (EEF) There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) Metacognition and self-regulation EEF Social and emotional learning EEF The emotional wellbeing intervention was originally developed within Southampton, then Hampshire, by Sheila Burton, Educational Psychologist. It was designed to build the capacity of schools to support the emotional needs of their pupils from within their own resources. This is achieved by training teaching assistants to develop and deliver individualised support pro-grammes to meet the emotional needs of children and teenagers in their care. It recognises that children learn better and are happier in school if their emotional needs are also addressed. This intervention is now widely implemented by educational psychologists across Britain.	3
Improved attendance; celebrations and awards	Embedding principles of good practice set out in the DfE's Improving School Attendance advice. 1, 2, 4 8 DfE: Missing school for just a few days a year can damage pupils' readiness for their next stages in learning, according to a new	4

	report published by the Department for Education. Department for Education (publishing.service.gov.uk) Department for Education launches new initiatives to tackle... EEF	
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Total budgeted cost: £61,520

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Impact of Pupil Premium expenditure 2023-2024

Quality First Teaching				
Desired outcome	Strategy / intervention	Impact	Next steps	Cost
Improve the progress made by PP children so that it closes the attainment gap between them and their non-PP peers.	Teachers work with Teaching Assistants to provide support in class, in small groups and through one-to-one interventions to address barriers/gaps to learning.	SLT used data to monitor attainment and progress of PP children. See table below for internal teacher assessment data.	Continue to focus on progress from starting points with the addition of improving attainment at end of each Key Stage.	£
Targeted support				
Desired outcome	Strategy / intervention	Impact	Next steps	Cost
Improve the progress made by PP children so that it closes the attainment gap between them and their non-PP peers.	Teaching Assistants to work with all PP children, either one-to-one or in small groups, on intervention work on identified targets.	SENCO and SLT used data to monitor progress of PP children. From their individual starting points, 87% of PP children made at least expected progress in reading, writing and maths.	Continue to focus on progress from starting points with the addition of improving attainment at end of each Key Stage.	£

Support pupils' self-esteem, confidence and well-being	Provide financial support via full payment of all residential trips, educational visits and two extra-curricular activities in order to ensure full exposure to the enrichment, as well as the entitlement, of the wider curriculum.	PP children benefited from the full breadth of the curriculum in school as well as extra-curricular opportunities. Pupil questionnaires in whole school forum showed that children feel happy and enjoy school.	Continue to ensure that PP children benefit from the same breadth of life experience as non-PP children.	£
			Total expenditure	£

Disadvantaged pupil uptake of extra-curricular clubs: 62%

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?	£1,005
What was the impact of that spending on service pupil premium eligible pupils?	Very low amount so not possible to identify impact of this funding alone.

Further information (optional)

Attainment and progress of disadvantaged children is tracked carefully throughout the school year. This group is the focus of discussions within pupil progress meetings between SLT and class teachers to identify barriers to learning and plan how to address them.

The Pupil Premium link governor meets with the Pupil Premium Lead each term to discuss progress against this strategy.

Data - 2024

EYFS Profile – 89% PPG children reached GLD

Y1 PSC – 100% PPG children passed the phonics screening check

Key Stage 2 data 2024

Pupil groups	Pupils	Reading SS	Reading VA	Writing SS	Writing VA	Maths SS	Maths VA	GPS SS	GPS VA
All pupils	39	107.2	+0.7	105.0	+2.6	107.7	+2.1	107.2	+0.5
Female	16	107.7	+0.3	106.0	+2.0	105.8	+0.7	107.1	-1.1
Male	23	106.8	+1.1	104.2	+3.1 ●	109.0	+3.1 ●	107.2	+1.8
Higher	21	110.7	+1.5	107.8	+3.0	109.3	+1.2	110.2	+0.8
Middle	13	104.1	-0.8	101.9	+1.0	106.8	+2.5	104.5	-0.3
Lower	2	94.0	+1.7	97.0	+7.8 ●	101.0	+8.8 ●	95.5	+2.8
FSM6	5	104.0	+0.9	102.6	+2.7	107.4	+5.6 ●	106.2	+3.6 ●
Not FSM6	34	107.7	+0.7	105.4	+2.6	107.7	+1.6	107.3	+0.2