

Pupil Premium strategy statement – King’s Academy Gomer

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	239
Proportion (%) of pupil premium eligible pupils	28% (67) 17% (40) - FSM(+E6) 11% (27) - Service (+E6) 0.41%(1) - LAC
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022-2025
Date this statement was published	Three year strategy: September 2022 Current academic year published: September 2023
Date on which it will be reviewed	Current academic year strategy reviewed: July/September 2024 Three year strategy reviewed: July 2025
Statement authorised by	Georgina Mulhall, Executive Headteacher
Pupil premium lead	Deb Sewell
Governor / Trustee lead	Nick Almond

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71, 120
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
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>	£71, 120

Part A: Pupil premium strategy plan

Statement of intent

Our aspiration is to ensure equity of opportunity, experience, life chances and outcomes for all pupils - we recognise that learners achieving age-related expectations embedded within the development of the whole child is the greatest impact we can have on our disadvantaged and service community. Our approach builds upon relevant research (EEF, Sir John Dunford, Marc Rowland and Government documentation on Service Pupil, Premium: examples of best practice) using it alongside our robust and thorough understanding of our learners to make informed decisions about the effective use of funding.

Our strategy is a three tiered approach (as recommended by EEF, June 2019):

1. High quality for teaching and learning for all
2. Targeted support through specific interventions linked to overcoming barriers to learning
3. Wider strategies to support pupils who experience socio-economic disadvantage

As well as a school strategy, each phase within our organisation (primary, secondary and special) has personalised strategic plans that align to the GFM strategy and meet the needs of their community ensuring a positive impact on learner outcomes.

Challenges

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

Challenge number	Detail of challenge
1.	Tier 1 - teaching Enabling all disadvantaged learners to receive quality first teaching, in all learning environments
2	Tier 1 - teaching Our assessments and observations indicate that the education and wellbeing of some of our disadvantaged pupils has been impacted by historic (COVID-19) partial school closures and the impact of socio-economic changes to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
3	Tier 1 - teaching Whilst there is some evidence of a diminishing gap between disadvantaged and non-disadvantaged pupils in their time across KS2, the gaps still remain with English and Maths and against national data and with Teacher Assessments across KS2.
4	Tier 2 - targeted academic support Some pupils do not have gaps in their learning identified early enough, therefore the gap can widen.
5	Tier 2 - targeted academic support Some pupils who have SEND and are in receipt of Pupil Premium do not make sufficient progress to meet age related expectation and/or make progress from their start points
6	Tier 3 - wider strategies Poor attendance adversely affects the progress and attainment of some pupils.
7	Tier 3 - wider strategies The impact of societal and family circumstances e.g. socio-economic disadvantage, on-going cost of living crisis and parent deployment (Service) is having a negative impact on some pupils mental health and well-being. This may have a detrimental effect on their attitudes towards school (attendance, behaviours, attitudes towards learning) <i>(during times of deployment or when the parent works away, the ongoing</i>

	<i>impact of COVID-19 on some pupils mental well-being and health as well as their interactions with their peers)</i>
8	Tier 3 - wider strategies Pupils' access to the wider school curriculum is at times limited and inconsistent across school e.g. after school clubs.

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
Tier 1 - teaching 'Good' teaching and learning to enable pupils to make sound progress in maths, writing and reading across the key stage.	<ul style="list-style-type: none"> - High-quality Professional learning that impacts directly on quality of teaching - Teaching will be at least good or better, reflecting all of the teaching standards. - Gaps in learning will be identified early, ensuring early intervention. - Assessments will ensure that all pupils are challenged and supported. - % of disadvantaged pupils achieving ARE/GDS will continue to improve narrowing the gap to national outcomes. - Pupils will make at least expected progress against their on entry starting points.
Tier 1 - teaching Improve attainment and progress in maths, reading and writing (including spelling), ensuring end of Year 6 data is in line with KS1 data	<ul style="list-style-type: none"> - End of KS2 results will show that more disadvantaged pupils are meeting the expected standard in Reading, Writing & Mathematics (R, W & M) - End of KS2 results will show that more disadvantaged pupils are making expected progress in R, W & M based upon their KS1 data - There will be a diminishing gap between the progress and attainment of disadvantaged pupils and their non-disadvantaged peers across their time in KS2.
Tier 1 - teaching Improve standards and outcomes in maths, reading and writing so that combined is in line with at least national average	<ol style="list-style-type: none"> 1. End of KS2 results will show that more disadvantaged pupils are working at Age Related Expectations across all three subjects (combined) 2. End of KS2 results will show that our pupils are 'at least' in line with national average for ARE across all three subjects (combined) 3. There will be a diminishing gap between the progress and attainment of disadvantaged pupils

	and their non-disadvantaged peers in all year groups
<p>Tier 1 - teaching</p> <p>The reconceptualisation of teaching and learning following the pandemic and the academic and emotional impact this has had on those who are in receipt of Pupil Premium</p>	<ul style="list-style-type: none"> - Any negative impact of partial school closure will be addressed rapidly to ensure that children do not have gaps in their learning and can make rapid progress from their starting point. - Children will make at least good progress - A rich curriculum offer will ensure that children are prepared for their next steps in learning. - The effective use of technology will be used to personalise learning and provide a blended offer where appropriate
<p>Tier 2 - targeted academic support</p> <p>To support and improve outcomes for learners with SEND and/or SEMH needs.</p>	<ul style="list-style-type: none"> - As a consequence of targeted, personalised interventions, SEND /SEMHpupils will make small steps progress from their starting points, both in academic and social and emotional development. This will be reflected in increase in standardised scores (Renaissance scores), improvement in attitudes towards learning (ImpactEd, pupil conferencing) - Effective deployment of staff to support these pupils, including the use of Trauma Informed Practitioners, inclusion Lead, pastoral team etc.
<p>Tier 2 - targeted academic support</p> <p>To diminish the difference in the attainment gap between disadvantaged and non-disadvantaged pupils who have been impacted by school closures and subsequent socio-economic changes.</p>	<ul style="list-style-type: none"> - Any negative impact of partial school closure/socio-economic changes will be addressed rapidly to ensure that children do not have gaps in their learning and can make rapid progress from their starting point. - Children will make at least good progress - Gaps in learning will be identified early, ensuring early intervention. - Improve progress and attainment in core subjects where gaps have grown or developed - Increase curriculum opportunities where these have been missed during lockdown
<p>Tier 3 - wider strategies</p> <p>For attendance to be at a minimum of 95% and for the percentage of persistent non-attendees to be reduced.</p>	<ul style="list-style-type: none"> - Higher rates of attendance for all pupils, but in particular those in receipt of PP. - At the end of year, school attendance figures will be at least in line with National average - The percentage of persistent non-attendees to be significantly reduced, especially for our disadvantaged pupils.
<p>Tier 3 - wider strategies</p>	<ul style="list-style-type: none"> - Any negative effects on pupils ' well-being will be addressed rapidly to ensure that children do not

<p>To minimise the impact on pupils emotional well-being due to personal circumstances e.g. <i>during times of deployment or when the parent works away, the impact of Covid-19 on some pupils mental well-being and health,</i></p>	<p>have gaps in their learning and can make rapid progress from their starting point.</p> <ul style="list-style-type: none"> - Pupils are able to self regulate and signposting supports access to manage pupil wellbeing
<p>Tier 3 - wider strategies</p> <p>To improve disadvantaged pupils access to cultural capital through the extended school provision</p> <p>To provide a range of enrichment opportunities for those pupils in receipt of Pupil Premium</p>	<ul style="list-style-type: none"> - Key tracking of PP learners access to clubs - Ensure both the academic curriculum and extended curriculum allow opportunities for all pupils to have access to cultural capital - Ensure access to onsite and off site opportunities through trips and visits

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: £21, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue to develop a professional learning programme with a focus upon Inclusion and the impact of deprivation as well as quality first teaching.</p> <ul style="list-style-type: none"> - PDMs (<i>this is to include a focus on QFT, analysis of data, best practice for our disadvantaged pupils and those</i> 	<p>The best available research indicates that great teaching is the most important lever schools have to improve pupils attainment. It is important that schools consider how children learn, with teaching approaches that ensure long term retention of knowledge, fluency in key skills and confident use of metacognitive strategies are crucial.</p> <p>Whole school/ Trust level PL delivered to support staff's understanding of both Teaching standard 5 and the Impact of deprivation upon pupil outcomes</p> <p><u>Effective Professional Development</u></p>	<p>Tier 1 challenge 1,2& 3</p> <p>Tier 2 challenge 4 & 5</p>

<p><i>in receipt of Pupil Premium, supporting pupils with SEND)</i></p> <ul style="list-style-type: none"> - Inset days - Training Thursdays 	<p>NFER building block 1 (whole-school ethos of attainment for all) and 3 (high quality teaching for all) form part of the building blocks in successful raising attainment for disadvantaged pupils.</p> <p>Rowland (The Pupil Premium), clearly states that consistently excellent teaching is key to closing the disadvantaged gaps.</p>	
<p>Teachers to be well informed to identify gaps and generate next steps in pupils learning</p> <ul style="list-style-type: none"> - Purchase of diagnostic tools e.g. Times Tables Rockstars, Bedrock and Renaissance diagnostic tools - SLT coaching staff/subject leads on analysis of data and creating actions from that to inform High Impact Teaching Plans. 	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>NFER building block 4 (meeting individual learning needs) state that staff seek to understand gaps in learning and then seek the best strategies to support the child's next step in learning.</p> <p>Rowland (Learning without labels) states that when managed effectively, additional adults can have a positive effect when overseen and work closely with qualified staff. This links to NFER building block 5 where it talks about deploying staff effectively and training and supporting teaching assistants to support pupils' learning. This is supported by research led by Johnathan Sharples, where findings show that..high quality training and support from teachers and senior leaders is crucial to makingTA interventions work.</p>	<p>Tier 1 challenge 1, 2, & 3</p> <p>Tier 2 challenge 4 & 5</p> <p>Tier 3 challenge 7</p>
<p>Embedding of Let's Think English programme and using these principles across the curriculum.</p> <ul style="list-style-type: none"> - PDMs throughout the year on metacognition; - observations and follow ups on delivery of Let's Think English 	<p>Evidence suggests that the use of and teaching of metacognitive strategies can be the equivalent of +7 months progress, and that such skills are taught in subject specific content as pupils otherwise find it hard to transfer these generic tips to specific tasks. This is reiterated by Marc Rowland (<i>Addressing educational disadvantage 2021</i>)</p> <p><u>Metacognition and Self-regulated Learning EEF</u></p> <p>Evidence on the effects of cognitive accelerations indicates that Cognitive Acceleration intervention has a positive, permanent effect on children's general cognitive ability,</p> <p><u>The Adey Report - Let's Think in English</u></p> <p><u>The Effects of Cognitive Acceleration – and speculation about causes of these effects.</u></p>	<p>Tier 1 challenge 1, 2, & 3</p> <p>Tier 2 challenge 5</p> <p>Tier 3 challenge7</p>

	Marc Rowland states that it is particularly important to improve the meta-cognition of low-attaining pupils as it contributes to securing understanding, commits learning to the long term memory as well as develops their own independent learning skills, thereby reducing reliance on adults. <i>(Addressing educational disadvantage 2021)</i>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Bedrock and Renaissance - diagnostic tools to identify gaps in pupils academic work to support teachers in targeting next steps	<p>The EEF guide to pupil premium, states that the key ingredient to a successful school is effective teaching and should therefore be priority when spending PP funding. By purchasing these tools, this allows teachers the time to then implement actions to address these gaps rather than spending the time on marking and analysing data actioning next steps. .</p> <p><u>The EEF guide to the Pupil Premium</u></p>	<p>Tier 1 challenge 1, 2, & 4</p> <p>Tier 2 challenge 5, 6 & 7</p>
<p>Effective deployment of resources to implement targeted sessions to address identified gaps (academic and well-being):</p> <ul style="list-style-type: none"> - GJS Inclusion Lead to lead and direct LAPS team to targeted to offer support on pastoral and academic - Targeted SEMH/well-being sessions; - Service well-being check ins; 	<p>NFER building block 1 (whole-school ethos of attainment for all), 3 (high-quality teaching for all) , 4 (meeting individual needs for all pupils) and 5 (deploying staff effectively) all form part of the building blocks in successful raising attainment for disadvantaged pupils.</p> <p>Phonics / toolkit strand / EEF Phonics EEF Evidence within school suggests that</p> <p><i>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i></p> <p>Rowland (Learning without labels) states that when managed effectively, additional adults can have a positive effect when overseen and work closely with qualified staff. This links to NFER building block 5 where it talks about deploying staff effectively and training and supporting teaching assistants to support pupils' learning. This is</p>	<p>Tier 1 challenge 1, 2 & 3</p> <p>Tier 2 challenge 4 & 5</p> <p>Tier 3 challenge 7</p>

<ul style="list-style-type: none"> - Targeted support for maths, spelling, reading - Pupil conferencing 	<p>supported by research led by Johnathan Sharples, where findings show that..high quality training and support from teachers and senior leaders is crucial to makingTA interventions work.</p> <p><u>Teaching Assistant Interventions EEF</u></p>	
<p>Targeted tutor sessions</p>	<p>Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils, especially when diagnostic assessments are used to identify the best ways to target support. Cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile as opposed to 1:1 tuition.</p> <p>Small group intervention:</p> <p><u>Small group tuition EEF</u></p>	<p>Tier 1 challenge 1, 2 & 3</p> <p>Tier 2 challenge 4 & 5</p> <p>Tier 3 challenge 7</p>

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

Budgeted cost: £25,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted sessions to address well-being identified gaps:</p> <ul style="list-style-type: none"> - Targeted SEMH/well-being sessions with our Learning Mentors (LAPS) (1:1, Arterlier, etc) ; - Service well-being check ins; - Service ELSA; - Service Club; - Music therapy - Lunch clubs e.g.Service Club 	<p>The emotional and academic impact on all pupils, but especially those in receipt of PP, is unprecedented and research is continually coming out on potential barriers and ways in which these can be addressed.</p> <p><u>Improving Social and Emotional Learning in Primary Schools EEF</u></p> <p>A core part of these targeted sessions is about building relationships. Rowland (<i>Addressing educational disadvantage in schools and college 2021</i>) states that ‘<i>this is a core element of the strategy.</i>’ To this end, interventions are run by trusted adults and when identifying pupils who require targeted support, the adult who will be running this is carefully considered for the individual. Rowland also goes on to say that, ‘<i>...we need to take a long approach to addressing disadvantage in the</i></p>	<p>Tier 1 challenge 1, 2 & 3</p> <p>Tier 2 challenge 4 & 5</p> <p>Tier 3 challenge 6, 7 & 8</p>

<ul style="list-style-type: none"> - Parent workshops (from outside agencies and within Trust) on areas of challenge with their children e.g sleep, increase in anxiety - Access to school based ELSA - GFM Music therapy 	<p><i>classroom by improving relationships inside and out, across our school communities.'</i></p> <p>Service Pupil Premium, examples of best practice published by the MOD identities that best practice for schools is to have dedicated members of staff to support pupils and parents during times of deployment and specific strategies for managing feelings and emotions.</p> <p>https://www.gov.uk/government/publications/the-service-pupil-premium/service-pupil-premium-examples-of-best-practice</p>	
<p>Embedding principles of good practice set out in the DfE's 'Improving School attendance' advice.</p> <p>This will involve working across the MAT to implement new procedures and protocols to improve attendance at school and across the Trust.</p> <ul style="list-style-type: none"> - Trust wide protocols on attendance that is underpinned by high expectations - Attendance is regularly tracked, monitored and reported upon identifying trends and patterns for identified pupils. - All staff being aware of their responsibility towards improving attendance e.g. raising with parents concerns, monitoring 	<p>Attendance policies.</p> <p>Data linked to attendance figures at school, Primary phase and Trust level, including persistent absentees.</p> <p>A study by Jackson et al (2020) found fewer absences in schools where pupils reported greater sense of belonging (see Rowland quote above), better peer relationships and where teachers helped them develop social and emotional skills (resilience, growth mindset, self-regulation). To this end, the pastoral team support SLT with addressing non-attendance, building relationships with both pupils and parents on identifying and addressing barriers.</p> <p>Jean Gross (2022) states that engagement and relationship with parents is also key. To support with this, our pastoral team are visible and actively engage with our parents, so that if support is required then relationships and engagement is already there.</p> <p>NFER building block 2 (addressing behaviour and attendance) form part of the building blocks in successful raising attainment for disadvantaged pupils, especially where responses are quick to deal with attendance, as well as working with families.</p> <p><u>Working together to improve school attendance DfE.</u></p> <p>DfE data indicates that as absences increase, the proportion of pupils achieving expected outcomes at KS2 and KS4 decreases.</p> <p><u>Being present: the power of attendance and stability for disadvantaged pupils</u></p>	<p>Tier 3 challenge 6</p>

<p>persistent absentees and informing the appropriate persons</p> <ul style="list-style-type: none"> - Intervention is targeted and personalised to family circumstances and monitored. - Close collaboration with Trust and outside agencies 	<p>National data suggests that there is an increasing attendance gap between FSM and non-FSM pupils. https://schoolsweek.co.uk/attendance-gap-widens-as-poorer-pupils-fall-behind/</p>	
<p>To provide a range of enrichment opportunities for those pupils in receipt of Pupil Premium</p> <ul style="list-style-type: none"> - residentials - visits/ visitors - Opportunities to attend after / breakfast school clubs 	<p>Relates to Ofsted framework: <i>The curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents... the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy</i></p>	<p>Tier 3 challenge 8</p>
<p>Resources to support Intervention - contingency fund</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £71, 120

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Outcome
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DATA tables linked to Tier 1 outcomes

National ARE+ %	Grammar Punc Spell GPS	GDS	Reading	GDS	Writing	GDS	Maths	GDS	Science	Combined
	72%		74%		72%		73%		81%	61%
Predictions	81%		80%		50%		81%			
KAG 2024	GPS	GDS	Reading	GDS	Writing	GDS	Maths	GDS	Science	Combined
59 pupils ARE+%	71%	22%	74%	20%	52%		78%	15%	86%	39%
Unable to take test - mental health (but factored into our results)	2 pupils 3%		2 pupils 3%	n/a			2 pupils 3%		n/a	

Table above: shows (provisional) data of end of KS2

Tier 1 (teaching)

Improve attainment and progress in maths, reading and writing (including spelling), ensuring end of Year 6 data is in line with KS1 data

Improve standards and outcomes in maths, reading and writing so that combined is in line with at least national average

‘Good’ teaching and learning to enable pupils to make sound progress in maths, writing and reading across the key stage.

Success criteria:

- High quality Professional learning that impacts directly on quality of teaching

End of KS2 data:

Table above: shows (provisional) data of end of KS2

- End of Key Stage 2 data indicated that, based upon their on entry data: 100% of pupils eligible for FSM left in line or exceeding their KS1 maths data. This is comparable with teacher assessment outcomes in Years 3, 4 and 5 which show 100% of pupils eligible for FSM are expected to match or exceed their KS1 Maths outcomes. However, 86% of FSM eligible pupils left in line or exceeding their KS1 Reading data compared with 92% of Years 3, 4 and 5 FSM eligible pupils. In writing, 93% of FSM eligible pupils left in line or exceeded their KS1 outcomes which is better than the 67% of FSM eligible pupils in Years 3, 4 and 5.

- *Teaching will be at least good or better, reflecting all of the teaching standards.*
- *Gaps in learning will be identified early, ensuring early intervention.*
- *Assessments will ensure that all pupils are challenged and supported.*
- *% of disadvantaged pupils achieving ARE/GDS will continue to improve narrowing the gap to national outcomes.*
- *Pupils will make at least expected progress against their on entry starting points.*
- *End of KS2 results will show that more disadvantaged pupils are meeting the expected standard in Reading, Writing & Mathematics (R, W &M)*
- *End of KS2 results will show that more disadvantaged pupils are making expected progress in R, W & M based upon their KS1 data*
- *There will be a diminishing gap between the progress and attainment of disadvantaged pupils and their non-disadvantaged peers across their time in KS2.*
- *There will be a diminishing gap between the progress and attainment of disadvantaged pupils and their non-disadvantaged peers in all year groups*

- Teacher assessments in years 3, 4 and 5, indicated that the gap between disadvantaged pupils who achieved ARE and non-disadvantaged remains with 27% gap in Maths, 39% in Writing and 25% in Reading. There has been a narrowing of the gap in Year 4 Reading which now stands at 6% and for Year 5 Maths which now stands at 9%. The largest gaps are all found in Year 3 (Reading - 47%, Writing 56% and Maths 65%). A range of formative and summative assessments at various points throughout learning journeys help teachers to identify the needs of all learners, but especially those in receipt of pupil premium and those with special educational needs and/or disabilities. This is evidenced through more diagnostic targeted support plans, gap analysis of summative assessments, adaptation of learning and learning journeys show more appropriate access strategies in place to remove barriers (monitoring feedback).
- As a result of a range of formative and summative assessments at various points throughout learning journeys, the needs of all learners, but especially those in receipt of pupil premium are catered for. This is evidenced through more diagnostic targeted support plans, gap analysis of summative assessments, adaptation of learning and learning journeys show more appropriate access strategies in place to remove barriers (monitoring feedback).

Teaching and Learning:

- Teachers were able to apply their pedagogical knowledge to plan well structured learning journeys that made learning interesting and appealing to pupils. This includes pupils with special educational needs and/or disabilities and those in receipt of Pupil Premium, where teachers adapted lessons skilfully so that all can be involved.

<p>To diminish the difference in the attainment gap between disadvantaged and non-disadvantaged pupils who have been impacted by school closures and socio-economic changes.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> - Any negative impact of partial school closure/socio-economic changes will be addressed rapidly to ensure that children do not have gaps in their learning and can make rapid progress from their starting point. - Children will make at least good progress - Gaps in learning will be identified early, ensuring early intervention. - Improve progress and attainment in core subjects where gaps have grown or developed - Increase curriculum opportunities where these have been missed during lockdown 	<ul style="list-style-type: none"> ● 47% of Disadvantaged pupils that were part of intervention groups made exceptional progress from their baseline assessments in Maths and 58% in both Reading and Writing. 26% maintained expected progress in Writing, 32% in Reading and 42% in Maths ● As a result of targeted support based upon gaps in learning identified by Renaissance diagnostic assessments & other assessments, pupils' reading ages increased across the academic year. This meant that more pupils across the school were reading at a level appropriate for their chronological age, thereby ensuring that reading was not a limiting factor to them accessing the curriculum.
<p>To support and improve outcomes for learners with SEND and/or SEMH needs.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ● Any negative effects on pupils' well-being will be addressed rapidly to ensure that children do not have gaps in their learning and can make rapid progress from their starting point. ● Pupils are able to self regulate and signposting supports access to manage pupil wellbeing 	<ul style="list-style-type: none"> ● As a result of teacher knowledge of pupils, careful use of diagnostic tools and strategies that supported, but did not limit learning (Access for all) pupils with SEND learning journeys demonstrated incremental progress.
<p>For attendance to be at a minimum of 95% and for the percentage of persistent non-attendees to be reduced.</p> <p>Success criteria:</p>	<ul style="list-style-type: none"> ● As a result of robust systems to challenge non-attendance at Gomer Junior School, attendance across the year was consistently above the national averages. The gap between disadvantaged and non-disadvantaged pupils has grown slightly compared to the previous year (2022-23: 2.9%). To

<ul style="list-style-type: none"> • <i>Higher rates of attendance for all pupils, but in particular those in receipt of PP.</i> • <i>At the end of year, school attendance figures will be at least in line with National average</i> • <i>The percentage of persistent non-attendees to be significantly reduced, especially for our disadvantaged pupils.</i> 	<p>this end, attendance continues to be a focus on our current plan to enable the gap to reduce further, with a specific focus in 2022-25 on decreasing the number of persistent absentees, especially for our disadvantaged pupils.</p> <ul style="list-style-type: none"> • Our exclusion data for academic year 2022-24, was higher for our disadvantaged pupils than our non-disadvantaged pupils with all suspensions being implemented for disadvantaged students (24 incidents totalling 33.5 days)
<p>To improve disadvantaged pupils access to cultural capital through the extended school provision</p> <p>To provide a range of enrichment opportunities for those pupils in receipt of Pupil Premium</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • <i>Key tracking of PP learners access to clubs</i> • <i>Ensure both the academic curriculum and extended curriculum allow opportunities for all pupils to have access to cultural capital</i> • <i>Ensure access to onsite and off site opportunities through trips and visits</i> 	<ul style="list-style-type: none"> • All pupils in receipt of PP accessed off site opportunities through trips and visits.
<p>To minimise the impact on pupils emotional well-being due to personal circumstances e.g. <i>during times of deployment or when the parent works away, the impact of Covid-19 on some pupils mental well-being and health,</i></p> <p>Success Criteria:</p> <ul style="list-style-type: none"> - <i>Any negative effects on pupils ' well-being will be addressed rapidly to ensure that children do not have gaps in their learning and can make rapid progress from their starting point.</i> - <i>Pupils are able to self regulate and signposting supports access to manage pupil wellbeing</i> 	<ul style="list-style-type: none"> • Our assessments and observations indicated that pupil learning behaviour, wellbeing and mental health continued to be impacted last year, primarily due to the wider socio-economic impact for our families. This impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. Data taken from the annual ImpactEd end of year report highlighted the following: <ul style="list-style-type: none"> - As a result of our actions, there has been a reduction in average levels of anxiety across pupils. Lower anxiety was reported in July 2024, than they did in September 2021. - PP pupils' metacognition and wellbeing (primary) were less negatively affected

	between September 2022 and July 2023, than their non-PP peers.
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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
Times Tables Rockstars	Maths Circle Ltd
ImpactED	ImpactEd Evaluation
Bedrock vocabulary	Bedrock Learning
Renaissance Star Assessments & Early Reader	Renaissance Learning
Spelling Shed	EdShed
Let's Think in English	Let's Think in English

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

Measure	Details
1. To minimise the emotional impact of deployment and parents working away, on children and families.	<ul style="list-style-type: none"> • SEMH/well-being/check in sessions with our Learning Mentors; • Service well-being check ins via the GFM ELSA/trauma informed practitioner • Parents are signposted to external services, dependent on need, including GFM Service Family links. • Service pupils have weekly access to Service Club • Enrichment opportunities are provided for Service children e..g ROck up, visits to HMS Iron Duke
2. To further improve outcomes for all Service Pupils in achieving greater attainment and progress.	<ul style="list-style-type: none"> • Regular monitoring of attendance. • Half termly analysis of data to identify gaps and generate and action next steps.

The impact of that spending on service pupil premium eligible pupils	
Impact	Details
1. To minimise the emotional impact of deployment and parents working away, on children and families.	<ul style="list-style-type: none"> As a result of the actions undertaken to support Service pupils and their mental wellbeing, pupils felt that the opportunities to work with adults within school had a positive impact on their emotional well-being. Where pupils did not feel it had a positive impact, this was because personal circumstances at home had altered considerably and pupils were dealing with new and challenging emotions that needed addressing and support in a different way. For those Service pupils who were transitioning to secondary school, pupils felt that support from the school had ensured that they were prepared for the next step in their education.
2. To further improve outcomes for all Service Pupils in achieving greater attainment and progress.	<ul style="list-style-type: none"> As a result of a range of formative and summative assessments at various points throughout learning journeys, the needs of all learners, but especially those in receipt of pupil premium (Service pupil premium) are catered for. This is evidenced through more diagnostic targeted support plans, gap analysis of summative assessments, adaptation of learning and learning journeys show more appropriate access strategies in place to remove barriers (monitoring feedback). End of year teacher assessment for the Year 6 pupils indicates that although non-service pupils are outperforming service children, the gap between the two groups for achieving ARE+ in Reading is 3% and in Maths is even smaller at 2%. As a result of cross phase work and more accurate diagnostic assessments of gaps in learning for our service pupils in years 3-5 a higher percentage of service pupils are achieving ARE+ in all core subjects compared to non-service pupils. Gaps between our service pupils and non-service pupils are as follows: Reading - 2% Maths - 4 % Writing - 6% We identify that writing is an area that we will continue to work on for our service pupils. As a result of robust systems to challenge non attendance, service pupil attendance was consistently above the national averages and close to that of non-service pupils (service = 95.5%, non-service = 96.42%). Persistent absenteeism rates for our Service pupils was also lower than national averages and close to that of non-service pupils (service = 8%, non-service = 5%).

Further information

Our pupil Premium Strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Working alongside external agencies to support with pupils and parents with challenges linked to SEMH e.g. counsellors, therapy sessions, MAST, Motiv8 etc
- Working alongside outside agencies with supporting families with financial challenges e.g. food vouchers, food hampers, Salvation Army (Christmas presents), Birthday Cake
- Working alongside the GFM Children and Families Team as well as the GFM Community Hub (Service families)

Planning, implementation, and evaluation

In planning our new Pupil Premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, Learning Walks, book scrutinies conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of books, reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at and engaged with studies (ImpactEd) about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.