

Gedney Church End Primary Academy - Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Gedney Church End Primary Academy
Number of pupils in school	46
Proportion (%) of pupil premium eligible pupils	52.17%
Academic year/years that our current pupil premium strategy plan covers	2024-25
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Tom Baxter
Pupil premium lead	Tom Baxter
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,883
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	£41,883

Part A: Pupil premium strategy plan

Statement of intent

Forging Stronger Futures For All

Our vision is to instil the expectation of high performance and academic achievement through offering a rich and exciting curriculum, affording the opportunity for children to shine and ignite their passion for learning.

Through a promise to all, we will provide opportunities for personal growth, helping everybody to feel safe, special and respected.

Through supportive teachers, great learning spaces and sensible leaders, we will enable everyone to become the best version of themselves.

We will embrace collaboration, seek challenge and develop innovative practice to secure excellent outcomes and strong career pathways so that children and staff are resilient and equipped to face the challenges that the future will bring.

Challenges

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

Challenge number	Detail of challenge
1	<i>62.5% of learners entitled to Pupil Premium funding are also on the SEND Register.</i>
2	42% of learners entitled to Pupil Premium funding are Summer Born.
3	41% of Pupil Premium learners had an attendance < 95% last academic year (2023-24)
4	Attainment is below school expectations in Reading, Writing and Maths. 50% of Pupil Premium entitled learners are below in Reading. 45.9% of all learners are below in Reading. 67% of Pupil Premium entitled learners are below in Writing. 67.6% off all learners are below in Writing. 50% of Pupil Premium entitled learners are below in Maths. 54.1% of all learners are below in Maths.
4	Some learners entitled to Pupil Premium funding lack regular routines and high expectations out of school – Reading, Homework, Bedtimes, Arriving on time

5	Some families have lower than expected aspirations of their children.
6	Some families lack exciting opportunities – days out, visits, trips, life experiences

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>All learners entitled to Pupil Premium funding to make at least expected progress in Reading throughout the 2024-25 Academic Year</i>	<p>Successful Data and Learner Progress Meetings held each term.</p> <p>High-quality teaching across all lessons.</p> <p>Reading opportunities throughout the whole curriculum.</p> <p>100% of learners are reading at home and engaging with the Reading Challenge.</p> <p>PiXL assessments used to test, analyse and prepare next steps in Reading.</p> <p>Improvements recognised in PiXL assessments</p> <p>Phonics Assessments</p>
All learners entitled to Pupil Premium funding to make at least expected progress in Writing throughout the 2024-25 Academic Year	<p>Successful Data and Learner Progress Meetings held each term.</p> <p>High-quality teaching across all lessons.</p> <p>Focused writing groups in each class to be targeted appropriately.</p> <p>Learners enjoy writing. There is a love of writing.</p> <p>PiXL assessment used to test, analyse and prepare next steps in SPAG – findings are identified and then taught through writing.</p>
All learners entitled to Pupil Premium funding to make at least expected progress in Maths throughout the 2024-25 Academic Year	<p>Successful Data and Learner Progress Meetings held each term.</p> <p>High-quality teaching across all lessons.</p> <p>Learners have a range of arithmetic strategies to solve problems quickly and effectively.</p> <p>100% of age-related learners are accessing all arithmetic questions.</p>
To close the attainment gap between all groups of learners	See above.
100% of learners entitled to Pupil Premium funding to have termly attendances of over 95%.	<p>Weekly attendance analysis for all learners and groups of learners.</p> <p>Individual and Class attendance awards.</p> <p>Termly attendance to be shared with parents.</p>

	Regular communication with parents about importance of good attendance.
To support and engage parents through a range of supportive strategies	<p>Knowledge Organisers and Termly newsletters shared with parents.</p> <p>Social media used successfully to showcase learning and opportunities to further develop learning at home.</p> <p>Events planned into the school academic year to ensure parents/family members have the opportunity to engage with their child's learning and development throughout school.</p>
To raise aspirations of all learners through curricular and extra-curricular activities – these may involve trips and visits	<p>Trips to be engaging and purposeful to the curriculum.</p> <p>Trips and visits to be planned in advance and incorporated into the planning progression.</p> <p>Trip costs to be looked at and subsidised by school where appropriate.</p>

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: £14015.21

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Teacher release to analyse assessments and QLA documents to support with future teaching and learning.</i></p> <p><i>This time will ensure that all staff are regularly spending time clearly analysing and unpicking any gaps in learning or misconceptions and identifying whether these are individual, small group or whole class areas of concern. Regular meetings will enable staff to maximise opportunities for all learners and identify areas of potential accelerated progress through short, sharp interventions.</i></p> <p>3 teachers x 1 day per term = 9 days. 52.7% of 30 days release = £1556.27</p>	<p>Diagnostic Assessments - How useful are they?</p> <p>Gathering and Interpreting Data</p>	1, 2, 3, 4, 5 and 6.
<p><i>Teacher Release Time to hold Learner Progress Meetings, allowing for detailed analysis and discussion about progress, attainment, barriers to learning and next steps.</i></p> <p><i>Average Teacher hourly rate of £50.48.</i></p> <p><i>Average teacher hourly rate of £28.02.</i></p> <p><i>2 hours per class teacher per term = 2 x 3 x 6 = 36 hours.</i></p> <p><i>36 hours x £50.48 = £1817.28</i></p> <p>52.7% of £1817.28 = £957.71</p>	<p>Diagnostic Assessments - How useful are they?</p> <p>Gathering and Interpreting Data</p>	1, 2, 3, 4, 5 and 6
<p><i>High-Quality CPD –</i></p> <p><i>Engaging children in high-quality Writing.</i></p> <p><i>Phonics intervention delivery.</i></p> <p><i>Use of PE across the curriculum.</i></p> <p><i>Reading across the curriculum.</i></p> <p><i>Split-input teaching for Maths in mixed-year classes.</i></p> <p><i>TA development.</i></p> <p><i>Early language support.</i></p>	<p>What is Phonics?</p> <p>Phonics Summary</p> <p>Professional Development Research</p> <p>Oral Language Interventions</p>	1, 2, 3, 4, 5 and 6.

<p><i>Vocabulary and the importance of it throughout the curriculum.</i></p> <p><i>Curriculum Retrieval and Retention.</i></p> <p><i>Art, DT and Computing Weeks</i></p> <p>52.7% of £3000 CPD/Professional Development = £1581</p>		
<p><i>Curriculum Resources -</i></p> <p><i>Maths Resources (to enable all learners to access the appropriate curriculum)</i></p> <p><i>History and Geography Resources (artefacts, range of sources, atlases)</i></p> <p><i>Science Resources (to enhance practical opportunities)</i></p> <p><i>Curriculum books (to enhance the whole curriculum through a range of high-quality texts)</i></p> <p><i>DT and Art Resources (to ensure all learners have a valuable and engaging experience through their time at Gedney Church End Primary Academy)</i></p> <p><i>Books to enhance the library, reading scheme and reading for pleasure.</i></p> <p><i>Classroom resources to support Equality, Diversity and Inclusion across the curriculum.</i></p> <p><i>Resources/Time to support the learning and retention of Fundamental British Values.</i></p> <p><i>Community initiatives</i></p> <p><i>Guests/Visits into school linked to improving the Personal Development for all learners.</i></p> <p>52.7% of £6250 Curriculum Budget = £3293.75</p>		1, 3, 4 and 5
<p><i>Classroom Resources Budget</i></p> <p><i>Classroom resources used to support learning for all learners across the curriculum.</i></p> <p><i>Resources used could include: Stationery, books, equipment for particular subjects.</i></p> <p>52.7% of £7500 Classroom Resources Budget = £3952.50</p>		1, 2, 3, 4, 5, 6
<p><i>Purchased Support Strategies for all - PiXL (all staff will be aware of key marginal learners, have a range of strategies, different assessment points and high-quality CPD opportunities – Conferences, support networks and webinars</i></p> <p><i>Insight Tracking (all staff will be aware of current, up-to-date data for all learners and groups of learners, to ensure key learners are identified quickly and accurately to ensure next</i></p>	<p><u>Feedback Approaches</u></p> <p><u>Selecting Interventions</u></p> <p><u>Assessment and Feedback</u></p> <p><u>Using Digital Technology to improve learning</u></p>	1, 2, 3, 4, 5 and 6

<p><i>steps and future teaching can address any gaps)</i></p> <p><i>Learning by Questions - (licences purchased for 4 classes to allow opportunities in class, for intervention and homework) (LBQ will also support staff with subject knowledge, ensure opportunities to check misconceptions and address missed learning are used accurately also)</i></p> <p>Times Table Rockstars and Numbots (all children can access this in school and at home – a lunch club is available for some children to practise and consolidate their times table understanding)</p> <p>PiXL – 52.7% of £1803.75 = £950.58</p> <p>Insight Tracking – 52.7% of £331.20 = £174.54</p> <p>Learning By Questions – 52.7% of £625 = £329.38</p> <p>Times Table Rockstars – 52.7% of 143 = £75.36</p> <p>White Rose Maths – 52.7% of £236 = £27.77</p>		
<p><i>Termly Review Meetings</i></p> <p><i>6 x 3 hour Termly Review meetings, analysing academic data, behaviour, safeguarding, attendance, pastoral support, parental engagement, Academy Development Plan. Executive Headteacher and Head of School.</i></p> <p>52.17% of 18 hours of Executive Headteacher and 18 hours of Head of School = £1116.35</p>		1, 2, 3, 4

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

Budgeted cost: £20354.41

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Phonics Intervention – All learners could be entitled to Phonics intervention. This could be a pre-teach or post-teach intervention to ensure learners remain on track, and/or, catch up with their peers. However, it could be more focused intervention to close gaps and address areas of concern. This will be more prominent in</i></p>	<p>Improving KS1 Literacy Phonics Summary What is Phonics? Phonics Attainment Gap</p>	1, 2, 4, 5

<p><i>KS1 but will be used in KS2 for learners that require the support with Phonics understanding.</i></p> <p><i>A number of learners are currently below in Phonics, and closing gaps and embedding a clear curriculum is of high priority for the whole school.</i></p> <p>10% of Teaching Assistant (3.25 hours a week) = £2925.90</p>		
<p><i>1:1 Reading opportunities and comprehension strategies</i></p> <p><i>Across the school, learners will be identified for 1:1 reading opportunities. Reading at home is something that has been pushed as a new initiative this year and will hopefully work well. Some families do not fully engage with reading at home, so using this to ensure no learner is disadvantaged will support all learners with their reading but also ensure they have the vocabulary and ideas to support their learning across the curriculum.</i></p> <p>10% of 2 Teaching Assistants (3.25 hours a week) = £5851.80</p>	<p>1:1 Tuition Reading Comprehension Strategies Reading Aloud Improving KS1 Literacy Reciprocal Reading</p>	<p>1, 2, 3, 4, 5</p>
<p><i>Use of Teaching Assistants to support and challenge during all lessons. Having a teaching assistant in every class makes a huge difference, academically, socially and emotionally. The role of the teaching assistant can be to support a particular child, small group or be part of a split input and have a short teaching responsibility.</i></p> <p><i>Part of this cost will be accredited to interventions that will take place – interventions may be pre and post lesson or be more specific to specific areas of the curriculum</i></p> <p>52.7% of 50% of aTeaching Assistant (HLTA) = £9326.32</p>	<p>Use of Teaching Assistants Summary Making Best Use of Teaching Assistants TA Interventions Selecting Interventions Improving Working Memory</p>	<p>1, 2, 3, 4, 5, 6</p>
<p><i>SENCo Role.</i></p> <p><i>Of the 22 learners on the SEND Register, 68% of them are also FSM/PP.</i></p> <p><i>The role of the SENCo is responsible for overseeing the provision of support and services for students with special educational needs, ensuring their unique requirements are met, and collaborating with teachers, parents, and outside agencies to enhance the</i></p>		<p>1, 5</p>

<p><i>educational experience and outcomes for these students.</i></p> <p>68% of SENCo TLR = £2250.39</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6460.69

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Breakfast Club costings</i> <i>Breakfast club will start in the Spring Term and run prior to the school day. Pupil Premium children will be entitled to free breakfast club.</i></p> <p>12 children to attend Breakfast Club each day. £2 x 5 days per week x 38 weeks = £2880</p>	<p>Breakfast Clubs in Schools Importance of Breakfast Clubs Government Review of Breakfast Clubs</p>	3, 4, 5
<p><i>Pastoral Support.</i> <i>Pastoral Support from Headteacher and Senior Teacher.</i> <i>1 hour per week each.</i> <i>Wellbeing drop-ins, opportunities to support and enhance learners' moods and wellbeing.</i> <i>Executive Headteacher – 1 hour per week for 38 weeks. 52.17% of this resource = £1416.44</i> <i>Head of School – 1 hour per week for 38 weeks. 52.17% of this resource = £964.25</i></p>	<p>The impact of the role in previous academic years. The support of families and the improvements made previously.</p>	1, 3, 4, 5
<p><i>Trips and Visits contribution</i> Contribution Cost = £1000</p>	<p>Financial Support and Students Motivation</p>	3, 4, 5, 6
<p><i>Uniform</i> Contribution Cost = £200</p>	<p>Financial Support and Students Motivation</p>	3, 4, 5

Total budgeted cost: £40,830.31

Unspent budget (currently): £1052.69

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Gedney Church End Primary Academy is a new school and opened on 1st August 2024. The school is now part of Voyage Education Partnership.

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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