

Pupil premium strategy statement – Great Park Academy 2024-25

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	324
Proportion (%) of pupil premium eligible pupils	9.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 to 2025-2026
Date this statement was published	December 2024
Date on which it will be reviewed	October 2024
Statement authorised by	Katherine Billingsley Principal
Pupil premium lead	Katherine Billingsley
Advisory Group Member / Trustee lead	Katharine Pringle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,750.
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery 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>	£14750

Part A: Pupil premium strategy plan

Statement of intent

Our goal at Great Park Academy is that every child, irrespective of any social barriers they may face, will make excellent progress and achieve highly in all subjects with a particular emphasis on English, Maths and the EBacc subjects.

Our key priority will be to address the barriers faced by disadvantaged pupils and support them in making good progress from their prior attainment. At the heart of this will be outstanding teaching and learning, where needs are addressed each lesson and careful consideration is given when planning for opportunities for disadvantaged pupils to close any attainment gaps, develop confidence and have high aspirations as to what they can ultimately achieve. Our drive to support disadvantaged pupils will not be ringfenced to those who are entitled to the pupil premium funding, and will be extended to all vulnerable pupils, such as those with mental health issues, young carers, pupils with assigned social workers and where Early Help Plans are in place to support families.

All staff will develop a strong knowledge of our pupils, develop a deep understanding of their needs and plan bespoke interventions to address these needs. At the core of this will be high quality teaching.

Teachers will have a great awareness of their pupils' strengths and areas for development from assessment and knowledge of the individual and develop and deploy a range of strategies to promote progress and achievement. Our expectations of all pupils' will always be aspirational regardless of social background or external barriers to learning.

Whilst still in the post covid era, our plan will also support pupils to gain back lost learning caused by the pandemic and will be a key driver in supporting the recovery curriculum.

The findings from the Education Endowment Foundation will be at the core of our Pupil Premium Strategy and we will tailor our interventions using strategies that research has shown to have the highest impact on closing the attainment gap whilst giving careful thought and consideration as to how these strategies can be successful in our own school context.

We will continually evaluate the impact of these strategies throughout the year and base our findings on assessment outcomes rather than assumptions.

The key principals underpinning our strategy will be to:

-identify as early as possible where support is needed and put interventions into place.

-have high expectations and plan lessons that will challenge, engage and increase aspirations.

-ensure that all staff, regardless of their role, are champions of our most disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Knowledge gaps in all aged learners. Identifying variations upon entry to pupils knowledge and skills.
2	Improving attendance amongst pupils from disadvantaged backgrounds .
3	Social anxiety, confidence and a lack of knowledge about how to learn in disadvantaged pupils could prevent pupils from making similar progress to their non disadvantaged peers.
4	A lack of cultural capital that means disadvantaged pupils have a poorer understanding of the world around them needed to succeed in life.

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
All pupils are given the opportunity to close knowledge gaps and make good progress within their first year of entry at GPA.	Year 5 pupils are able to recall key knowledge from the years 1 and 2 curriculum and apply it into the correct context in KS2. This will be evident in classwork, verbal participation and assessment. A particular gap that has become evident through baseline assessment is the understanding of times tables. This will need to be addressed to

	<p>enable pupils to access the KS2 Maths curriculum.</p> <p>Some students need support with decoding and phonics. Phonics intervention will improve outcomes in reading and comprehension.</p> <p>Year 9 pupils can access the KS3 National Curriculum for maths, English and EBAC subjects in preparation for KS4.</p>
Attendance of disadvantaged pupils is the equivalent of non disadvantaged pupils	<p>Key support staff who lead on SEND, Pastoral and Attendance support pupils and their families in embedding strong attendance routines. Disadvantaged pupils who have struggled to maintain regular attendance make improvements in response to interventions.</p>
<p>Pupils from disadvantaged backgrounds are provided with the opportunity to discuss their concerns, build confidence and participate in a range of activities both inside and outside of the classroom. Meta Cognition and self-regulation will be a core element of these sessions.</p> <p>Pupils will develop a range of strategies that they can select from when tackling a learning task.</p>	<p>Pupils are engaged in mentoring group activities; they share any feelings of anxiety or concern. They use the sessions to celebrate their achievements and talk about future aspirations. As a result, disadvantaged pupils will become resilient ambitious young people.</p> <p>This will be evident through the standard of classwork, contribution and enthusiasm towards learning and all-round attitude towards school life.</p> <p>Pupils can regulate their behaviour, have a willingness to engage and develop an understanding of how they learn.</p>
That non disadvantaged pupils have a raised awareness of the world around them and the knowledge required to be successful.	<p>That school will provide a range of opportunities that will enhance the awareness of relationships, culture, the arts and sport so that disadvantaged pupils aspire to achieve social mobility.</p> <p>Pupils will have acquired a vast range of cultural capital through the delivery of the curriculum in all subjects throughout the year.</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: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer support to work with families and pupils on regular attendance.	<p><i>'Children who had an unauthorised absence on any day in the first week of term experienced an overall unauthorised absence rate of 25% compared to an overall unauthorised absence rate of 2% for pupils who didn't miss any sessions in the first week.</i></p> <ul style="list-style-type: none"> • <i>Missing the second, third or fourth day of the new term is associated with an overall absence of around 43%, or 30 days of school, compared to missing days near the end of term, which were 8 associated with an overall absence of 20-30%. Children with an Education Health and Care Plan (EHCP) and children receiving pupil premium were more likely to have higher levels of absence than their peers:</i> • <i>A child on pupil premium will have on average three additional days of absence compared to a child not receiving pupil premium.</i> <p><i>(Childrens Commissioner - Guide for Attendance Officers)</i></p>	2
Training for LSA to deliver targeted interventions including the delivery of a new phonics programme.	<p><i>'Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact'</i></p> <p>Ensuring that LSA's and HLTAs have adequate training and planning time with teachers to deliver targeted interventions inc Phonics</p> <p>Traininf for LSA/HLTAs in EBSNA</p>	1,2
Recruitment of an LSA (based on time spent delivering on PP interventions as proportion of salary)	As above	2,3

SEND training for staff to deliver effective strategies to PP students with SEN	<i>'Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored – particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum – will be more effective'.</i>	1,2,3
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading comprehension structured intervention.	<i>'Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.'</i> By improving reading comprehension, disadvantaged pupils will be able to access more knowledge in other areas of the curriculum supporting the recovery of lost learning. Carefully selected texts in a range of curriculum areas will be used to support pupils in regaining knowledge lost from Year 1 and 2.	1
Intervention resources	Using QLA to identify where disadvantaged pupils need additional support and the purchase of resources to support interventions.	1
Purchase of standardised diagnostic assessments for all year groups in KS2 +3 in math's and English. Training will be provided for staff to ensure assessments are interpreted correctly.	<i>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.</i>	1,2,3
Small group tuition using QLA to identify pupils with specific need.	<i>Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons.</i>	1,2

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

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 6 parents support evening	<i>Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools.</i> Staff to deliver a parent's support evening to equip parents with the knowledge and skills to support their children at home with reading and maths.	1
Mental well being training for staff will enable pupils to receive high quality sessions to help improve mental health and wellbeing.	<i>Social and emotional skills support effective learning and are linked to positive outcomes later in life.</i>	3
Subsidised activities to enhance culture capital	<i>These approaches may increase engagement in learning.</i> Trips including the theatre, pantomime, historical visits, university outreach programme, local areas of interest e.g. Tynemouth.	4
Attendance strategies	<i>Praise rewards and trips to encourage pupil participation in school including the wider life of school</i>	2

Total budgeted cost: £ 14000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The progress and attainment of all pupils has been assessed using a combination of formative and summative assessment strategies throughout the year. Pupils have sat a summative assessment in reading, maths, and PAG at the end of each teaching term. In addition, Year 5 pupils have also completed a baseline assessment upon entry. Using standardised PIRA, PUMA, and GAPS tests has equipped teachers in monitoring progress both within the school cohort of pupils and also against the national performance. Year 6 pupils sat end of Key Stage 2 national tests in Maths, Reading and PAG in addition to teacher assessments in Writing and Science.

National testing at the end of Key Stage 2 showed that 100% of PP students were working at the national standard or greater depth in Reading, Writing, PAG and Maths

This would suggest that the attainment of disadvantaged pupils is equivalent to our non-disadvantaged pupils or better.

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
Youth Well Being and School Programme	NUFC Foundation
Mental Health workshops and 1:1s	RISE

Service pupil premium funding (optional)

<i>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</i>
Subsidised visits to increase cultural awareness Maths tutoring
The impact of that spending on service pupil premium eligible pupils
Services pupils made progress in line or better than non services pupils

Further information (optional)