

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Great Park Academy
Number of pupils in school	60
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-2022 to 2024-2025
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Denise Waugh, Principal
Pupil premium lead	Katherine Billingsley
Governor / Trustee lead	Lesley Bowes

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8070
Recovery premium funding allocation this academic year	£870
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 8940

# 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.

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 caused by Covid 19 National Lockdowns need to be addressed in all areas of the curriculum with a particular emphasis on Reading and Maths.
2	Upon entry, 33% of disadvantage pupils are not working at expected level in Maths compared to 20% of non-disadvantaged pupils.
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
Recovery of the curriculum lost due to National Lockdown.	Pupils are able to recall key knowledge from the Year 4 curriculum and apply it into the correct context. This will be evident in classwork, verbal participation and assessment.
That pupil progress and attainment of disadvantaged pupils will be in line with that of their non disadvantaged peers.  Disadvantaged pupils will be working at expected standard with a significant number working at greater depth.	End of year assessments and teacher assessments throughout the year show that pupils from disadvantaged backgrounds are making similar levels of progress to non-disadvantaged pupils. There will be no variation between the percentage of disadvantaged pupils working at expected standard compared to the percentage of

	<p>non-disadvantaged pupils working at expected standard.</p> <p>The percentage of pupils working at greater depth in maths from a disadvantaged background will be in line with the percentage of pupils from non-disadvantaged backgrounds.</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>
<p>That non disadvantaged pupils have a raised awareness of the world around them and the knowledge required to be successful.</p>	<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: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD and planning time for staff on Individualised Instruction. Planning time will allow staff to work collaboratively to construct a range of individualised activities in Maths.	<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>	2
Training for LSA to deliver targeted interventions.	<i>'Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact'</i> Ensuring that LSA's and HLTAs have adequate training and planning time with teachers to deliver targeted interventions.	2
Recruitment of an LSA (based on time spent delivering on PP interventions as proportion of salary)	<i>As above</i>	2, 3

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

Budgeted cost: £ 800

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.	1

	Carefully selected texts in a range of curriculum areas will be used to support pupils in regaining knowledge lost from Year 4.	
Intervention resources	Using QLA to identify where disadvantaged pupils need additional support and the purchase of resources to support interventions.	1, 2
Purchase of standardised diagnostic assessments for all year groups in KS2 +3 in maths 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

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

Budgeted cost: £ 3270

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring groups focused on Meta cognition and self-regulation.	<i>'Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.'</i>	1, 2, 3
SEL interventions	<i>'Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning'</i>	3
Cultural Capital opportunities	<i>By exposing disadvantaged pupils to a vast range of social experiences, visits, sporting activities, arts participation, clubs and intergenerational activities they will acquire the skills and knowledge to be successful in life.</i>	4
Praise and Rewards	Rewarding pupils for effort, positive attitudes, resilience and participation.	1, 2, 3, 4

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

## 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 2020 to 2021 academic year.

<i>Not applicable</i>
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### 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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