

Pupil premium strategy statement - Gilbert Inglefield Academy

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	648
Proportion (%) of pupil premium eligible pupils	23%
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)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Catrin O'Callaghan
Pupil premium lead	Louise Thompson
Governor / Trustee lead	Matt Nash

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 170,944
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 (enter £0 if not applicable)	£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>	£170,944

Part A: Pupil premium strategy plan

Statement of intent

We believe that all students have the right to access quality learning and achieve their potential regardless of their personal circumstances. Our intention is that all students, irrespective of their background or the challenges they face, make good (and sustained) progress and achieve high attainment across all subject areas (including those who are already high attainers). We aim to support disadvantaged students academically, socially and emotionally by providing them with appropriate intervention actions and strategies suited to their individual needs. We recognise that a relentless focus to develop their literacy and numeracy skills is critical, it is also the case that there is no 'one size fits all' intervention that supports all attainment and progress issues; it is the combination of support available to them that we believe best benefits our disadvantaged students. Our approach is centred on the EEF's Tiered Approach to Pupil Premium Spending, which is outlined below, with a core focus on providing quality first teaching. High-quality teaching is proven to have the greatest impact on closing the gaps between the disadvantaged and the non-disadvantaged and high quality teaching also benefits all pupils in our school community.

Teaching

Spending on improving teaching might include professional development, training and support for early career teachers, recruitment, and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

To evaluate the effectiveness of our approaches and actions we will:

- Ensure a whole school approach in which our disadvantaged pupils are at the forefront of our planning and delivery.
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Ensure that all staff take responsibility for the outcomes of disadvantaged pupils, thereby raising expectations of what these pupils can achieve. - Provide a curriculum that is based on the principle of 'equity' thus enabling all learners to fully achieve it. - Act early to intervene at the point need is identified.

Challenges

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

Challenge number	Detail of challenge
1	Attainment: the attainment of PPG students is largely below that of non-disadvantaged students. Data on transfer from lower schools shows an attainment gap when students arrive in Year 5.
2	Vocabulary, oracy and expression: Our PPG students reflect limited vocabulary, oracy and expression. This is commonplace with, but not limited to, tier 2 vocabulary. Many often struggle to express their ideas with fluency and precision.
3	Reading: PPG students reflect lower reading ages than their peers and are more reluctant to engage with reading. This includes parental support with Reading.
4	Attendance: PPG students have poorer attendance than their non-disadvantaged peers.
5	Parental support: PPG students are less likely to have access to digital platforms and hardware at home. They are less likely to have a dedicated space to work and are less likely to get parental support for their home learning.
6	Preparedness: PPG students are more likely to not have the required equipment for learning or correct uniform.
7	The wider curriculum (including educational visits and experiences): PPG students have historically been less likely to be involved in the wider life of the school including accessing clubs and putting themselves forward for enhanced roles and responsibilities thus reducing their cultural capital.
8	Aspiration: PPG students often have less aspiration for their future selves and need additional opportunities to see careers and career pathways that may otherwise be closed to them.
9	Eligibility and Application: We believe the current number of pupils eligible for PPG funding is higher than the figure currently recorded. The application process via the local authority is complex and time consuming, therefore we believe we may have a proportion of pupils who we do not currently receive funding for.

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
Narrowing the gap between PPG and non – PPG pupils in attainment	<p>Analysis of pupil performance across all four year groups shows reduced gaps in attainment between PPG and non PPG students.</p> <p>The basis for measuring success will show progress in the termly data drops vs Baseline data taken in September 2024.</p>
Reducing the language gap by actively promoting vocabulary, oracy and expression	<p>Pupil confidence and vocabulary has improved, resulting in a narrowing of the gap as measured by reading age and vocabulary age through the Reading Plus and Accelerated Reader assessment.</p>
Narrow the gap in Reading ages, comprehension and fluency	<p>Reading culture embedded across the school.</p> <p>Improvement in Reading ages across the school as measured through the Reading Plus and Accelerated Reader assessment.</p> <p>Pupil usage of and engagement with both the school library and dedicated reading spaces increases throughout the academic year.</p>
Improve attendance of PPG students so that it is commensurate with non-PPG peers.	<p>PPG pupil attendance shows term on term improvement.</p> <p>PPG attendance falls broadly in line with the school target of 95%</p> <p>The school attendance officer will build and foster positive relationships with PPG pupils and their families to understand barriers to attending school.</p>
Support PPG students to be prepared for lessons with correct equipment and uniform	<p>All PPG pupils are provided with the required equipment for learning by GIA in the form of a pupil pencil case to ensure readiness to learn.</p> <p>Every classroom will have spare equipment for learning that all pupils can access. The distribution of this equipment will be a joint initiative between the PP Lead and Reprographics.</p>
Ensure that the lack of digital technologies at home or a dedicated workspace do not disadvantage the attainment and progress of a PPG pupil.	<p>All pupils will be aware of where and when they can access IT facilities in school to support their independent learning.</p>
Proactively engage pupils with participation in the wider life of the school so that the percentage of PPG pupils involved in extra	<p>The percentage of PPG pupils within clubs and holding additional roles and</p>

curricular and enrichment activities is at least as high as the engagement of non-PPG pupils.	responsibilities is at least as high as that for non-PPG pupils. A dataset will be obtained in September 2024 and reviewed termly to assess progress in this area. This data will also be used to set a participation target.
Create aspiration within the PPG population through enhanced careers education opportunities.	Increased opportunities for careers experiential education to raise aspiration for PPG students.

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: £100,944

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants .	Teaching Assistants enhance the learning within the classroom supporting the children to understand the task, give prompts and guidance on how to complete it. This approach means that children can have 1:1 or small group support without being out of the classroom and therefore potentially missing the teacher input.	1,2,3
Learning Mentors	Two Learning Mentors in post to support pupils directly back into the classroom to receive quality first teaching. Learning Mentors support the Key Stage Pastoral Leads in removing pupils' barriers to learning.	1,2,3
Behaviour Support	Addressing barriers to learning linked to emotional well-being and behaviour issues through the delivery of high quality, effective spaces in school including but not limited to The Hive, Ocean and Forest rooms. The move away from Heads of Year to Key Stage leads which includes one non-teaching member of staff per key stage.	1,2,3,5
Reading Champion & the provision of dedicated	Reading is acknowledged as the single biggest determining factor for improving academic outcomes for children. The Reading champion plays a vital role in this.	1,3

reading space in the school		
Quality First-Wave Teaching supported by evidence informed CPD for teachers and support staff.	Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	1,2,3
Improved use of guided reading strategies and adoption of new reading programmes within school	Reading underpins all learning to ensure the life chances of students are maximised. National Phonics trial in Key Stage 3.	1,3
Recruitment and retention of good teaching and support staff	Teachers that are at least good and highly effective allow students to make the most progress, as shown by term on term improvement in assessment results.	1,2,3,7

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of books for accelerated reader that are targeted towards our PP children	Reading is acknowledged as the single biggest determining factor for improving academic outcomes for children.	3
Small group interventions for targeted learners including Phonics & Early Reading and SATS booster for KS2	Small group intervention are impactful if they are targeted to specific needs and pupils (EEF findings) National Phonics trial in Key Stage 3.	2, 3
APP meetings to discuss PPG progress English & Maths	Targeted information that will lead to enhanced quality first teaching and/or additional intervention opportunities.	1

<p>Attendance closely monitored by Attendance officer/ HoKS</p> <p>Reward pupils with good attendance through Certificates, vouchers.</p> <p>Create focus attendance groups with HoKS to motivate pupils to attend school.</p> <p>Early interventions with disadvantaged pupils whose attendance is below 96%, through working with families.</p>	<p>Research into absenteeism and truancy has consistently shown that a much higher and disproportionate number of pupils who come from deprived social backgrounds are more likely to miss school, play truant and underachieve than their peers who come from more favourable social and economic home backgrounds.</p>	<p>4</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance meetings	The more a pupil is present in school, the greater the progress that will be made.	4
Parent forums	Improving parental engagement in school shows moderate impact (EEF findings)	4, 5
Enhanced PPM meetings to review progress and plan next steps.	Learning progression planned carefully to aim for mastery of a subject area.	1
Enhanced careers opportunities to drive aspiration	Building an aspirational awareness of future career paths for students.	8
Building positive relationships through regular contact with parents/carers	<p>Improving parental engagement in school shows moderate impact</p> <p>Publication of the school's Who to Talk to map has aided relationships as parents are clearly signposted.</p>	4, 5

Pay a contribution towards PP children's attendance on school trips	Allows children access to opportunities that without support, they would not otherwise be able to participate in.	7
Purchase of school equipment and resources	Raises attendance as pupils are prepared and ready for learning. This is achieved through the provision of pencil cases with equipment for all PPG pupils alongside spare equipment being available in all classrooms.	6
Attendance support and relationships building	Through the provision of our Attendance Officer, we are able to develop and foster positive relationships with those who face barriers to attending school and offer support where required.	4

Total budgeted cost: £170,944

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our KS2 results 2023/24 indicated that the performance of disadvantaged pupils was below our target in all areas. As a school we have endeavoured to mitigate the gap between pupil premium and non pupil premium pupils by our resolution to maintain a high quality curriculum, alongside upskilling all teachers and staff with the requisite skills to deliver quality first teaching. The school has also created extra opportunities for intervention sessions throughout the year and via different platforms to allow all pupils to receive further support on top of the quality first teaching they receive.

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
Reading Plus	Dreambox
Learning Village	Across Cultures
Accelerated Reading	Renaissance

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

The impact of that spending on service pupil premium eligible pupils

Further information (optional)