



# Pupil Premium Strategy Statement



Infinity Academies Trust

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## School overview

Metric	Data
School name	Gipsey Bridge Academy
Pupils in school	94
Proportion of disadvantaged pupils	23 pupils: 24%
Pupil premium allocation this academic year	£25,380
Academic year or years covered by statement	2019-2022
Publish date	October 2020
Review date	July 2021
Statement authorised by	Andy Clarke
Pupil premium lead	Andy Clarke
Governor lead	Kirsty Kirk

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	
Writing	
Maths	

Measure	Score
Meeting expected standard at KS2	
Achieving high standard at KS2	

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Embed teaching for Mastery across all year groups, helping to improve problem solving skills and reasoning.
Priority 2	Continue to develop whole class reading strategies, with explicit use of vocabulary and speaking and listening.
Priority 3	Improve the attendance of children entitled to the pupil premium.
Barriers to learning these priorities address	<ul style="list-style-type: none"><li>Poor language and communication skills which can impact upon learning.</li></ul>

	<ul style="list-style-type: none"> <li>• Poor ability to solve mathematical problems and explain their reasoning. Some pupils have conceptual gaps and or/misunderstandings.</li> <li>• Low self-esteem, poor emotional well-being, anxiety and attachment issues.</li> <li>• Poor learning skills (resilience)</li> <li>• Low attendance and persistence absence of disadvantaged children.</li> </ul>
Projected spending	£26,000

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Ensure progress gaps are closing towards national average.	April 2021
Progress in Writing	Ensure progress gaps are closing towards national average	April 2021
Progress in Mathematics	Ensure progress gaps are closing towards national average	April 2021
Phonics	Ensure progress gaps are closing towards national average.	April 2021
Other	Improve attendance of disadvantaged pupils. Close the gap compared to their non-eligible peers.	April 2021

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

### Targeted academic support for current academic year

Measure	Activity
Priority 1	<ul style="list-style-type: none"> <li>• Enhancement of teaching and learning provision to ensure structured interventions, small group tuition and one to one support. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/">https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/</a></li> <li>• To ensure classroom teaching is precise and of a high quality to meet the needs of disadvantaged pupils so that they make progress by meeting (or exceeding) age related national expectations.</li> <li>• To ensure pupils consolidate basic skills</li> <li>• To respond rapidly with targeted teaching for pupils at risk of underachievement.</li> </ul>

Priority 2	<ul style="list-style-type: none"> <li>• Invest in reading comprehension, spelling programmes and maths mastery resources to close the attainment gap.</li> <li>• To embed and sustain a reading culture that ensures all pupils read regularly and develop ‘a love of books.’</li> <li>• Pupils read regularly and have access to high quality texts within guided reading</li> </ul>
Priority 3	<ul style="list-style-type: none"> <li>• School will deliver an engaging, broad and varied curriculum.</li> </ul>
Barriers to learning these priorities address	<p>Poor language and communication skills.          Poor ability to solve mathematical problems and explain their reasoning.</p> <p><b><u>Rationale:</u></b>          Sutton Trust found that, ‘The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teaching.’</p> <p>Additional adults mean pre-planned intervention groups can take place and also ad-hoc according to need. Results from the randomised control trials funded by the Education endowment Foundation in the UK have proved that the effects of TA led interventions on pupil learning is broadly positive</p> <p>EEF toolkit highlights that focusing on reading comprehension strategies and mastery learning can have an impact of +6 and +5 months of additional progress.</p> <p>EEF toolkit shows that phonics strategies can have up to +4 months of additional progress. This is based on extensive evidence and provides high impact for low cost.</p> <p>Research from the Education Policy Institute highlights that the disadvantage gap is around 40% by age 5. With early intervention/ screening in the early years, we aim to prevent the gap from widening.</p> <p>Both early years intervention and oral language interventions can add up to an additional +5 months of progress.</p> <p>Pupils need a sound understanding of number bonds and times tables to free the working memory to successfully apply more complicated maths operations.</p> <p>Daniel Willingham (Psychologist at the University of Virginia) states: <i>Automatic retrieval of basic maths facts is critical to solving complex problems because complex problems have simpler problems embedded in them.</i></p>

	<p>Schools will be judged on the intent, implementation and impact of their curriculum.</p> <p><i>An effective curriculum will be ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life</i></p>
Projected spending	£25,000

### Wider strategies for current academic year

Measure	Activity
Priority 1	To improve the attendance of disadvantaged pupils.
Priority 2	Subsidise trips, experiences, visits and activities.
Priority 3	Improve the mental well-being of our children.
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Low self-esteem, poor emotional well-being, anxiety and attachment issues.</li> <li>• Poor learning skills (organisation, resilience)</li> <li>• Low attendance and persistence absence of disadvantaged children.</li> <li>• Lack of opportunity/resources and life experiences.</li> <li>• Low aspiration amongst families</li> </ul> <p><b><u>Rationale:</u></b></p> <p>EEF toolkit highlights that offering social and emotional learning can boost progress by an additional +4 months and behaviour interventions/parental involvement can add up to +3 months.</p> <p>NFER research (2015) has identified that addressing behaviour and attendance is a key building block in raising disadvantaged pupils' attainment.</p> <p>Addressing any attendance concerns is key step to improving progress and attainment. Pupils must be in school to access learning and avoid gaps occurring.</p> <p>By informing parents regularly about attendance you can raise awareness of the implications of poor attendance and pre-empt possible attendance issues.</p> <p>To build relationships with pupils/families. To provide/locate support. To liaise with relevant services. Research tells us that families and parents are critical to pupils' attainment. Feinstein and Symons</p>

	(1999) found that parental interest in their child's education was the single greatest predictor of age 16 achievement.  Local deprivation- IDACI rating highlights that East Lindsey is in the top 20% of most deprived neighbourhoods in the country (2019).
Projected spending	£1,000

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Time for professional development.	Use of INSET days and staff meetings.
Targeted support	Time for interventions strategies to take place as well as ensuring they are impactful.	Data outcomes and monitoring and evaluation cycle.
Wider strategies	Engaging the harder to reach families.	School to continue to work closely with our most vulnerable families.

## Review: last year's aims and outcomes

Aim	Outcome
To diminish the differences in reading, writing and maths outcomes between those eligible for pupil premium and those who are not	No data available for summer 2020.
To actively encourage and support parents with their involvement in their child's learning	Website consent reviewed to ensure learning tools are accessible
To complete staff professional development.	All teaching was graded good to outstanding.  Teaching Assistants delivered intervention programmes and to support pupil progress.