

Pupil premium strategy statement GHA 2020-2023

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	Gosberton House Academy
Number of pupils in school	101
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers	2020-23
Date this statement was published	Autumn 2021
Date on which it will be reviewed	July 2022
Statement authorised by	L Stanton
Pupil premium lead	LStanton
Governor / Trustee lead	S Andleeb

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,180
Recovery premium funding allocation this academic year	£12,760
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	£71,940

Part A: Pupil premium strategy plan

Statement of intent

The core approaches that are currently implemented and how these will contribute to closing gaps

- SPELL- structured, positive, empathetic, low arousal, linked learning
- Early intervention and support
- Kinesthetic and visual mediation
- In addition to and different from approaches
- Over-learning, small step, precision teach, Lietner
- Effective parental, pupil, school support.
- Skills transference and generalisation – flexibility of thought and action
- Create a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community; developing confident and independent learners.

The overall aims of your pupil premium strategy

- To reduce attainment gap between the school's disadvantaged pupils and others
- To raise the in-school attainment of both disadvantaged pupils and their peers

Challenges

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

Challenge number	Detail of challenge
1	Active engagement - exploration, realisation, anticipation, persistence, initiation / growthmindset
2	Making connection across learning – learning to learn
3	Using researched evidenced strengths /preferred learning styles i.e. visual/ kinaesthetic [NAS]
4	Flexibility of thought and action
5	Physiological needs- sleep, self-help skills, nutritious food
6	Safety and security-health, emotional and social well-being, family, stability
7	Psychological needs- friendship, family, intimacy, esteem, confidence

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
To reduce the attainment gap	<p>CASPA data evidences equality of attainment for all groups</p> <p>Quality first teaching based on identifying the unique needs and strengths of the individual and working within their strengths</p> <p>Family engagement /Family learning participation e.g. Early Bird, AET</p>
To create an environment of sustainable learning through meaningful engagement	<p>External validation of the quality of provision through quality mark status - Ofsted, NAS, Basic Skills, ECO, Arts, Unicef , LPPA, IIP, LoTC etc.</p> <p>Internal validation through progress analysis- cognitive and social</p> <p>Reports to Trustees/ Local governing Board</p> <p>Pupil and parental voice surveys</p> <p>Staff performance and well-being reviews and feedback</p> <p>Local, regional and national networking impact</p> <p>Research participation and impact</p> <p>Governor monitoring</p>
For 100% of pupils to achieve their CASPA guidance targets	<p>In consultation with families, pupils and external agencies, staff set challenging, SMART targets.</p> <p>National comparison data indicates good levels of attainment</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: £20,440

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching supported by evidence informed [external and internal] CPL for all staff	<p>What makes Great Teaching Sutton Trust 2014</p> <p>DCSF 2008 Personalised learning a practical guide</p> <p>EEF Making best use of Teaching Assistants 2018</p>	<p>Active engagement - exploration, realisation, anticipation, persistence, initiation / growthmindset</p> <p>Making connection across learning – learning to learn</p> <p>Using researched evidenced strengths /preferred learning styles i.e. visual/ kinaesthetic [NAS]</p> <p>Flexibility of thought and action</p>
A broad and engaging curriculum offer focussed on kinaesthetic/visual learning strengths	<p>Autism Education Trust training materials</p> <p>National Autistic Society ' Left Stranded Report Covid 2020</p> <p>Core Principles of Good Autism Practice</p>	<p>Using researched evidenced strengths /preferred learning styles i.e. visual/ kinaesthetic [NAS]</p> <p>Active engagement - exploration, realisation, anticipation, persistence, initiation / growthmindset</p>

Development of NELI approaches supported by Nuffield Institute	Nuffield Early Language Intervention project	Making connection across learning – learning to learn
Development of Maths Mastery approaches supported by external Mastery specialist training	EEF Maths Mastery Study	Making connection across learning – learning to learn

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

Budgeted cost: £ 32,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Active engagement	<p>SSAT project</p> <p>EEF Teaching and learning toolkit</p> <p>NFER report on supporting the attainment of disadvantaged pupils</p> <p>Ofsted's reports on pupil premium progress in comparison to non-pupil premium pupils</p> <p>SSAT support to enable the school to continue to evolve best practice 'Active Engagement' strategies – exploration, realisation, anticipation, persistence, initiation –</p> <p>Attention Autism</p> <p>Curiosity Autism,</p> <p>Social Use of Language W Rinaldi</p>	<p>Active engagement - exploration, realisation, anticipation, persistence, initiation/ growthmindset</p> <p>Making connection across learning</p> <p>Flexibility of thought and action</p>
Basic Skills closing the attainment gap- cognition and learning	<p>NELI</p> <p>Maths Mastery</p>	<p>Using researched evidenced strengths/ preferred learning styles [NAS]</p> <p>Flexibility of thought and action</p>

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

Budgeted cost: £ 18,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised Breakfast Club/ fruit/ healthy snacks	Address physiological needs - readiness to learn Maslow's hierarchy-physiological needs; readiness to learn	Physiological needs- sleep, self-help skills, nutritious food
Subsidised extended day, lunch time and after school enrichment activities	Address physiological needs - readiness to learn Maslow's hierarchy- growth needs- love and belonging, self-esteem, self- actualization	Physiological needs- sleep, self-help skills, nutritious food Safety and security- health, emotional and social well-being, family, stability
Subsidise the cost of school visits/ curricular access [including subsidies for family access- working within LoTC and LPPA principles]	Curricular enrichment; skills generalisations; engagement; family engagement EEF Teaching and learning toolkit Maslow's hierarchy- growth needs- love and belonging, self-esteem, self-actualization NFER report on supporting the attainment of disadvantaged pupils LoTC standards	Psychological needs- friendship, family, intimacy, esteem, confidence
Subsidise the cost of school uniform/ PE kit/ book bags/ back packs	Physiological needs Maslow's hierarchy-physiological needs; readiness to learn	Psychological needs- friendship, family, intimacy, esteem, confidence
Subsidise cookery contributions and special food 'challenges'	Healthy living, independence EEF Teaching and learning toolkit	Psychological needs- friendship, family, intimacy, esteem, confidence
Family and multi-professional liaison - attendance issues	EEF Effective Parental Engagement with SEND; Working with Parents to Support Children's Learning Engagement with life-long learning LPPA standards	Safety and security- health, emotional and social well-being, family, stability

<p>Environment access e.g. SPELL approach.</p>	<p>Reducing barriers to active engagement NAS standards</p>	<p>Active engagement - exploration, realisation, anticipation, persistence, initiation / growthmindset</p> <p>Making connection across learning – learning to learn</p> <p>Using researched evidenced strengths /preferred learning styles i.e. visual/ kinaesthetic [NAS]</p>
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Total budgeted cost: £ 71,940

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. See Principal's Report to Governors September 2021

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
N/A	

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)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.