

Pupil premium strategy statement

This statement details our school's use of pupil premium (for the 2024 to 2025 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	Gotham Primary School
Number of pupils in school	145
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	29.11.2024
Date on which it will be reviewed	November 2025
Statement authorised by	Janette Allen
Pupil premium lead	Marta Kenny
Governor / Trustee lead	Linda Dale/ Jennie Walker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32560
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	£32560

Part A: Pupil premium strategy plan

Statement of intent

At Gotham Primary School, it is our intention that every child, irrespective of their background or the challenges they face, will flourish and develop a love of learning. Our approach in teaching and learning reflects our school culture, one of metacognition and self-regulation. We aim to equip all children with the tools to: activate their prior knowledge, plan, monitor and evaluate, and have the resilience to want to improve. Children reflect on their own work and the work of others so that we are:

Being the best we can be together! Our Mission Statement.

Our broad overarching objective for disadvantaged pupils at Gotham primary School is that when they leave our school, their attainment is no different to that of non-disadvantaged pupils, and as such are ready for their transition to secondary school.

To support this objective our foci are:

- Reading attainment – ensuring children achieve better than the expected average for all pupils including PP pupils.
- Writing attainment – writing attainment is better than pre-Covid data and is better than the expected average for all pupils including PP pupils.
- Pupil Premium participate in enrichment activities.

Gotham Primary School uses research-based evidence to support decision-making when spending our allocated Pupil Premium Grant (PPG). National research shows that the academic gap between disadvantaged and non-disadvantaged pupils has widened further due to the effects of Covid-19. Current international and national, and bespoke research have determined the foci in supporting our Pupil Premium pupils, and in narrowing the gap.

Our Pupil Premium Strategy Statement uses the tiered approach, highly recommended by the EEF.



It is our intent to ensure an effective teacher is in front of every class, believing **“Every teacher needs to improve, not because they are not good enough, but because they can be even better.”** Dylan Wiliam.

We therefore use some of our PPG to invest in professional development, training and support.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, phonics screening, observations and monitoring have highlighted pupils' early reading experiences are below our expectations and National standards. EEF (September 2023) stated 74% of school questioned said low reading levels were a main barrier to attainment
2	Our internal assessments throughout school indicate that writing attainment continues to be a concern particularly for PP pupils. Throughout school, 39% of PP are at expected level or better compared with 63% of non-pupil premium children. Low secretarial skills such as handwriting, spelling & grammar reduce confidence, concentration and productivity.
3	Our research, observations and discussions with pupils and families have identified executive functioning delay in most pupils, particularly PP pupils. Over 40% of our Pupil premium children are summer births which impacts age-determined executive function goals
4	Through our observations and pupil voice interviews, there is a significant difference between the vocabulary used by non-pupil premium compared to Pupil Premium children. Oracy is often overlooked in the curriculum (Ofsted English Subject Report) and further research is required in order to introduce, support, embed and monitor strategies (EEF: A School's Guide to Implementation)
5	39% of PP children have below 90% attendance (this includes part-time timetable and new attendee – with historic attendance issue), 33% of PP pupils who started from September have attendance below 90% 48% of PP children took at least 1 week off school due to a family holiday. Again, EEF (September 2023) stated 75% of school questioned said low attendance was a barrier to attainment
6	Our observations and discussions with pupils and families have identified limited life experiences and opportunities to join enrichment activities.

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
Improved early reading attainment for all pupils, particularly our disadvantaged pupils.	<p>All staff trained in RWI Phonics developing quality first teaching</p> <p>Children taught in small groups in relation to their GPC knowledge</p> <p>Year 1 phonics screening to be in align or better than the expected average for all pupils including PP pupils.</p> <p>The gap between PP and non-PP pupils will close.</p> <p>Pupils' enjoyment in reading is evident from sources such as parent surveys, reading engagement, pupil interviews and ongoing formative assessment.</p>

Improved writing attainment for disadvantaged pupils at the end of KS2.	Pupil Premium data for KS1 and KS2 writing will show comparably to that of non-pupil premium and individual gaps in performance will have been narrowed. Spelling & handwriting improve Writing stamina improves
To begin to develop an oracy curriculum throughout the school (through intervention & Year group development)	TAs trained in Talc - Language Builders ((Elkan Training) Base line assessments identify target children Language Builders used as an intervention. Intervention monitored and evaluated. Research completed, curriculum outlined and trailed with Year 2 (2025) Oracy Curriculum rolled out to whole school 25-26
Support executive functioning development in all pupils especially disadvantaged pupils.	TAs trained in Talc - Language Builders ((Elkan Training) Base line assessments identify target children Language Builders used as an intervention. Intervention monitored and evaluated. Assessments and observations indicate significantly improved executive functioning. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil interviews, ongoing formative assessment and external assessments.
Provide opportunities to broaden life experiences and enrichment.	Parental surveys, monitoring, observations and pupil voice indicate PP pupils' increased participation in enrichment opportunities.
PP persistent absentee-ism reduces so it is at least in line with national figures.	Attendance data shows persistent absentee-ism has reduced in line with national figures.

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: £ £14000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Training to support high quality teaching of spelling and phonics (using Read Write Inc)</i>	EEF – Improving Literacy in Key Stage One (strand 3,8) Improving Literacy in Key Stage 2 (strand 2, 7) The Art & Science of Primary Reading – Christopher Such Graham & Santangelo's (2014) work on spelling indicated that spelling improved more effectively through specific instruction (Reading Ape 2023)	1, 2, 3, 4,

<p><i>Training to support high quality teaching of phonics (Using Read Write Inc Phonics and Fresh Start programs)</i></p>	<p>EEF – Improving Literacy in Key Stage One (strand 3,8) Improving Literacy in Key Stage 2 (strand 2, 7) The Art & Science of Primary Reading – Christopher Such</p>	<p>1, 2, 3, 4</p>
<p><i>Training & implementing strategies to improve attendance</i></p>	<p>EEF Rapid Attendance Interventions (March 2022) Securing Good Attendance & Tackling Persistent Absence _ Ofsted (February 2022) Ofsted Improving School Attendance (2023) Ofsted Working together to improve Attendance states in the academic year of 2021-2022 Pupil Premium children had an average of 21 days absence while non-pp children had an average of 12 days absence. Attend Framework Nesta report November 2023</p>	<p>1-7</p>
<p><i>Training in supporting & implementing Executive Functioning within classroom (using LTP)</i></p>	<p>Affluence versus impact (Nesta Report November 2022) “We also found some surprises in the data. On average, children on free school meals in more affluent areas actually have poorer results than those on free school meals in more deprived areas.” EEF – Metacognition & Self-Regulated Learning (all strands) EEF Social & Emotional Learning Guidance Report (recommendations 1-6) EEF Supporting Self-Regulation & Executive Function in the Early Years From Best Practices to Breakthrough Impacts – The Center on the Developing Child – Harvard University Fear is the Mind Killer – James Mannion & Kate McAllister Powerful Teaching – Unleash the Science of Learning – Pooja Agarwal & Patrice Bains Zones of Regulation</p>	<p>1-7</p>
<p><i>Training in Talc Language Builders Intervention Research Oracy in order to develop an Oracy curriculum</i></p>	<p>Ofsted English Subject Report The Transformative Power of EEFA School’s Guide to Implementation</p>	

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

Budgeted cost: £ £15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Use phonic intervention (including Fresh Start) and Early Reading Strategies targeted for disadvantaged pupils who require further support</i>	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2, 3, 4
<i>Use small group reading sessions to support reading skills including comprehension, vocabulary & stamina</i>	EEF blog: Supporting reading comprehension in Key Stage 2, EEF: IMPROVING LITERACY IN KEY STAGE 2	1, 2, 3, 4
<i>Use spelling intervention using Sounds & Syllables Strategies targeted for disadvantaged pupils who require further support</i>	Spelling approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted spelling interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Graham & Santangelo's (2014) work on spelling indicated that spelling improved more effectively through specific instruction (Reading Ape 2023) Improving Literacy in KS2 Education Endowment Foundation EEF	1, 2, 3, 4
<i>Use interventions using Talc Language Builders</i>	EEF – Metacognition & Self-Regulated Learning (all strands) EEF Social & Emotional Learning Guidance Report (recommendations 1-6) EEF Supporting Self-Regulation & Executive Function in the Early Years From Best Practices to Breakthrough Impacts – The Center on the Developing Child – Harvard University	1, 2, 3, 4
<i>Use intervention using retrieval practice strategies</i>	Retrieval Practice strategies have been proven to support long-term memory and automaticity. EEF blog – Retrieval Practice – Common Place or Common Sense Powerful Teaching – Unleash the Science of Learning – Pooja Agarwal & Patrice Bains	4, 5

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

Budgeted cost: £ 3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Continuation of whole staff training on behaviour management and well-being approaches with the aim of developing our school ethos across school. Behaviour as part of the Curriculum</i>	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) EEF – Metacognition & Self-Regulated Learning (all strands) EEF- Improving Behaviour in Schools Guidance Report (recommendations 1-6) EEF Social & Emotional Learning Guidance Report (recommendations 1-6) EEF small group tuition	4, 7
<i>Use of self regulation strategies to support targeted interventions to develop self-esteem & resilience</i>	EEF Social & Emotional Learning Guidance Report (recommendations 1-6)	4, 5, 7
<i>Cultural capital experiences – trips including residential are free for PP pupils. No cost for school extra-curricular activities.</i>	Ofsted research 2019 places emphasis on improving cultural capital, particularly disadvantaged pupils Recht & Leslie demonstrated how cultural capital affects reading comprehension. Governor pupil voice questionnaire (2023)	2, 4, 6, 7

Total budgeted cost: £ 32500

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Intended outcome	Success criteria
Improved early reading attainment for all pupils, particularly our disadvantaged pupils.	Due to small numbers of PP children, individual children could be identifiable. Year 1 and 2 phonics data is therefore available on request. Throughout school, 44% of PP children are early readers (compared with 48% PP children 22-23)
Improved writing attainment for disadvantaged pupils at the end of KS2.	Due to small numbers of PP children, individual children could be identifiable. End of KS2 writing assessment data is therefore available on request. There are currently 39% of children at age related, 78% of PP children at WT or better
Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Questionnaire 80% of children said they like coming to school, 100% of children said they feel safe at school.

Support executive functioning development in all pupils especially disadvantaged pupils.	65% of PP children regularly manage their behaviour (based on behaviour logs)
Provide opportunities to broaden life experiences and enrichment.	Enrichment visits including residential (100% PP attended), Theatre visit, Museum visit, Workshops – 94% of PP children attended 65% of PP children participated in school clubs, 61% of PP children participated in school clubs out of normal school hours Last year only 28% of PP children attended a club.
PP persistent absentee-ism reduces so it is at least in line with national figures.	Due to small numbers of PP children, individual children could be identifiable. Attendance data is therefore available on request. 48% of PP children took at least 1 week off school due to a family holiday

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
Phonics (RWI)	Ruth Miskin Training

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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Gotham Primary will continue to develop metacognition, self-regulation and retrieval practices throughout the curriculum. Our aim is to equip all of our children as independent learners throughout their time here and beyond.
