



GATLEY PRIMARY SCHOOL

PUPIL PREMIUM STRATEGY 2022/23

The Pupil Premium was introduced in April 2011, and paid by means of a specific grant based on school census figures for pupils registered as eligible for FSM. This Statement outlines how Pupil Premium funding is used to support these pupils in provision and an evaluation on how this grant was spent in the previous year.

VERSION HISTORY

Date	Document Version	Document Revision History	Document Author / Reviser
02.02.2015	1.0	Publication of 2014/15 Pupil Premium Report on school website	M Murray
18.12.2015	2.0	Publication of 2014/15 Pupil Premium Statement on school website	M Murray
21.11.2016	2.1	New strategy comprising previously published Pupil Premium Statement and evaluation ratified adopted by Teaching and Learning Committee	V McManus
20.11.2017		Next Review	
14.09.2017	2.2	2016-17 strategy evaluated and 2017-18 strategy developed.	G.Norman and C.Kitchen
15.10.2018	2.3	2017-18 strategy evaluated and 2018-19 strategy developed	C Kitchen and G Norman
02.10.2019	3	2018/19 strategy evaluated and 2019/21 strategy developed.	C Kitchen
07.10.2020	4	2019/20 strategy evaluated and 2020-21 strategy developed.	C Kitchen and R Renshaw
14.10.2021	5	2020/21 strategy evaluated and 2021-22 strategy developed	K. Chow
04.10.2022	6	2021/22 strategy evaluated and 2022/23 strategy developed	K. Chow and T. Butt



Headteacher

Date: 19.10.22



Chair of Governors

Date: 19.10.22

Gatley Primary School | Hawthorn Road | Cheadle | Gatley | SK8 4NB

2022/23 SCHOOL OVERVIEW

Detail	Data
School name	Gatley Primary School
Number of pupils in school	579
Proportion (%) of pupil premium eligible pupils	6% (36 pupils)
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	Autumn 2022
Date on which it will be reviewed	Autumn 2023
Statement authorised by	G. Norman
Tuition Lead (overseeing Pupil Premium)	T. Butt
Governor / Trustee lead	

STATEMENT OF INTENT

With child-centred learning at the very heart of our ethos and practise, we aim for all children at Gatley Primary School to reach their full potential in a safe, caring and creative environment. At Gatley Primary School, we recognise the barriers to learning and aim to provide opportunities for our most vulnerable children to succeed and achieve.

PUPIL PREMIUM OVERVIEW

The Pupil Premium was introduced in April 2011, and paid by means of a specific grant based on school census figures for pupils registered as eligible for FSM and children whose parents are currently serving in the armed forces and children who are Looked After.

The Pupil Premium is additional to main school funding and is implemented by the school to address any underlying inequalities, by ensuring that funding reaches the pupils who need it most.

OBJECTIVES FOR PUPIL PREMIUM AT GATLEY PRIMARY SCHOOL

The Pupil Premium funding has been used to:

- Ensure quality first teaching (QFT) is the prime approach in the removal of barriers to learning.
- provide additional educational support to improve the progress and to raise the standards of achievement for these pupils
- narrow and close the gap between the achievement of these pupils and their peers
- address any underlying inequalities between children eligible for Pupil Premium and others
- ensure all children are ready to learn and access the curriculum by supporting their needs

We have ensured that the additional funding reached the eligible pupils who need it most and that it has made an impact on their education, and the education of others.

ACCOUNTABILITY

The leadership team has regularly and rigorously monitors, evaluates and reviews the strategies we have put into place for Pupil Premium and have reported this to the Governing Body. In 2022, the school appointed a new TLR role specifically to oversee Pupil Premium within the school.

FUNDING 2021 / 22

- Last year, 34 pupils were entitled to benefit from pupil premium funding.
- Each entitled pupil received £1345 per annum for pupil premium; children who are/have been in care receive £2345. Our school was allocated £32,201.25 for pupil premium funding for 2021/22 apportioned in three payments; Term 1: £10,733.75 / Term 2: £10,733.75 / Term 3: £10,733.75
- For children who were eligible for Pupil Premium funding last year, there were two main stands:
 - One-to-one/small group tuition
 - Enrichment opportunities

All foci were used to support and accelerate the progress made towards age related expectations or better, in line with their peers, as well as supporting the children to become well rounded, confident and socially responsible.

- Building on the great success of 2020/21, we continued to offer one-to-one or small group tuition for all pupils receiving pupil premium funding before or after school timetabled hours. This was largely focussed on core subjects (English and maths) based on personalised needs, but also covered wellbeing needs, including collaboration, conflict management, emotion management and self-reflection.

- Thanks to the government's Catch-Up Premium funding, which we linked with our already-established tuition programme, support staff who were working as tutors were able to undertake valuable training which allowed for them to extend their understanding of how to facilitate valuable tutoring.
- Consultation was sought from parents and teaching staff, and each child then had clear areas of focus from which impact was measured. These areas were chosen as parents and staff felt they would have the biggest impact on the child. Funding was allocated in line with this consultation.
- All strategies within this strategy were based on academic research. The Educational Endowment Fund (EEF) offer a wide research base to find strategies, which show the greatest impact. The EEF is one of the ways we used to inform this strategy. Where it shows a positive number eg +6, this means the cost per intervention and the quality of research into the impact gives a nominal months progress when having intervention compared to those not having it.

FUNDING 2022 / 23

Autumn Census information indicates that there are 36 children eligible for Pupil Premium funding in 2022/23. As well as continuing to offer the highly successful one-to-one/small-group tuition, the school's Tuition Lead is now working to diversify the offer to best support children emotionally (eg. for children with additional needs, allocating a 'tutor' to accompany them to Forest School sessions after-school) and across the whole curriculum (eg. offering woodwind lessons from Stockport Music Service). The tuition programme will also become more centralised to allow to monitor progress more closely with class teachers and senior leaders through standards reviews.

In addition, Pupil Premium Plus funding is now allocated to all Post-LAC children, and so this increased entitlement allows us to broaden our support to these children (eg. attend tutoring sessions and an extra-curricular club).

Appendix A Pupil Premium Strategy and Review 2021-22

1. Summary information					
School	Gatley Primary School				
Academic Year	2021-22	Total PP budget	£32,201.25	Date of most recent PP Review	09/2022
Total number of pupils	550	Number of pupils eligible for PP	34	Date for next internal review of this strategy	09/2023

2. 2021-2022 Attainment Data		
End of KS1 and KS2 Data	Results for Pupils eligible for PP (your school)	National results for Pupil Premium
% Achieving Good Level of Development at the end of Reception	N/A	N/A
% KS1 Expected Standard + READING	100%	51.8%
% KS1 Expected Standard + WRITING	100%	41%
% KS1 Expected Standard + MATHS	100%	52.2%
% KS1 GDS reading	50%	8.4%
% KS1 GDS writing	50%	3%
% KS1 GDS maths	50%	6.9%
% KS2 Expected Standard + READING	75%	62.5%

% KS2 Expected Standard + WRITING	75%	56%
% KS2 Expected Standard + MATHS	75%	56.6%
% KS2 GDS reading	50%	17.4%
% KS2 GDS writing	25%	6%
% KS2 GDS maths	25%	11.8%
% KS2 Expected Standard + RWM	75%	43%
% KS2 Expected Standard + RWM (Greater Depth)	25%	3%
3. Barriers to future attainment – as identified by looking at the cohort of PP children in 2022/23		
A.	Academic progress due to starting points.	
B.	Lack of exposure to wider opportunities, such as sport and the arts.	
4. Desired outcomes (Desired outcomes and how they will be measured)		Success criteria
A.	The attainment of pupil premium children to continue to fall increasingly in line with their peers. <i>Measured through academic outcomes, particularly in English and maths – this data will be collected from class teachers as part of termly standards review meetings.</i>	PP chn targeted by class teachers for progress. Gap in attainment closed between PP chn and their peers. Evidenced in whole school data as well as individual class data.
B.	Pupil Premium children enjoying a range of experiences beyond the classroom. <i>Measured through sign-up to instrumental lessons and extra-curricular clubs, and children’s responses when reflecting on these experiences.</i>	PP chn signed up for instrumental lessons and extra-curricular clubs. Chn able to articulate the positive impact of these experiences (including linking to in-class experiences) when asked.

4. Planned expenditure					
Academic year		2022/23			
<p>Spending has been split into two clear categories to show the diversified approach outlined above. The academic support route is the primary focus of spending, with all children working at Working Towards, National or Above according to teacher assessment offered tutoring to consolidate or extend their learning. The enrichment route is therefore for those who decide not to engage with the tutoring programme, those identified as comfortably working within Mastery in core subjects (these children can still choose to engage with academic tutoring if they so desire), or for those who it is decided would benefit more from an out-of-classroom experience. All parents are contacted at the start of the academic year to identify how they would prefer their child's allocation to be spent, and this is then consistently applied throughout the remainder of the year. It may be that children arise throughout the year as Pupil Premium through census outcomes; they are then offered the above options at the earliest available opportunity. For those who are eligible for Pupil Premium Plus (LAC/Post-LAC chn), their extra financial entitlement allows us to offer to cover two of the options.</p>					
Academic Support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Costing	When will you review implementation?
Pupils to have made noticeable progress in core subjects as a result of personalised support.	<p>Offer of weekly 1 hour one-to-one/small-group tutoring for all PP children.</p> <p>TLR responsibility (Tuition Lead) to continue to oversee provision.</p> <p>Support staff promoted to roles which support identified vulnerable chn, including PP.</p>	<p>The Education Endowment Foundation: <i>"On average, one-to-one tuition is very effective at improving pupil outcomes. One-to-one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas."</i></p> <p>Average of approximately 5 additional months' progress, with greater impact in primary schools (6 additional months)</p>	<p><i>"Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons."</i> (EEF)</p> <p>Tutors to regularly check-in with child's class teacher to discuss areas of improvement identified in classroom setting and teachers to suggest focus of sessions. Tutors to share outcomes with class teacher and discuss next steps at regular intervals.</p> <p>Baseline to be completed in identified area at start of term, and re-visited at end of term to provide evidence of progress.</p> <p>All outcomes from tutoring session to be completed in workbooks to evidence learning.</p> <p>Tuition Lead to work in conjunction with the SENCO, with regular check-ins to discuss successes and next steps.</p>	<p>Approximate cost per child (Based on 38 hrs across a yr @ £25/hr + £25 for 1hr planning time) = £1900</p> <p>At time of writing, 27 chn enrolled on tutoring session</p> <p>Total cost: £51,300</p> <p>Tuition Lead: £571 Support staff: £3109</p>	<p>Progress monitored as part of termly standards review with year group team and SLT</p> <p>Position discussed during annual appraisal reviews</p>
Total budgeted cost					£54,980

Enrichment opportunities					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Costing	When will you review implementation?
To diversify the offer for families who choose not to engage with tutoring sessions and/or those who would benefit from a wider curriculum offer.	Ensure chn who are not engaged in tutoring sessions are aware of the extra-curricular options available to them – instrumental lessons provided by Stockport Music Service or extra-curricular clubs in school	<p>Arts Participation <i>“Arts participation can have a positive impact on academic outcomes in other areas”</i> (including English, maths and science). <i>“Wider benefits such as more positive attitudes to learning and increased wellbeing have also consistently been reported.”</i> (EEF)</p> <p>Extra-curricular Clubs In light of the financial burden participation in clubs can afford parents, schools <i>“should consider working with the community to help reduce financial barriers to participate in healthy extracurricular options for students to develop team building, skill development and opportunities for leadership. When balanced with academic learning, extracurricular activities may help students raise self-esteem, develop school spirit and connect with the adults in the community in a positive manner creating a good situation for all.”</i> (N. Wilson ‘Impact of Extracurricular Activities on Students’, 2009)</p>	<p>Instrumental lessons to be offered by Stockport Music Service, a reputable specialist provider with whom the school has partnered for a number of years. We have offered guitar lessons previously, and this year have extended this to woodwind lessons. This exposes chn to high-quality music teaching. Feedback by external teachers to be given on regular basis. TB to monitor engagement (ensure chn are regularly attending lessons to make most of opportunity, monitor SMS visits for regularity).</p> <p>Extra-curricular clubs are run by members of staff, based on their areas of specialism and interest. TB to monitor engagement (ensure chn are regularly attending sessions).</p> <p>On a termly basis, feedback to be gathered from pupils regarding engagement and celebrated with class teacher.</p>	<p>Music lessons</p> <p>Approximate cost per child (Based on 38 sessions across a yr @ £9/session) = £342</p> <p>At time of writing, 2 chn enrolled on instrumental lessons</p> <p>Total cost: £684</p> <p>Extra-curricular opp.s</p> <p>Approximate cost per child (Based on 33 sessions across a yr @ £4/session) = £132</p> <p>At time of writing, 2 chn enrolled on clubs</p> <p>Total cost: £264</p> <p>Total: £948</p>	On an annual basis, extra-curricular and music lesson opportunities to be reviewed to continue to provide diverse experiences for all pupils, including PP.
Total budgeted cost					£948

5. Review of expenditure				
Previous Academic Year		2020-21		
Academic Support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
For PP chn to make academic progress in line with their peers	One-to-one/small group tuition sessions (1 hr a week with an identified member of staff) – focussed on core subjects, with content decided following conversations with class teachers who identified gaps/next steps in learning.	<p>PP data in reading, writing and maths is now far above the national average (see figures above).</p> <p>Gap between PP chn and their peers has narrowed, and will continue to be targeted in 2022/23 to further capitalise on this pattern. PP data reviewed in summer standards review meetings, and positive next steps identified for all PP chn.</p> <p>Great success identified in Y2, who exceeded their peers, with 100% of PP chn working at GDS in all areas.</p> <p>A number of chn moved across assessment boundaries (eg. from National to Greater Depth), and others have made good progress towards achieving this later in their school career.</p> <p>Positive parent feedback re. tuition sessions, and the impact that families can see first-hand that this is having on chn's academic outcomes in class and at home.</p>	<p>We will definitely be continuing with this offer as it has been hugely successful, and celebrated by visitors to the school who can clearly see the impact of this work.</p> <p>Our next steps in 22/23 are to centralise the assessment processes within tutoring sessions through formalised baselines that allow us to more closely track progress of these sessions.</p> <p>We will also diversify these sessions more based on the personalised needs of chn – eg. a member of staff attending Forest School club with a child to provide one-to-one support.</p>	<p>Cost per child (Based on 38 hrs across a yr @ £25/hr + £25 for 1hr planning time) = £1900</p> <p>23 chn enrolled on tutoring session</p> <p>Total cost: £43,700</p>

Extra-curricular activities				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To engage PP chn who don't engage with in wider curriculum opportunities	<p>Extra-curricular clubs publicised at beginning of academic year to present parents with options.</p> <p>Music lessons (guitar/violin) from SMS offered as a continuation from the previous academic year.</p>	<p>A number of chn engaged with both opportunities (1 undertook music lessons and 3 undertook extra-curricular clubs).</p> <p>PP chn also attended these clubs even when their funding was used for tuition, showing a wider enthusiasm and engagement with our extra-curricular offer.</p>	Further promotion of the possibilities of PP spending need to be articulated to families, so they are able to make the most of opportunities within school.	<p>Music lessons</p> <p>Cost per child (Based on 38 sessions across a yr @ £9/session) = £342</p> <p>1 chn enrolled on instrumental lessons</p> <p>Total cost: £342</p> <p>Extra-curricular opp.s</p> <p>Cost per child (Based on 33 sessions across a yr @ £4/session) = £132</p> <p>3 chn enrolled on clubs</p> <p>Total cost: £396</p>

Tuition Lead Role				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To centralise Pupil Premium provision within school, providing support for the SENCO	Appoint member of staff as Tuition Lead to lead on Pupil Premium provision, co-ordinating staff and overseeing tuition sessions	The processes already in place for Pupil Premium chn have been formalised, and staff are all clear who is the main point of contact within school regarding this. We saw a rise in the number of chn undertaking tuition sessions as a result of parent conversations led and/or facilitated by the Tuition Lead.	This TLR responsibility will continue into the new academic year, with the Tuition Lead continuing to work with the SENCO to oversee provision.	£571

6. Additional detail

Additional Appendix attached:

- Extra curricular opportunities timetable for 2022/23
- Teacher and tutor questionnaires from previous year's class teachers to identify next steps



Wider Curricular Enrichment Activities 2022-23

	Autumn Term		Spring Term		Summer Term	
	Half Term 1	Half Term 2	Half Term 1	Half Term 2	Half Term 1	Half Term 2
Monday Before School						
Monday After School	Kick Start Sports Football Class (Years R, 1 and 2)	Kick Start Sports Football Class (Years R, 1 and 2)	Kick Start Sports Football Class (Years R, 1 and 2)	Kick Start Sports Football Class (Years R, 1 and 2)	Kick Start Sports Football Class (Years R, 1 and 2)	Kick Start Sports Football Class (Years R, 1 and 2)
Tuesday Before School		Gymnastics Club (Year 2)	Gymnastics Club (Year 1)	Gymnastics Club (Year 1)	Gymnastics Club (Year Reception)	Gymnastics Club (Year Reception)
Tuesday After School		Craft Club (Year 3) Choir (Year 4-6) Basic Skills Football for Boys and Girls (Years 5 and 6) Mini Sports (Years 1,2 and 3) Karate (age 5+)	Craft Club (Year 4) Choir (Year 4-6) Basic Skills Football for Boys and Girls (Years 5 and 6) Mini Sports (Years 1,2 and 3) Karate (age 5+)	Craft Club (Year 3) Choir (Year 4-6) Basic Skills Football for Boys and Girls (Years 5 and 6) Mini Sports (Years 1,2 and 3) Karate (age 5+)	Craft Club (Year 4) Choir (Year 4-6) Basic Skills Football for Boys and Girls (Years 5 and 6) Mini Sports (Years 1,2 and 3) Karate (age 5+)	Craft Club (Year 3) Choir (Year 4-6) Basic Skills Football for Boys and Girls (Years 5 and 6) Mini Sports (Years 1,2 and 3) Karate (age 5+)
Wednesday Before School		Table Tennis Club (Year 5 and 6)	Table Tennis Club (Year 3 and Year 4) Cycling Club (Year 2)	Table Tennis Club (Year 5 and 6) Cycling Club (Year 1)	Table Tennis Club (Year 3 and Year 4) Cycling Club (Year Reception)	Table Tennis Club (Year 5 and 6) Cycling Club (Year Reception)
Wednesday After School		Forest School (Year 5 and 6)	Forest School (Year 3/4)	Forest School (Year 1)	Forest School (Year 2)	Forest School (Year Reception)
Thursday Before School	Kick Start Sports Dodgeball (Years R, 1 and 2)	Kick Start Sports Dodgeball (Years R, 1 and 2)	Kick Start Sports Dodgeball (Years R, 1 and 2)	Kick Start Sports Dodgeball (Years R, 1 and 2)	Kick Start Sports Dodgeball (Years R, 1 and 2)	Kick Start Sports Dodgeball (Years R, 1 and 2)
Thursday After School		Netball Club (Year 5 and 6) Lego Club (Year 3)	Netball Club (Year 5 and 6) Lego Club (Year 4)	Netball Club (Year 5 and 6) Lego Club (Year 3)	Netball Club (Year 5 and 6) Lego Club (Year 4)	Netball Club (Year 5 and 6) Lego Club (Year 3)
Friday Before School	Kick Start Sports Dodgeball (Years 3,4,5 and 6)	Kick Start Sports Dodgeball (Years 3,4,5 and 6) Makaton (Year 2)	Kick Start Sports Dodgeball (Years 3,4,5 and 6) Makaton (Year 1)	Kick Start Sports Dodgeball (Years 3,4,5 and 6) Makaton (Year 1)	Kick Start Sports Dodgeball (Years 3,4,5 and 6) Makaton (Year Reception) Softball Club (Year 5 and 6)	Kick Start Sports Dodgeball (Years 3,4,5 and 6) Makaton (Year Reception) Softball Club (Year 5 and 6)
Friday After School	Kick Start Sports – Football Class (Years 3,4,5 and 6)	Kick Start Sports – Football Class (Years 3,4,5 and 6) Be Inspired Club (Year 5 and 6)	Kick Start Sports – Football Class (Years 3,4,5 and 6) Be Inspired Club (Year 3 and 4)	Kick Start Sports – Football Class (Years 3,4,5 and 6) Be Inspired Club (Year 3 and 4)	Kick Start Sports – Football Class (Years 3,4,5 and 6) Be Inspired Club (Year 5 and 6)	Kick Start Sports – Football Class (Years 3,4,5 and 6) Be Inspired Club (Year 5 and 6)

QUESTIONNAIRE

For teachers of PP chn receiving tutoring

Name: _____

Child: _____

Have you seen any progress made in class as a result of tutoring sessions?

- ~~_____~~ has made superb progress in reading and moved from w+ →
- ~~_____~~ has benefited from the pastoral side of his tuition
- ~~_____~~ has made good progress from her starting points

How often have you communicated aims and next steps with the tutor of your child(ren)?

Weekly Fortnightly Half-termly Termly

How often have you seen and discussed outcomes of tutoring sessions with the tutor/child?

Weekly Fortnightly Half-termly Termly

* In some cases weekly
For the child(ren) in their class, what would you recommend the focus of their tutoring sessions next year should be?

Reading

What would support you further as a teacher of PP children next year?

CPD on how to overcome/identify barriers to learning.

QUESTIONNAIRE

For current tutors of PP chn

Name: _____

Child: _____ (YS)

What celebrations are there from your sessions this year

_____ improving week in week out & gradually building up the level of work he produces. A good bond between us now with football training as a reward for his hard work.

How often have teachers communicated aims and next steps with you? N/A

Weekly

Fortnightly

Half-termly

Termly

How often have teachers seen and discussed outcomes of tutoring sessions with you and/or the child you work with? N/A

Weekly

Fortnightly

Half-termly

Termly

What would support you further as a tutor of PP children next year?

Aims & next steps from teacher to help guide me with whats best for _____ to be working towards.

Would you like to continue tutoring next year? YES NO

Would you like to continue with the same child where possible?

YES NO