



## Pupil premium strategy statement

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	540
Proportion (%) of pupil premium eligible pupils	5.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Rachel Clair
Pupil premium lead	Dylan Guinnane
Governor / Trustee lead	David Balmer

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 56,235
Recovery premium funding allocation this academic year	£ 4640
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
<b>Total budget for this academic year</b> <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>	£60,875

# Part A: Pupil premium strategy plan

## Statement of intent

Our vision is for all pupils, irrespective of their background or circumstance, to be inspired, to thrive in all environments, to recognise what it takes to succeed, to set aspirational goals and work hard to achieve these. One of our school values is 'achieve', this applies to every child. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their goals and to be aspirational, including those who already achieve high standards.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our approach will be responsive to common challenges and individual needs, rooted in a robust diagnostic assessment, and not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

We have used the following documents as our main sources of evidence:

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

<https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf>

## Challenges

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

Challenge number	Detail of challenge
1	<b>Retention of key facts and knowledge-</b> Assessments, observations and pupil outcomes suggest that disadvantaged pupils have great difficulty retaining key facts and information and unlocking prior knowledge to support new learning.
2	<b>Early Reading and Phonics and development of this into Reading for Pleasure.</b> Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	<b>Specific academic needs and academic confidence</b> Our assessment and outcomes show that disadvantaged pupils are not making the same level as progress as pupils who are not disadvantaged particularly in the curriculum are of greater depth writing, for example there is between a 11% and 39% difference at GD between disadvantages and non-disadvantaged pupils with 4 out of 6 year groups having over a 30% gap between disadvantaged and non-disadvantaged pupils.
4	<b>Social Emotional and Mental Health (SEMH)</b> Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain relatively high
5	<b>Oral Language and Vocabulary</b> Our assessments, observations, and discussions with pupils suggest underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident particularly in KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.
6	<b>Attendance and Punctuality</b> Attendance and punctuality data for some of our disadvantaged pupils is comparatively lower than that of the rest of our school. Lower attendance affects attainment as it is more difficult to address any gaps in learning. Children with poor attendance also are impacted negatively in terms of their social, emotional and mental health.

## 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
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<p>Attainment of disadvantaged pupils will be equivalent, or greater than that of their peers with similar starting points</p> <ul style="list-style-type: none"> <li>• Disadvantaged pupils will be making at least good progress from their respective starting points.</li> <li>• Disadvantaged pupils will be working at age-related expectations (at least) by the end of each key stage in Reading, Writing and Maths.</li> <li>• Disadvantaged pupils perform in line with non-disadvantaged pupils in EYFS, Phonics and in End of Key Stage Assessments</li> <li>• The percentage of disadvantaged children achieving Greater Depth will be in line with non-disadvantaged pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Class Teachers will provide QFT strategies</li> <li>• Professional Learning schedule to prioritise aspects of SDP including staff training in relevant aspects of T&amp;L</li> <li>• Retrieval practice assessments at the end of a sequence of learning.</li> <li>• Pupil progress to be analysed and discussed through Pupil Progress Review Meetings termly</li> <li>• Subject Leaders will monitor pupil outcomes (through observations and book moderations) This desired outcome will be measured using: <ul style="list-style-type: none"> <li>• In-year assessment data using milestone trackers.</li> <li>• End of year assessment trackers for all subjects.</li> <li>• ELG/ End of Key Stage assessment outcomes in relevant year groups</li> </ul> </li> </ul>
<p>Disadvantaged Pupils will make good progress in Early Reading and Phonics which will support and develop our culture of Reading for Pleasure</p>	<ul style="list-style-type: none"> <li>• Teachers to use 'Tutoring with the lightning Squad' as an intervention support.</li> <li>• Literacy team will support the teaching or reading and early phonics across school</li> <li>• Literacy team will support whole school teaching of phonics</li> </ul>
<p>To achieve and sustain improved SEMH and wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of social, emotional, mental health and wellbeing demonstrated by:</p> <p>qualitative data from pupil voice, pupil and parent surveys and teacher observations</p> <p>a significant increase in participation in enrichment activities, particularly amongst disadvantaged pupils</p>
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>Ensure attendance and punctuality of disadvantaged pupils' remains in-line with</p>	<ul style="list-style-type: none"> <li>• Reintroduce attendance monitoring paused during the pandemic</li> </ul>

the school target and with non-disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Deploy the support of the attendance lead</li> <li>• Regular review meetings and action plans in place for disadvantaged children</li> </ul>
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## 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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged pupils receive targeted support for both their academic and pastoral needs	<p>Small group teaching and individual 1:1 teaching with experienced, specifically trained teachers can have valuable impact (<a href="#">EEF T&amp;L Toolkit</a>).</p> <p>This research states that ‘effects on pupils from disadvantaged backgrounds also tend to be particularly positive’. Utilising the skills and expertise of our Pastoral Lead will be used to identify appropriate and targeted support for</p>	4
<p>Additional daily reads and reading comprehension activities for disadvantaged children</p> <p>FFT training for intervention programmes.</p>	<p>Oral language – emphasising spoken language and verbal interaction in the classroom so that learners benefit from explicit discussion of content or the processes of learning, or both.</p> <p>Approaches include targeted reading aloud and discussing books with young children, explicitly extending pupils’ spoken vocabulary. Children benefit socially and academically.</p> <p>Evidence shows that small group tuition is effective and the smaller the group the better. (<a href="#">School-Led Tutoring Guidance</a>)</p> <p>On average, reading comprehension approaches deliver an additional six months progress’ (<a href="#">EEF Reading Comprehension Strategies</a>). Engaging pupils in a wider range of texts will expose them to a wider vocabulary, styles of writing and lead them to be better equipped as writers themselves</p>	2

	<a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reading-comprehensionstrategies">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reading-comprehensionstrategies</a>	
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Carry out Wellcomm assessments. Introduction of the NELI programme to the Reception cohort of children to ensure the speech and language gap between disadvantaged and non-disadvantaged is closed.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high quality classroom discussion, are inexpensive to implement with high impacts on a child's vocabulary and oral language:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	5
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>Renew membership to 'Creative Education' to provide ongoing support and training to staff.</p> <p>ELSA training for support staff.</p> <p>SEL approaches will be embedded into routine educational</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	4

practices and supported by professional development and training for staff.		
Pupil Progress Review Meetings	<p>The progress that pupils make between different half-terms generally diminishes through the year, this is particularly true for younger pupils;</p> <p>The largest increases are seen between the first and second halves of the autumn term, these are typically three times the size of the increases seen between the two halves of the summer term;</p> <p>The smallest increases are seen between the second half of the summer term and the subsequent autumn term. In fact, in mathematics we see a small fall in outcomes between these two points.</p> <p><a href="#">(Understanding progress in 2020/21 academic year DoE Jan 2021)</a></p>	1,3
QFT Strategies	<p>Small group teaching and individual 1:1 teaching with experienced, specifically trained teachers can have valuable impact (<a href="#">EEF T&amp;L Toolkit</a>). This research states that 'effects on pupils from disadvantaged backgrounds also tend to be particularly positive'</p>	1,3
<p>Professional Learning allowing for studying of theories with direct links to implications for the classroom</p> <p>Implementation of the 'Rosenshine's Audit Tool'</p>	<p>The most effective teachers ensure that students efficiently acquired, rehearsed, and connected knowledge. Many went on to hands-on activities, but always after, not before, the basic material was learned.</p> <p><a href="#">Rosenshine's Principle in Action</a></p>	1,3
<p>Pupils are inspired by reading within the curriculum and are motivated to widen their independent reading choices/efforts as a culture of 'reading for pleasure' is further embedded across the curriculum</p>	<p>On average, reading comprehension approaches deliver an additional six months progress' (<a href="#">EEF Reading Comprehension Strategies</a>).</p> <p>Engaging pupils in a wider range of texts will expose them to a wider vocabulary, styles of writing and lead them to be better equipped as writers themselves</p>	2

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3
FFT Lightning Squad	Research has demonstrated that pupils using Tutoring with the Lightning Squad make learning gains of between 3 and 5 months in reading attainment. ( <a href="#">The Educational Specialists TES</a> )	2
Nuffield Early Language Intervention (NELI)	• Children receiving the NELI programme made the equivalent of 3 additional months' progress in language.	5



	<ul style="list-style-type: none"> <li>• The trial involved 1,156 pupils in 193 schools.</li> <li>• This result has a very high security rating: 5 out of 5 on the EEF padlock scale. (<a href="#">Nuffield Foundation, Nov 2019</a>)</li> </ul>	
Pastoral Support - The 'whole child' is developed alongside academic progress being made	DfE Report (Nov 2015) indicates that successful schools have 'an individualised approach to addressing barriers to learning and emotional support' – this will be done by utilising the skills and expertise of our Pastoral Manager who will identify appropriate and targeted support for disadvantaged pupils	4

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent/Carer views taken into consideration on Pupil Profiles	Research from the Education Endowment Fund (EEF) cites parental involvement as a key factor in whether pupils succeed in school.	4,6
Parent workshops	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. ( <a href="#">EEF, July 2021</a> )	3,1
Enrichment Curriculum	At the EEF, we think enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. ( <a href="#">EEF</a> )	4
Pastoral Lead - Attendance	Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children	4,6

	vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school. (DfE 2022)	
SEMH specialist (Interventions)  ELSA  Mental Health First Aiders	Early intervention means identifying and providing effective early support to children and young people who are at risk of poor outcomes. Staff training is an essential starting point as we need to equip our school staff with high quality mental health training to notice pupils presenting challenges and poor mental health. (Anna Freud NCCF)	4
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance advice</a> . This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1,3
Facilitate engagement in a wide variety of enrichment opportunities to boost pupils' self-esteem; emotional health and wellbeing.  Enrichment clubs School Trips Peripatetic teacher	SEMH is vital for all pupils' to improve their interaction with others and self-regulation of emotions. Investing some of the PP funding into whole school development will support PP pupils and non PP pupils. <a href="#">EEF research</a> suggests that 'Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.' Good attendance is crucial to good attainment- when children enjoy coming to school there is attendance is higher.	4

**Total budgeted cost: £60,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

**97%** of our Pupil Premium children in Rec-Y6 have engaged in extra-curricular opportunities as a result of their funding.

From parent feedback, it seems we will have more engagement with instrumental lessons than previously, which is a positive development.

We have also continued a blanket offer for all Pupil Premium children that school trips will be covered through their funding.

Data shows there is a trend that PP data in writing is generally lower at GDS.

Within **Year 5**, all 5 children have received tutoring this year, working with support staff on a weekly basis. For 4 of these children, this has been focussed on academic support, and another has been SEMH wellbeing-based work. Tutors have worked in a 'cross-over' fashion, allowing for increased social interaction (supporting SEMH) as well as more group work to benefit academically. Within the cohort, there is potential for a number of these children to reach GDS in Y6, thanks to the additional support given by tutors alongside the daily input of class teachers.

**Year 6** PP children have been in receipt of tutoring targeted at end-of-key stage SATS. As a result of this work, a number of children have made accelerated progress (Reading: N- to N+, N+ to A // Grammar: N- to A-), with this reflected in SATS scores. This model of SATS focus is a highlight of the tutoring programme, and should be replicated with next year's cohort.

### 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
Lightening Squad	Fischer Family Trust
NELI	Nuffield Education Language Intervention
Nessy	British Dyslexia Association
I See Reasoning	I see Maths
Wellcomm	GL Assessments
National Tutoring Programme	The Department for Education
TT Rockstars	Maths Circle