

Pupil premium strategy statement

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	Gilthill Primary School
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	15.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 To 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 22
Statement authorised by	Nicky Allison (Headteacher)
Pupil premium lead	Nicky Allison
Governor / Trustee lead	Cath Barker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,590
Recovery premium funding allocation this academic year	£4205
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	£42,795

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium is allocated to schools with pupils on roll in that are known to have been eligible for free school meals (FSM) at any time in the last six years. Evidence and facts make it abundantly clear that poverty is the single most important factor in predicting a child's future life chances. The pupil premium is aimed at re-writing the futures of these children by closing the attainment gap between themselves and their peers as well as ensuring that they make expected or better progress.

The targeted and strategic use of pupil premium supports schools in achieving our vision of helping everyone to achieve to their full potential.

When making decisions about using Pupil Premium funding it is important to consider the individual context of the school and the subsequent challenges faced. Evidence based approaches should then be used to support decisions around effectiveness and impact.

Our ultimate objectives are:

To narrow the attainment gap between disadvantaged and non-disadvantaged

For all disadvantaged pupils in school to at least meet expectations of progress

To provide support for the health and mental well-being of our pupils to enable them to access learning at an appropriate level.

Provide pastoral support for families of vulnerable pupils.

Increase exposure to extra-curricular and cultural activities and experiences.

We aim to meet these objectives through

Ensuring our teaching and learning meets the needs of all pupils.

That appropriate provision is in place for vulnerable pupils

We recognise that not all children who receive free school meals will be socially disadvantaged

Allocating funding on an evidence base, using PP calculator to identify and address need.

Providing quality first teaching

Allocating TA support and a range of interventions to ensure small group and 1:1 support where it is needed

Providing appropriate training for staff in order to support individual needs

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and monitoring shows that 29% of our PP children also have an identified SEN.
2	Our attendance data over the last year shows that poor attendance is a challenge for disadvantaged pupils. Our observations and assessments indicates that poor attendance is negatively impacting on disadvantaged pupils' progress. 8 out of 32 PP children have attendance lower than the National Average. 7 out of 32 PP children are persistent absentees

3	Our assessments, observations and discussions with pupils and their families identified the important part parents play in supporting their children at home. This was especially highlighted during the recent lockdowns and periods of home learning. Not all parents felt they had the confidence or the knowledge to support their children with work at home, especially with reading. This lack of confidence and engagement has a negative impact on pupils' attainment, particularly those from disadvantaged groups.
4	Our observations, assessments (PP calculator) and discussions with pupils and staff show social and emotional issues for many of our disadvantaged children. Disadvantaged children are less likely to partake in enrichment experiences that will positively impact academic achievement and well-being and build cultural capital.
5	Internal assessments indicate that attainment in read, writing and maths among disadvantage pupils is lower than that of non-disadvantaged pupils.

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
PP pupils with SEN will make the same rate of progress as other SEN pupils.	<ul style="list-style-type: none"> PP SEN pupils make expected progress. Pupils are engaged in their learning (through observations and discussions with pupils and staff) Intervention have a positive impact on progress Planning addresses individual need
Improve the attendance of PP children	<ul style="list-style-type: none"> Attendance of pp children in each year group is above 95% 5 out of the 7 PP children identified have raised attendance to a minimum of 90% Parental guidance provided resulting in increased attendance. Attendance practices and procedures have been reviewed. Daily monitoring is conducted alongside support mechanisms.
Parents know how to support their child's learning with confidence	<ul style="list-style-type: none"> Improved attendance of PP parents at workshops Increase in active engagement of parents Every PP child reads at home a minimum of 4 times per week. PP children are proud to share their work with parents. Where needed school promotes this.
PP pupils are engaged in a wide range of experiences and activities beyond the classroom.	<ul style="list-style-type: none"> Improved engagement in a range of extracurricular activities and experiences. PP children positively engage with enrichment activities (arts, music and PE)

	<ul style="list-style-type: none"> • A percentage of PP children participate in competitive sports events. • PP pupils feel encouraged to take lead roles in school productions. • PP children participate in residential visits.
70% of non-SEN PP children achieve expected standard for their year group.	<ul style="list-style-type: none"> • Pupils attainment is improved • The gap between non PP and PP children is reduced.

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: £ 7,066

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>SLT to access coaching CPD and to lead half termly coaching sessions with middle leaders</i>	EEF guide to Pupil Premium – tiered approach – teaching is the top priority, including CPD for staff. In order to support our middle leaders and less experienced members of staff our SLT (x2 deputies and x1 phase leader) will be taking on coaching responsibilities. CPD is essential to ensure effective methods are used and impact is evident.	1, 5
<i>Purchase of standardised diagnostic assessments (NFER)</i>	Termly assessments to provide reliable assessment data. Gap analysis gives information about individual pupils' strengths and areas for development. This ensures responsive teaching and access to appropriate and timely interventions and support.	1, 3, 4, 5
<i>Whole school phonics training</i>	EEF (teaching and learning toolkit – phonics) +5 School have purchased a validated phonics scheme to be used throughout school to support the development of early literacy skills. A priority on training the whole staff ensures a consistent approach to the teaching of early reading which can then progress through school and be used to support interventions. The EEF Toolkit states that 'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds'.	1, 5
<i>Access to online reading scheme through Little Wandle</i>	EEF Effective Parental Engagement +3 By offering online reading material that is matched to our phonics scheme parents can support early reading at home	1, 3, 5

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

Budgeted cost: £ 24,860

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To provide additional TA support to deliver 1:1 or small group phonics sessions</i>	<u>EEF Teaching assistant interventions +4</u> EEF guidance report 'Making best use of teaching assistants' states that we should 'use teaching assistants to deliver high-quality one to one or small group support using structured interventions.' Our new phonics program is a structured intervention. All staff in school to receive full training (see teaching activity 2).	1, 5
<i>Literacy and Maths Guided Groups and SEN support - KS1 (TA NJC 17 TTO – 1 day)</i>	As above <u>EEF Teaching assistant interventions +4</u> Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact	1, 5
<i>Guided Groups - KS2 (TA NJC 17 TTO - 1 days) KS2 SEN Interventions/Elsa (TA NJC 17 TTO -1 day)</i>	<u>EEF small group tuition +4</u> This intensive tuition, conducted by a trained teaching assistant targeted to pupils' specific needs. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. <u>EEF Social and emotional learning +4</u> Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	1, 5
<i>Addressing EYFS language low baselines (TA NJC 17 TTO - 1 day)</i>	The DFE guidance document Reading Framework – section 2 – language comprehension states the importance of talk in developing early language skills. This guidance can be used to model classroom practise that can be used by teacher and TA to develop early reading skills. <u>EEF Teaching and learning toolkit – Oral language interventions +6</u> Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of	1, 5

	vocabulary, articulation of ideas and spoken expression.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 10,893

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Music Tuition – samba/Drumba/Piano Tuition</i> <i>Sports tuition (part of FGC 1hr per wk targeted PP support)</i>	<u>EEF (Teaching and Learning Toolkit – Arts Participation) +3</u> Supports the benefits of Arts participation for core academic attainment OFSTED research 2019 explored the importance of developing cultural capital for PP pupils, that is introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement. Providing additional music and sports tuition provides opportunities to develop cultural capital that might not be available outside of school.	4
<i>Trips/Visitors/Residential Participation in clubs</i>	Learning is contextualised in concrete experiences and language rich environments. Financial support will ensure PP children participate in enrichment activities that offer children a context for learning and a stimulus to trigger their interest. This is then reflected in the work they produce and their overall progress levels.	4
<i>Family Champion worker</i> <i>Whole school focus on parental engagement</i>	<u>EEF Effective Parental Engagement +3</u> The EEF guidance report 'Working with parents to support children's learning' demonstrates the strategies that can be undertaken by the whole school community, led by the Family Champion to support and promote parental engagement. We define parental engagement as the involvement of parents in supporting their children's academic learning. Section 4 of the guidance gives strategies for offering more intensive support where needed.	2, 3
<i>PP parents meetings</i>		3, 5

<i>Before/After school club for persistent absences</i>	Providing financial support to PP families to increase attendance. The DFE guidance report 'School Attendance 2020' states that children with poor attendance tend to achieve less at primary school.	2, 5
<i>Parent workshops</i>	<u>EEF Effective Parental Engagement +3</u> EEF Guidance report 'Working with Parents to support children's learning' Section 2 – Provide practical strategies to support learning at home - suggests providing parents with tips, advice and resources can make home activities more effective.	3

Total budgeted cost: £ 42,819

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.

Covid from March 2020 – Feb 2021 led to National tests being cancelled in July 2020 and 2021. There is therefore no National Data.

Attendance Data (2020 – 2021)

PP children – 94% Non PP children – 97.83%

2020 -2021 Teacher Assessment Data

KS1

% Exp+	Reading	Writing	Maths
PP	61.6%	20%	80%
Non PP	73%	43%	70%

KS2

% Exp+	Reading	Writing	Maths
PP	80%	40%	60%
Non PP	83%	83%	69%

Evaluation of 2020-21 PP strategy

Aim	Outcome
Part Time additional teacher to support academic, social and life skills in Year 5 and 6	Having an additional teacher helped to settle children back into school following the lockdown and provided smaller focused groups to support catch up.
Teaching assistant one to one and small group work across KS2	Each class had TA support which enabled catch up teaching, intervention and opportunities for emotional support (especially following the lockdown). This support helped children to catch up with missed learning. Some pupils received additional support when they attended school during the lockdown.
Teaching assistant support in KS1 and YR to include early language support work	Pupils were identified for additional speech and language support. Some support from SALT funded by SBAP. Language was a key focus across each year group.
Resources to enhance continuous provision of social play activities to boost self-esteem in KS1	The additional classroom has been better equipped to allow for continuous provision across Y1 and Y2. Some multi-cultural play people were purchased to better reflect the classroom diversity Some larger play equipment (sand tray) still needed Planning documents show clear thought to continuous provision and enhanced provision activities to boost self-esteem
Training programmes for staff in early language	Positive play training Language lead training

and positive play activities.	KS1 staff accessed speech and language training provided by SALT
<p><i>As with many schools across the country school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.</i></p>	

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