

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	210
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022/2023 To 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 23
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	£38,780 £620 (S) £9380 (PP+)
Recovery premium funding allocation this academic year	£4640
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	Total spend £53,420

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium is allocated to schools with pupils on roll 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.

Ensure the attendance for our PP children is good.

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 our 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 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.
2	Internal assessments indicate that attainment in read, writing and maths among disadvantage pupils is lower than that of non-disadvantaged pupils.

3	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
4	Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils in 5 out of the 7-year groups.
5	Our attendance data over the last year shows that poor attendance is a challenge for disadvantaged pupils. Our observations and assessments indicate that poor attendance is negatively impacting on disadvantaged pupils' progress. 10 out of 42 PP children have attendance lower than the National Average. 8 out of 42 PP children are persistent absentees

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 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) 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 and other educational visits to support their learning
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.
Improved oral language skills among disadvantaged pupils.	<ul style="list-style-type: none"> 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.
Improved maths attainment for disadvantaged pupils at the end of KS2.	<ul style="list-style-type: none"> KS2 maths outcomes in 2024/25 show that more than 70% of

	disadvantaged pupils met the expected standard.
Improve the attendance of PP children	<ul style="list-style-type: none"> • Attendance of pp children in each year group is above 95% • 7 out of the 10 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.

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: £ 5030

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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	2
<i>Implementing a bespoke oracy framework through Voice 21 programme. This will support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</i>	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom have a high impact on attainment. Oral language interventions Toolkit Strand Education Endowment Foundation EEF	3
<i>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access WRM online CPD Mastery maths units across school</i>	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	4

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

Budgeted cost: £ 40,350

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>	<p><u>EEF Teaching assistant interventions +4</u></p> <p>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).</p>	2
<i>Literacy and Maths Guided Groups and SEN support - KS1 (TA NJC 17 TTO – 1 day)</i>	<p>As above</p> <p><u>EEF Teaching assistant interventions +4</u></p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact</p>	2, 4
<i>Guided Groups - KS2 (TA NJC 17 TTO - 1 days) KS2 SEN Interventions/Elsa (TA NJC 17 TTO -2 days)</i>	<p><u>EEF small group tuition +4</u></p> <p>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.</p> <p><u>EEF Social and emotional learning +4</u></p> <p>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.</p>	1, 2, 4
<i>Addressing EYFS language low baselines (TA NJC 17 TTO - 1 day) through oracy framework development (Voice 21)</i>	<p>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.</p> <p><u>EEF Teaching and learning toolkit – Oral language interventions +6</u></p> <p>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 vocabulary,</p>	2, 3

	articulation of ideas and spoken expression.	
<i>Engaging with the National Tutoring Programme to provide 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.</i>	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2, 4

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

Budgeted cost: £ 11,693

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Music Tuition – samba/Drumba/Music Tech Sports tuition (part of FGC 1hr per wk targeted PP support)</i>	EEF (Teaching and Learning Toolkit – Arts Participation) +3 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.	2
<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.	2
Embedding principles of good practice set out in	The DfE guidance has been informed by engagement with schools that have	5

<p>the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures to improve attendance.</p>	<p>significantly reduced levels of absence and persistent absence.</p>	
<p>Access to the EMET school counsellor</p>	<p>EEF Social and emotional learning +4 Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health.</p>	<p>1</p>

Total budgeted cost: £ 57,073

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 2022 to 2023 academic year.

<u>Pupil Premium Impact Report 2021/22</u>		
Intended outcome	Success criteria	Achievements (end of 2021/22 academic year)
<p>PP pupils with SEN will make the same rate of progress as other SEN pupils.</p> <p>7 of 39 pp children also have SEN</p>	<p>PP SEN pupils make expected progress.</p> <p>Pupils are engaged in their learning (through observations and discussions with pupils and staff)</p> <p>Intervention have a positive impact on progress</p> <p>Planning addresses individual need</p>	<p>86% made expected progress (6 pupils)</p> <p>14% more than expected progress (1 pupil)</p> <p>0 PP SEN pupils made less than expected progress from their starting points.</p> <p>Lesson observations show PP SEN pupils engaged in their lessons. Termly pupil progress meetings highlight interventions in place to support.</p> <p>Teachers have a good understanding of PP SEN pupil and their individual need.</p> <p>PP calculator highlights main area of need. This matches interventions in place.</p> <p>Termly tracking shows PP SEN pupils are not falling behind and regressing in their learning. End of year progress shows 100% of PP SEN children have made expected + progress from their starting point with one child making accelerated progress.</p>
<p>Improve the attendance of PP children</p>	<p>Attendance of pp children in each year group is above 95%</p> <p>5 out of the 7 PP children identified have raised attendance to a minimum of 90%</p>	<p>R – 93.71%</p> <p>1 – 94.42%</p> <p>2 – 90.84%</p> <p>3 – 94.56%</p> <p>4 – 84.92%</p> <p>5 – 94.9%</p> <p>6 – 95.09%</p> <p>5 out of the 7 identified PP children (with previously poor attendance) have increased to +90% by the end of the 2021/22 academic year.</p> <p>Parent attendance leaflet revised and shared with key parents as well as all new starters</p>

	<p>Parental guidance provided resulting in increased attendance.</p> <p>Attendance practices and procedures have been reviewed.</p> <p>Daily monitoring is conducted alongside support mechanisms.</p>	<p>New attendance policy written in April 2022. This contains an attendance flow chart for staff to follow ensuring daily checks for absent pupils, monitoring procedures and letter proformas for each stage of absence.</p> <p>Regular check ins for key parents from HT</p> <p>Bespoke support packages in place for specific parents e.g., EHAF support</p>
<p>Parents know how to support their child's learning with confidence</p>	<p>Improved attendance of PP parents at workshops</p> <p>Increase in active engagement of parents</p> <p>Every PP child reads at home a minimum of 4 times per week.</p> <p>PP children are proud to share their work with parents. Where needed school promotes this.</p>	<p>Approximately 63% of PP parents attended our reading and RSE workshops. Where PP parents did not attend, information was passed on via Dojo.</p> <p>Approximately 95% of PP parents attended parents evening appointments and class assemblies/productions. Where PP parents couldn't attend for mental or physical health reasons we videoed the performances or parents came at an alternative time.</p> <p>Monitoring by the reading lead in April 2022 showed an increase in the number of parents writing in reading diaries, including PP parents. 69% of PP parents regularly read at home with their child and record in reading diaries.</p> <p>Most PP children are proud to share their work with the headteacher and as part of our ACE assemblies. Each week, class teachers share work to parents via Dojo and monthly via our newsletter.</p>
<p>PP pupils are engaged in a wide range of experiences and activities beyond the classroom.</p>	<p>Improved engagement in a range of extracurricular activities and experiences.</p> <p>PP children positively engage with enrichment activities (arts, music and PE)</p> <p>A percentage of PP children participate in</p>	<p>85% of our Pupil Premium children accessed at least one after school activity this academic year (there are a range of clubs on offer from sport to arts/gardening etc)</p> <p>All PP children in KS2 received Samba drumming session weekly for the duration of the year. We held a celebration assembly at the end of the school year that parents attended.</p> <p>District sports competition – 18% of the team were PP pupils</p> <p>Girls football tournament – 22% of the team were PP pupils</p> <p>Boys football tournament – 22% of the team were PP pupils</p> <p>Cross Country Competition– 12.5% of the team were PP pupils</p>

	<p>competitive sports events.</p> <p>PP pupils feel encouraged to take lead roles in school productions.</p> <p>PP children participate in residential visits.</p>	<p>In the year 6 production, all 6 of our Year 6 PP children took on a role in the end of year production. 3 of these children had a lead role.</p> <p>All PP children in year 6 attended the week long residential visit in June 2022.</p>																																																						
<p>70% of non-SEN PP children achieve expected standard for their year group.</p>	<p>Pupils' attainment is improved</p> <p>The gap between non-PP and PP children is reduced.</p>	<p>70.5% of non-SEN PP children achieve expected standard for their year group in R, W,M.</p> <p>Attainment at end of KS1 and KS2</p> <table border="1"> <thead> <tr> <th rowspan="2">% Exp+</th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th>2021</th> <th>2022</th> <th>2021</th> <th>2022</th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>61.6%</td> <td>75%</td> <td>20%</td> <td>50%</td> <td>80%</td> <td>75%</td> </tr> <tr> <td>Non-PP</td> <td>73%</td> <td>84%</td> <td>43%</td> <td>76%</td> <td>70%</td> <td>88%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th rowspan="2">% Exp+</th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th>2021</th> <th>2022</th> <th>2021</th> <th>2022</th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>80%</td> <td>100%</td> <td>40%</td> <td>80%</td> <td>60%</td> <td>80%</td> </tr> <tr> <td>Non-PP</td> <td>83%</td> <td>76%</td> <td>83%</td> <td>72%</td> <td>69%</td> <td>68%</td> </tr> </tbody> </table>	% Exp+	Reading		Writing		Maths		2021	2022	2021	2022	2021	2022	PP	61.6%	75%	20%	50%	80%	75%	Non-PP	73%	84%	43%	76%	70%	88%	% Exp+	Reading		Writing		Maths		2021	2022	2021	2022	2021	2022	PP	80%	100%	40%	80%	60%	80%	Non-PP	83%	76%	83%	72%	69%	68%
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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
Synthetic phonics programme	Little Wandle – Letters and Sounds

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.