

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	212
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022/2023 To 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
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	£64,625
Recovery premium funding allocation this academic year	£4248
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> 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 £68,873

# 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 and external assessments indicate that attainment in reading and maths among disadvantage pupils is lower than that of non-disadvantaged pupils in 3 out of the 7-year groups.

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, underdeveloped oral language is more prevalent among our disadvantaged pupils than their peers.
4	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. At the end of last academic year (2022/23) 16 out of 47 PP children have attendance lower than the National Average. 34% 9 out of 47 PP children are persistent absentees (90% or lower) 19%

## 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"> <li>Improved engagement in a range of extracurricular activities and experiences.</li> <li>PP children positively engage with enrichment activities (arts, music and PE)</li> <li>A percentage of PP children participate in competitive sports events.</li> <li>PP children participate in residential visits and other educational visits to support their learning.</li> <li>PP children have access to a variety of social and emotional interventions throughout school.</li> <li>Pupil wellbeing is a priority for school. Pupil wellbeing is reflected in practice.</li> </ul>
Improved maths attainment for disadvantaged pupils.	<ul style="list-style-type: none"> <li>Maths attainment at the end of the academic year shows a reduction in the gap between PP and non-PP in the 3 identified target year groups.</li> </ul>
Improved reading attainment for disadvantaged pupils.	<ul style="list-style-type: none"> <li>Reading attainment at the end of the academic year shows a reduction in the gap between PP and non PP in the 3 identified target year groups.</li> </ul>
Improved oral language skills among disadvantaged pupils.	<ul style="list-style-type: none"> <li>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when</li> </ul>

	triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improve the attendance of PP children.	<ul style="list-style-type: none"> <li>• Attendance of pp children in each year group is above 95%</li> <li>• There is a reduction in the % of PP pupils with attendance lower than the National average.</li> <li>• 5 out of the 9 PP children identified have raised attendance to a minimum of 90%</li> <li>• Parental guidance provided resulting in increased attendance.</li> <li>• Attendance practices and procedures have been reviewed.</li> <li>• Daily monitoring is conducted alongside support mechanisms.</li> </ul>

## 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: £8,006

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Access to online reading scheme through Little Wandle</i>	<a href="#">EEF Effective Parental Engagement +3</a> 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 <b>Voice 21</b> 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. <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	3
<i>Maths Hub- Mastering Number at Reception and KS1 programme being implemented at EYFS and KS1 to enhance our maths fluency teaching. Funding teacher release to attend training and for planning/resourcing the programme.</i>	Evidence from the EEF Early Years and KS1 Mathematics teaching: evidence review gave explicit teaching of fundamental and fluency skills a moderate impact on attainment. <a href="#">EEF Early years and KS1 Mathematics teaching: Evidence review</a>	2
<i>OU The Reading Schools Programme: Building a Culture of Reading. One year, Whole school initiative led through Open University and Teresa</i>	EEF Reading comprehension strategies <a href="#">Reading comprehension strategies</a>	2

<i>Cremin to improve our reading for pleasure culture.</i>	OU research and practice - Reading for pleasure <a href="#">OIU Reading for pleasure research and practice</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 51,570

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>	<a href="#">EEF Teaching assistant interventions +4</a> 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.' EEF Toolkit states phonics has a positive impact on progress (+5months) <a href="#">EEF Toolkit - phonics</a>	2
<i>Literacy and Maths Guided Groups and SEN support - KS1 (TA NJC 17 TTO – 1 day)</i>	As above <a href="#">EEF Teaching assistant interventions +4</a> Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact	2, 3
<i>Literacy and Maths booster sessions UKS2 Spring term (x1 day for 6 weeks)</i>	<a href="#">EEF Small group Tuition +4</a> Targeted small group tuition with trained teacher to prepare for end of KS2 expectations and assessment. Diagnostic assessment (NFER/DFE) used to target specific need.	2
<i>Guided Groups - KS2 (TA NJC 17 TTO - 1 days) KS2 SEN Interventions/Elsa (TA NJC 17 TTO -2 days)</i>	<a href="#">EEF small group tuition +4</a> 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. <a href="#">EEF Social and emotional learning +4</a> Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with	1, 2, 3

	others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	
<i>Addressing EYFS language low baselines (TA NJC 17 TTO - 1 day) through oracy framework development (Voice 21)</i>	<p><b>The DFE guidance document Reading Framework</b> – 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><a href="#"><u>EEF Teaching and learning toolkit – Oral language interventions +6</u></a></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, articulation of ideas and spoken expression.</p>	2, 3
<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>	<p>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:</p> <p><a href="#"><u>One to one tuition   EEF (educationendowmentfoundation.org.uk)</u></a></p> <p>And in small groups:</p> <p><a href="#"><u>Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</u></a></p>	2, 3

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

Budgeted cost: £ 15,793

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Music Tuition – samba Sports tuition (part of FGC 1hr per wk targeted PP support)</i>	<p><a href="#"><u>EEF (Teaching and Learning Toolkit – Arts Participation) +3</u></a></p> <p>Supports the benefits of Arts participation for core academic attainment.</p> <p>OFSTED research 2019 explored the importance of developing cultural</p>	1

	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.	
<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.	1
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  This will involve training and release time for staff to develop and implement new procedures to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Access to the EMET school counsellor	<a href="#">EEF Social and emotional learning +4</a> 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.	1

**Total budgeted cost: £75,369**



## 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.

#### *Pupil Premium Impact Report 2022/23*

Intended outcome	Success criteria	Achievements (end of 2022/23 academic year)
PP pupils are engaged in a wide range of experiences and activities beyond the classroom.	<ul style="list-style-type: none"> <li>Improved engagement in a range of extracurricular activities and experiences.</li> <li>PP children positively engage with enrichment activities (arts, music and PE)</li> <li>A percentage of PP children participate in competitive sports events.</li> <li>PP pupils feel encouraged to take lead roles in school productions.</li> <li>PP children participate in residential visits and other educational visits to support their learning</li> </ul>	<p>94% of PP children accessed at least 1 extracurricular club this academic year. This is an increase of 10% on the previous year.</p> <p>There was a wide variety of clubs on offer including sports, music, arts. At least 2 clubs were on offer weekly. This will be increasing to 5 next year.</p> <p>All PP children in KS2 received music tech sessions weekly for the duration of the year. We held a celebration assembly at the end of the school year that parents attended.</p> <p>PP children participate in competitive sports events however we feel this could be higher and is a target for next year.</p> <p>In the year 6 production, all 7 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>6 out of 7 PP children in year 6 attended the weeklong residential visit in June 2023. Visits are subsidised by PP funding.</p> <p>PP children in Yr R, 1, 3, 5, 6 completed first aid training. Remaining PP children will complete training next academic year.</p> <p>Next year's focus targets</p> <ul style="list-style-type: none"> <li>Continue to subsidise school trips and residential visits for PP children.</li> <li>Increase access to sports after school clubs (5 clubs per week)</li> <li>Pupil voice on clubs on offer to ensure offer meets need.</li> <li>Work with Sports lead to ensure increased PP participation in competitive sporting events.</li> </ul>
70% of non-SEN PP children achieve	<ul style="list-style-type: none"> <li>Pupils' attainment is improved</li> </ul>	<ul style="list-style-type: none"> <li>Working towards set target. At the end of 22/23 academic year 53% of non -</li> </ul>

expected standard for their year group.	<ul style="list-style-type: none"> <li>The gap between non PP and PP children is reduced.</li> </ul>	<p>SEN PP children achieved the expected standard in R,W,M.</p> <ul style="list-style-type: none"> <li>National figures for disadvantaged learners achieving EXS+ at R, W and M stands at 44% making us above National expectations.</li> <li>Target year groups next year – Year 4 and year 5</li> </ul> <p>Breakdown across school</p> <table> <tr> <th>Yr</th><th>Number of non-SEN PP</th><th>% achieving EXS+ R W M</th></tr> <tr> <td>R</td><td>4</td><td>75%</td></tr> <tr> <td>1</td><td>6</td><td>67%</td></tr> <tr> <td>2</td><td>5</td><td>80%</td></tr> <tr> <td>3</td><td>6</td><td>50%</td></tr> <tr> <td>4</td><td>6</td><td>33%</td></tr> <tr> <td>5</td><td>2</td><td>50%</td></tr> <tr> <td>6</td><td>5</td><td>40%</td></tr> </table>	Yr	Number of non-SEN PP	% achieving EXS+ R W M	R	4	75%	1	6	67%	2	5	80%	3	6	50%	4	6	33%	5	2	50%	6	5	40%
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Improved oral language skills among disadvantaged pupils.	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>First year of oracy training through Voice 21 complete. Next year we will be continuing with a greater focus on classroom practice.</p> <p>Oracy observations completed so far indicates a greater emphasis on speaking and listening, especially in the focus year group (year 2) and in the focus subject area (maths). 83% of PP children in Year 2 achieved ARE compared with 88% non-PP demonstrating a reduction in attainment gap.</p>																								
Improved maths attainment for disadvantaged pupils at the end of KS2.	<ul style="list-style-type: none"> <li>KS2 maths outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.</li> </ul>	At the end of 2023 KS2 67% of PP children reached the expected standard in maths.																								
Improve the attendance of PP children	<ul style="list-style-type: none"> <li>Attendance of pp children in each year group is above 95%</li> <li>7 out of the 10 PP children identified have raised attendance to a minimum of 90%</li> <li>Parental guidance provided resulting in increased attendance.</li> </ul>	<table> <tr> <th>Yr group</th><th>PP attendance % 21/2022</th><th>PP attendance % 22/2023</th></tr> <tr> <td>R</td><td>93%</td><td>92%</td></tr> <tr> <td>1</td><td>94%</td><td>92%</td></tr> <tr> <td>2</td><td>90%</td><td>95%</td></tr> <tr> <td>3</td><td>84%</td><td>91%</td></tr> <tr> <td>4</td><td>94%</td><td>94%</td></tr> </table>	Yr group	PP attendance % 21/2022	PP attendance % 22/2023	R	93%	92%	1	94%	92%	2	90%	95%	3	84%	91%	4	94%	94%						
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	<ul style="list-style-type: none"> <li>Attendance practices and procedures have been reviewed.</li> <li>Daily monitoring is conducted alongside support mechanisms.</li> </ul>	5	95%	93%
		6	95%	94%
		<p>Attend training for HT. HT part of the working group within the Academy that tailored the Attend documentation to our needs.</p> <p>New parent information booklet produced with details of attendance targets and importance of good attendance.</p> <p>Attendance monitored monthly and bespoke actions used as per our attendance policy.</p> <p>Daily monitoring of children not in school.</p> <p>Text messages to be used next academic year when attendance drops below 90%</p> <p>5 out of the 10 identified PP children who are low attenders ended the academic year at 90%+</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
Oracy Development	Voice 21
OU Reading Schools programme: Building a culture of reading.	Open University

## 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.*