

Pupil premium strategy statement – Gawber Primary School 2022/ 2023/2024

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	212
Proportion (%) of pupil premium eligible pupils	14 pupil premium = 6.6% 8 LAC and post LAC= 3.77%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	September 2022
Date on which it was reviewed	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Dawn Bradshaw
Pupil premium lead	Dawn Bradshaw
Governors	Emma Casimir/ Tim Hobbs (presented to resources committee Nov 23)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,610
Recovery premium funding allocation this academic year	£798
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£41,408

Part A: Pupil premium strategy plan

Statement of intent

As a school, we have taken a longer-term approach to our pupil premium strategy. This is because it makes it easier to plan for spending, recruit and train staff and develop successful practice and approaches to address the barriers that some of our pupils face.

By committing to a longer-term plan, we are ensuring that our research driven approaches (based on those recommended in Education Endowment Foundation's (EEF) pupil premium guide) and other research reviews are effectively implemented, sustained and embedded in our provision.

Challenges

Challenge number	Detail of challenge
1	Narrowing the attainment gap across reading, writing, maths and science
2	Attendance and punctuality issues
3	Poor emotional and social skills on entry to school
4	Raising the aspirations of disadvantaged pupils so that they can fulfil their potential and have positive outcomes.
5	Offer strong social and emotional support to children and their families

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
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils For all disadvantaged pupils in school to make or exceed nationally expected progress rates. To ensure that teaching and learning opportunities meet the needs of all the pupils. To ensure that Pupil premium children's attendance is at least 96% To support our children's health and wellbeing to enable them to access learning at an appropriate level. To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.	• All teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved. • All staff fully understand the concept of the teacher and TA working as a 'teaching team' so that they have a wider impact on more pupils within lessons. • The impact of teaching is maximised by using quality and effective strategies to support learning, especially for lower ability pupils and those with additional needs. • 1-1 and small group interventions to support accelerated learning. • All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations. All stakeholders understand the importance of good attendance and how it impacts on learning and outcomes. • Support payment for activities, educational visits and residential ensures children have first-hand experiences to use in their learning in the classroom. • Behaviour, health and well-being support is prioritised for all children.

To make provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

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 and CPD

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all children. All children receive quality first teaching daily so that attainment increases and the gap between disadvantaged children and other children decreases. CPD for teachers and TAs This academic year (2022) this will Include Maths mastery and the use of manipulatives (SY maths hub) RWI training on the writing element. Academic year 2023 we will continue to subscribe to RWI training resources for	<i>The EEF states that ‘good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils’. All staff are supported to keep improving and is this is the priority for Pupil Premium spending</i> <i>EEF research on effective CPD recommends that high quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom. To improve pupil outcomes, careful attention should be paid to how CPD is designed.</i> <i>EEF research shows that CPD should raise the quality of practitioners’ knowledge of children’s mathematical development and pedagogy.</i>	1

all staff in school to access.		
CPD in RWI to enhance the support for disadvantaged children, For example all staff will be trained on how best to support children with their accuracy and fluency in writing. Our reading leader works with a consultant from RWI in order to deliver high quality bespoke CPD to staff as required. Our English lead will deliver CPD to all staff in KS 2 so that we can further embed our 'Talk for writing' approach to the teaching of writing in KS 2 and identify gaps in understanding and misconceptions	<i>EEF research shows that using a validated scheme to explicitly and systematically teach children to make connections between the sound patterns they hear in words and the way those words are written is highly effective at teaching early reading</i> <i>The Great Teaching Toolkit Evidence Review identifies- Having deep and fluent knowledge and flexible understanding of the content you are teaching and...</i> <i>Knowledge of common student strategies, misconceptions in relation to the content being taught and sticking points</i> <i>The English Research reviews speaks of the importance of high quality spoken language -</i> <i>At both primary and secondary level, the gap between those who are word-rich and those who are word-poor correlates with lasting socio-economic and health inequalities. Children with a language deficit at the age of 5 are 4 times more likely to have reading difficulties when they are adults. Spoken language proficiency also has a positive effect on later economic well-being, and on happiness and mental health.</i> <i>Developing spoken language, including vocabulary, is essential for</i>	1

	<i>the academic progress of all children. This is because broad underpinning knowledge, such as of vocabulary and syntax, supports later reading success</i>	
Resources to support learning for all children. Our reading leader will audit resources and replace and improve as required	<i>EEF research shows that phonics books that are closely matched to children's current level of skill in terms of their phonemic awareness and the knowledge of graphemes.</i> <i>EEF research recommends the use of manipulatives and representations as powerful tools to support young children to engage with mathematical ideas. Children should be given opportunities to understand the links between manipulatives and the mathematical knowledge they represent.</i>	1

Total budgeted cost 2022: £ 3,800

Total budgeted cost 2023: £1672

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
FS 2 15 hours additional TA support each week to facilitate same day interventions and social and emotional activities In 2023, 25 hours of additional support	<i>EEF research shows that using a validated scheme to explicitly and systematically teach children to make connections between the sound patterns they hear in words and the way those words are written is highly effective at teaching early reading.</i>	1,3,4

have been put in place to support with same day interventions to support disadvantaged children to 'catch up and keep up'. Our School 'big brother and sister' programme will be in place to support PP children, who are identified as needing additional SEMH support.	<i>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</i> <i>The Great Teaching Toolkit Evidence Review identifies- promoting interactions and relationships with all students that are based on mutual respect . care, empathy and warmth; avoiding negative emotion in interactions with students; being sensitive to the individual needs, emotions, culture and beliefs of students.</i> <i>Promoting a positive climate of student- student relationships characterised by respect trust, cooperation and care</i>	
Year 1 In 2023 this cohort will have 10 additional hours of teaching assistant support in order to deliver same day interventions so that disadvantaged children are able to 'catch up and keep up'	<i>The Great Teaching Toolkit Evidence Review identifies- Having deep and fluent knowledge and flexible understanding of the content you are teaching</i>	
Year 2 Access to extra social and emotional support from both internal and external	<i>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation,</i>	3, 4

providers (2 hours per week). Same day intervention for core subjects as required. No PP in 2023	<i>both of which may subsequently increase academic attainment.</i>	
Year 3 Additional TA for 15 hours per week to support with same day interventions particularly in core subjects. Additional TA targeted support with mastering accuracy and fluency in writing. Additional reading sessions and social and emotional interventions such as Friendship Formula. Additional teacher support (from our reading leader) to support children still on our phonics programme. In 2023, this cohort will have 5 hours per week additional TA support to facilitate same day interventions and SEMH support for the disadvantaged children. We will further expand our positive behaviour policy of giving children in school positions of	<i>EEF research shows that using a validated scheme to explicitly and systematically teach children to make connections between the sound patterns they hear in words and the way those words are written is highly effective at teaching early reading.</i> <i>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</i> <i>The Great Teaching Toolkit Evidence Review identifies-promoting interactions ad relationships with all students that are based on mutual respect, care, empathy and warmth; avoiding negative emotion sin interactions with students; being sensitive to the individual needs, emotions, culture and beliefs of students</i>	1,4,5

responsibility. PP children are encouraged and supported to have positions of responsibility.		
Year 4 Additional TA support for 10 hours per week to support with individualised support of the wider curriculum and targeted same day interventions. Additional TA targeted support with mastering accuracy and fluency in early writing. In 2023, 10 additional teaching assistant hours to facilitate same day intervention in maths and English. An additional 30 minutes per week of TA time pre- school to revisit and reinforce key number skills	<i>EEF research shows that pupils' writing skills – including spelling, handwriting and typing –need to become automatic so that they can concentrate on the content of their writing. But while the key to becoming a fluent writer is regular and extensive practice, teachers must make sure that children remain engaged and motivated in improving their writing.</i> <i>The Great Teaching Toolkit Evidence Review identifies- Embedding: giving students tasks that embed and reinforce learning; requiring them to practise until learning is secure and fluent and secure; ensuring that once learnt material is reviewed/revisited to prevent forgetting.</i>	1,4
Year 5 2 hours per week of pre-school and after school interventions for social and emotional support. 2 hours per week to deliver 1-1 phonics sessions	<i>Schools should carefully consider how targeted approaches are deployed to support pupils with additional social or emotional needs. SEL needs will be based on a variety of factors that may not correspond to academic progress and should be carefully monitored.</i>	4,5

In 2023, Additional TA for 10 hours per week to give individualised support for the wider curriculum and targeted same day interventions to support with revisiting and remembering key information.	<i>The Great Teaching Toolkit Evidence Review identifies- Embedding: giving students tasks that embed and reinforce learning; requiring them to practise until learning is secure and fluent and secure; ensuring that once learnt material is reviewed/revisited to prevent forgetting</i>	
Year 6 15 hours of additional TA support to support with reading and writing in class and same day interventions. 10 hours of additional support to facilitate one to one phonics sessions. SEMH support to be given in order to prepare children for their SATS	See above <i>The Great Teaching Toolkit Evidence Review identifies- Promoting learner motivation through feelings of competence, autonomy and relatedness.</i>	1,4,5

Total budgeted cost 2022: £ 30,479

Total budgeted cost 2023: £39778

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance To work closely with our new EWO to target those pupil premium children whose attendance is below 95%. What support can we offer? To have bespoke support in place for individual PP children to support their attendance, for example before and after school clubs to support parents and to give PP children the opportunity to access enrichment activities. Our PP children's attendance was 96.9% last academic year. We track our PP children closely to ensure that they have as many wider opportunities as possible. This academic year we will introduce the 'Children's University' to help further monitor and	<i>The EEF research tells us that there is insufficient evidence to support any particular interventions to support improving the attendance of PP children. This is why we have developed our own strategies to trial and improve.</i>	2

improve extra-curricular activities		
Additional teaching assistant time both in class and at lunch time/ before and after school to support the social and emotional health of children, for example 'worry groups'. Last year 6 of our PP children benefitted from additional wellbeing sessions at lunchtimes. Children who will benefit from this support are identified by both school staff, parents and the children themselves	<i>EEF 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 and lower academic attainment.</i> <i>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</i> <i>Schools should carefully consider how targeted approaches are deployed to support pupils with additional social or emotional needs. SEL needs will be based on a variety of factors that may not correspond to academic progress and should be carefully monitored.</i>	5

Total budgeted cost 2022: £1240

Total budgeted cost 2023: £1887

Total budgeted cost 2022: £ 35479

Total budgeted cost 2023: £43337

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Impact of strategies of pupil premium expenditure include:

Last year's recovery premium (£580) funding was used to target early reading and number. This entailed targeted PP children to access daily phonics sessions and targeted maths support for 2 terms.

EYFS

In 2021-22 FS2 cohort there were 3 disadvantaged children.

In our 2022- 23 FS2 cohort there were 4 disadvantaged children

Phonics

Disadvantaged children had targeted interventions throughout FS2, year 1 and year 2. 100% of children passed their phonics screening check in year 1 and 2 in the last academic year, showing that the considerable extra support put into early reading had a significant impact.

At the beginning of the academic year 2021-22 we had 20 children who were still on the RWI scheme. By the summer term all children had completed it apart from 6 children who also have complex additional needs.

All 4 disadvantaged children received additional one to one support with phonics and early reading. Three out of the 4 were working at at least the expected standard by the end of FS 2. One child, who wasn't working at the expected standard also has additional SEND needs but made good small step progress from his starting point.

Two of the 4 children had handwriting and fine motor skills interventions.

One had a communication and language intervention.

Key Stage 1

At the end of KS1 2022 there were 6 disadvantaged children in the cohort. As a cohort 77% of our children achieved the expected standard in reading. In maths 72% of children achieved the expected standard. In writing, 62% achieved the expected standard.

Of the 6 disadvantaged children in present year 3, 5 achieved the expected standard in reading and maths and 2 in writing. Writing is now a whole school improvement priority and significant extra support has been put in to support these children make the expected standard in all core subjects.

At the end of KS 1 all our disadvantaged children had met the expected standard in the phonics screening check. Both year 2 disadvantaged children achieved age related expectations in reading, writing and maths

Key Stage 2

Quality targeted interventions such as 1-1 teacher support, reading inference groups and speech and language sessions have ensured that disadvantaged children have narrowed the gap between their attainment and other children's.

There were no disadvantaged children in year 6 at the end of 2021-22.

In present year 6 all our vulnerable children (3) are on track to achieve the expected standard in reading writing and maths and will continue to receive additional support this year to ensure their progress continues to be at least good.

In years 4 and 5 the number of disadvantaged children is also low (2 in year 4 and 3 in year5).Three of these children also have complex additional needs and are accessing individualised curriculums. They are all making very good progress compared with prior attainment. Two out of the five children are on track to meet the expected standards by the end of Key Stage 2.

Present year 3 are the cohort in school which were most affected by COVID. Last year we made early reading and phonics our number one priority, which ensured that all children in year 2 passed the phonics screening check by the end of the year. One child is continuing to receive teacher support twice weekly to ensure they can complete the RWI programme by Christmas. Significant extra support has been put in to this year group to help our most vulnerable children catch up as quickly as possible- especially in writing.

In year 3 there were 7 disadvantaged children, of these, 2 also have additional needs and one has an EHCP. Three of the children are working at age related expectations and 4 are working towards the expected standard in reading and writing and 3 in maths. All four children not working at the expected standard received daily RWI phonics sessions and the gap is reducing. Maths interventions were based on the mastering number approach used successfully in KS 1.

In year 4 the disadvantaged children also have complex additional needs (EHCPs) They have a highly individualised curriculum which focusses on reading, writing number and maths as well as accessing as much of the wider curriculum as possible at an appropriate level and with adult support.

In year 5 there were 3 disadvantaged children two of whom also have significant additional SEND and SEMH needs. One of the three is working at at least the expected standard in core subjects and across the curriculum. Of the other two, one has significantly narrowed the gap in reading and maths. The other is

accessing daily RWI reading and writing sessions and is making very good small step progress and is at age related in maths

In year 6 there were 3 disadvantaged children all 3 achieved the expected standard in reading, writing, GPS and maths. All also made positive progress in reading, writing and maths (apart from one child in reading where the progress was slightly below expected at -0.38). One child made 11.97 points progress in reading.

Plans for future funding include:

Continue to develop the provision of support for lunchtime, before and after school activities to ensure that all disadvantaged children are given the opportunity to develop their personal skills.

To continue improving resources, including training and high quality materials, to support and improve the teaching of phonics and early writing. To engage with the 'Compass Be' project to improve the mental health and wellbeing of pupil premium children.

We want to keep refining and measuring the impact of the interventions we put in place. We are, for example, using elements of the Mastering Number approach that we have implemented in KS 1 in KS 2, because it has had such positive results. Our maths and English leaders are looking at research based approaches to helping narrow the gap.

We want to further extend the wider opportunities that our disadvantaged children have by introducing the Children's University as a means of celebrating what our children achieve both in and out of school.

Tracking and Intervention

The progress and achievement of all children is monitored at key points in the academic year. Any child (disadvantaged or not) is identified as needing an intervention will be given the necessary support for this to be put in place.