

Pupil premium strategy statement – Gawber Primary School 2023/2024/2025

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 on which it was reviewed	October 2023
Date on which it will be reviewed	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Dawn Bradshaw
Pupil premium lead	Dawn Bradshaw
Governor / Trustee lead	Emma Casimir/ Tim Hobbs

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52340
Recovery premium funding allocation this academic year	
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£52340

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) 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 residentials 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
Academic year 2023 we will continue to subscribe to RWI training resources for all staff in school to access.	<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>	1
Our reading leader work with consultant from RWI in order to deliver	<i>The Great Teaching Toolkit Evidence Review identifies- Having deep and fluent knowledge and</i>	1

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 Our reading and writing leads will work with each member of staff to ensure that any gaps in their subject knowledge are addressed. Moderation will take place in each year group by our writing lead to ensure all teachers are accountable for their role in the process of all children achieving the expected standard or better	<i>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 Great teaching toolkit identifies the importance of:</i> <i>Having deep and fluent knowledge and flexible understanding of the content you are teaching.</i> <i>Managing time and resources efficiently in the classroom to maximise productivity and minimise wasted time (e.g., starts, transitions); giving clear instructions so students understand what they should be doing; using (and explicitly teaching) routines to make transitions smooth</i>	
Resources to support learning for all children. 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>	1

Total budgeted cost 2024: £ 3,800

Total budgeted cost 2023: £1672

Total budgeted cost 2024 : £2370

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 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 put in place to support PP children are identified as needing additional SEMH 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> <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</i>	1,3,4

In 2024 5 additional hours of TA support has been allocated to our Early Years class. This is to help facilitate same day interventions particularly for phonics, number and social and emotional interventions	<i>characterised by respect trust, cooperation and care</i> <i>The Great teaching toolkit identifies the importance of:</i> <i>Embedding: giving students tasks that embed and reinforce learning;</i> <i>requiring them to practise until learning is fluent and secure;</i> <i>ensuring that once-learnt material is reviewed/revisited to prevent forgetting</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' In 2024 this cohort will have 15 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> <i>The Great teaching toolkit identifies the importance of:</i> <i>Embedding: giving students tasks that embed and reinforce learning; requiring them to practise until learning is fluent and secure; ensuring that once-learnt material is reviewed/revisited to prevent forgetting</i> <i>Promoting learner motivation through feelings of competence, autonomy and relatedness.</i> <i>Creating a climate of high challenge and high trust, so learners</i>	

	<i>feel it is okay to 'have a go' encouraging learners to attribute their success or failure to things they can change</i>	
Year 2 Access to extra social and emotional support from both internal and external providers (2 hours per week). Same day intervention for core subjects as required. No PP in 2023 In 2024 this cohort will have 15 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'. The PP child who didn't achieve the expected standard in phonics will be given daily additional support to help them to catch up This will include interventions to support social and emotional needs.	<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 identifies the importance of:</i> <i>Embedding: giving students tasks that embed and reinforce learning;</i> <i>requiring them to practise until learning is fluent and secure;</i> <i>ensuring that once-learnt material is reviewed/revisited to prevent forgetting</i> <i>Promoting learner motivation through feelings of competence, autonomy and relatedness.</i> <i>Creating a climate of high challenge and high trust, so learners feel it is okay to 'have a go' encouraging learners to attribute their success or failure to things they can change</i>	3, 4

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.	<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,</i>	1,4,5

We will further expand our positive behaviour policy of giving children in school positions of responsibility. PP children are encouraged and supported to have positions of responsibility. There are no PP children in this year group	<i>emotions, culture and beliefs of students</i>	
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 In 2024 this cohort will have 5 hours per week additional TA	<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> <i>The Great Teaching Toolkit Evidence Review identifies- promoting interactions and</i>	1,4

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 responsibility. PP children are encouraged and supported to have positions of responsibility.	<i>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>	
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 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. In 2024 10 additional teaching assistant hours to facilitate same day interventions in	<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> <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> <i>The Great Teacher Toolkit identifies:</i> <i>Helping students to plan, regulate and monitor their own learning;</i>	4,5

maths and English in order to allow them to feel confident for more independent learning in class. An additional 60 minutes per week of TA time pre-school to revisit and reinforce key number skills and basic writing skills	<i>progressing appropriately from structured to more independent learning as students develop knowledge and expertise.</i> <i>Explaining: presenting and communicating new ideas clearly, with concise, appropriate, engaging explanations; connecting new ideas to what has previously been learnt (and re-activating/checking that prior knowledge); using examples (and non-examples) appropriately to help learners understand and build connections; modelling/ demonstrating new skills or procedures with appropriate scaffolding and challenge; using worked/part-worked examples</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> Helping students to plan, regulate and monitor their own learning; progressing appropriately from structured to more independent learning as students develop knowledge and expertise. Presenting and communicating new ideas clearly, with concise, appropriate, engaging explanations;	1,4,5

In 2024 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. SEMH support to be given in order to prepare children for their SATS	connecting new ideas to what has previously been learnt (and re-activating/checking that prior knowledge); using examples (and non-examples) appropriately to help learners understand and build connections; modelling/ demonstrating new skills or procedures with appropriate scaffolding and challenge; using worked/part-worked examples Promoting interactions and relationships with all students that are based on mutual respect, care, empathy and warmth; avoiding negative emotions in interactions with students; being sensitive to the individual needs, emotions, culture and beliefs of students	
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Total budgeted cost 2022: £ 30,479

Total budgeted cost 2023: £39,778

Total budgeted cost 2024 : £3,2799

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	<i>The EEF research tells us that there is insufficient evidence to support any particular interventions to support</i>	2

activities/opportunities we offer specifically to PP children		
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 The above strategy will continue int 2024 because of the strong link between children who gave additional learning needs also having SEMH needs	<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: £1187

Total budgeted cost 2024:£3563

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

In our 2023- 24 FS2 cohort there were 6 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 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.

Four of the children in this cohort needed additional support with their social and emotional needs. They needed additional support with their feelings and emotions. Strategies were put in place to help them to learn turn-taking, understanding their feelings and forming positive friendships. Three of the 6 children needed additional opportunities to practise phonics and number (on top of the time already allocated for same day interventions).

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

By the end of KS 1 in 2024 all our children had met the expected standard in the phonics screening check. By the end of year 1, 93% of children had met the expected standard in phonics. Additional support will be given to ensure these children are at the expected standard by the end of KS 1.

There were no PP children in Year 2 last academic year.

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 at 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 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 are working at least the expected standard in core subjects and across the curriculum. Of the other two 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.

There were two PP children in year 3 academic year 2023- 24. They are both working at the expected standard in all areas.

In year 4 there were 7 disadvantaged children of these 2 also have additional needs and both have EHCPs. 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 at working at the expected standard received daily reading sessions and the gap is reducing. Maths interventions were based on the mastering number approach used in KS 1.

In year 5 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 2023/24 there were 23 disadvantaged children. One achieved the expected standard at greater depth across all subjects. One achieved the expected standard in maths but was working towards in English. The third was working towards across all core areas. However, the children who were at working towards have made good or better progress from their starting points

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.

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.

Moving forward a key school improvement priority will be to further refine the teaching of reading and writing in KS 2 so that more disadvantaged children are meeting the expected standard by the time they leave Gawber.

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.