

# Pupil premium strategy statement Gillibrand Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Gillibrand Primary School
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022/23
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Ashley Clayton HT
Pupil premium lead	Ashley Clayton
Governor	Doris Bell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 53,134
Recovery premium funding allocation this academic year	£ 5,510
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	£ 58, 644

# Part A: Pupil premium strategy plan

## Statement of intent

### We Nurture Children's Dreams

*Gillibrand children aspire to leave a legacy in the world and make a difference to others. They push the boundaries of what is possible to be the best they can be. They are encouraged to explore their passions and interests. They embrace opportunities to follow their dreams with confidence and self-belief. They are courageous and persevere to fulfil their potential.*

In line with our school vision statement ( above) we ensure that, at all times, we prepare our children for the future by helping them achieve their full potential during their time at Gillibrand

At Gillibrand Primary School all members of staff and governors accept responsibility for all pupils recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their time at our school require additional support and intervention. We are committed to meeting our pupils' social, emotional and academic needs in a nurturing environment. When making decisions about using Pupil Premium funding, we consider the context of our school and any particular challenges our families face alongside the research conducted by the EEF. Consideration has been given to the three key areas of high-quality teaching, targeted academic support and wider strategies.

#### **Key Principles**

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of all disadvantaged pupils are assessed and addressed
- In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged
- We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils our school has identified as being disadvantaged.

#### **Objectives:**

1. To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.
2. To ensure the social and emotional needs of our children are met with high quality, targeted support for their well-being, in order to ensure that these children are not at a disadvantage as they move through school

## Challenges

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

Challenge number	Detail of challenge
1	Pupils social and emotional well-being and at times behavioural needs affect children being in a position to be able to make progress and also their readiness to learn-this is even more so as a result of Covid 19 and 2 school closures
2	The attendance and lateness of some pupils in receipt of pupil premium is below that of peers and a greater proportion are classed as persistent absentees.
3	There is a group of pupils in receipt of PP not making expected progress despite interventions in the past. There are identified gaps in learning which seem to have widened ( Covid 19)
4	Low attainment in all areas of learning on entry to school for children in receipt of FSM ( September 2021)

## 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 ensure the social and emotional well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	
To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the number of children classed as persistent absentees and also reducing the number of children late each day	To improve attendance and lateness:  Reduce proportion of pupils in receipt of pupil premium classed as persistent absentees – attendance below 90% Autumn 2021 9 pupils classed as PA less than 90% Autumn 2021 14 pupils less than 95% Lateness-more than 10 lates = 4 pupils Attendance target 97%
To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality	Increase the progress of pupils in receipt of pupil premium who are on a provision map ( currently 22 children) in reading, writing or maths so that this number is reduced and

teaching is effectively in place, alongside targeted interventions.	these children are on track to be ARE by end of the year.
To close the gap between FSM children in reception class and other children so that more children achieve GLD at the end of the year.	GLD at end of year for disadvantaged children shows that the gap is being closed and more children achieve GLD ( 71.4% -in line with national in 2019)

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: £ 10,345

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a temporary AHT from September 2021(internal post) to monitor and analyse summative assessment data and identify the children who require catch up and more targeted intervention.  Pupil progress meetings termly  Regular monitoring of targeted interventions	EEF Toolkit guidance: <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a>  'These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.'	3 4
Additional teacher 1 day a week ( previous employee) to allow targeted interventions for phonics/maths/writing in KS2		3 4
Additional phonics sessions by English SL and class teacher in Year 2 and Year 3 for children who require further phonics support	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	3 4

<p>Additional phonics sessions in EYFS</p> <p>Use of NELI program to support C and L in EYFS – TA 3 used to deliver this intervention in spring/summer terms</p>	<p>Early intervention in reception class can have an impact – using this has had positive outcomes in summer 2021 for our children</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a></p>	4
<p>Consistent approach to the teaching of reading across school –SIP spring term 2022</p>	<p>See EEF Toolkit : High Quality Teaching</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p> <p>‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’</p>	3 4

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

Budgeted cost: £ 14,218

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Establish small group maths intervention for disadvantaged pupils falling behind age-related expectations</p>	<p>EEF Toolkit guidance:</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a></p>	3 4
<p>Continue to use Learning By Question resource in KS2 to support the shared/guided reading sessions with a clear focus on improving reading (linked to SIP)</p>	<p>Learning by Question is endorsed by EEF research</p> <p><a href="https://www.lbq.org/Evidence">https://www.lbq.org/Evidence</a></p>	3
<p>Effective deployment of TAs to support targeted children across different year groups.</p> <p>Additional TA3 in KS2- to support teaching and learning</p>	<p>’ EEF research guidance:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assitants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assitants</a></p> <p>‘Research on TAs delivering targeted interventions in one-to-one or small group</p>	3 4

and plan and carry out interventions( working with the DHT)	settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3).	
Reading Plus purchased for Year 5 and Year 6 to support catch up in reading	EEF Toolkit guidance: <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a> 'These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.'	3

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

Budgeted cost: £ 36,646

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fulltime Pupil and Family support worker in place 32.5 hours a week	EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health. <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a>	1 2
School counsellor 1 day a week		1
Attendance Officer am works closely with PFSW to ensure targeted strategies for attendance	Attendance and lateness is a barrier for our disadvantaged students and the attainment and progress so an attendance officer in school, working with the pupil and family support worker and our children and families will help address this issue	2
Support to fund residential and education visits	Educational visits and the y6 residential provide excellent experiences and challenges for our pupils that support our children socially and emotionally.	1

**Total budgeted cost: £ 61,209 ( some funded from school budget)**