

# Pupil premium strategy statement Gillibrand Primary School

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	Gillibrand Primary School
Number of pupils in school	209
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 2022-2023 2023/24
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
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	£ 62,630
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	£ 68, 140

# 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.
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
4	Low attainment in all areas of learning on entry to school for children in receipt of FSM
5	Number of children with gaps in phonics knowledge in KS1

## 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.	Children more confident-increased attendance at after school clubs
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% 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 teaching is effectively in place, alongside targeted interventions.	Increase the progress of pupils in receipt of pupil premium who are on a provision map in reading, writing or maths so that this number is reduced and 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

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: £ 13,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuation of role of AHT to monitor and analyse summative assessment data and identify the children who require catch up and more targeted intervention.</p> <p>Pupil progress meetings termly</p> <p>Regular monitoring of targeted interventions, including monitoring of children on provision maps.</p>	<p>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></p> <p>'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.'</p>	3 4 5
<p>Extend TA hours-Additional support from TAs in afternoons to allow targeted interventions for phonics/maths/writing in both KS1 and KS2</p>		3 4 5
<p>Phonics Lead appointed September 2022 ( TLR)</p> <p>Additional phonics sessions by phonics lead and SENCO for children who require further targeted phonics support in Year 1</p>	<p>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:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	3 4 5
<p>Focus on Maths SL developing 'Mastery' approach through training with the Maths Hub and then developing this in UKS2 initially.</p>	<p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	3

<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 2022 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>	<p>4 5</p>
<p>Consistent approach to the teaching of reading across school –SIP autumn term 2022, including whole class approach to teaching of reading being initially started in Y2 and Y5,</p> <p>Purchase and use of YARC assessments</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>	<p>3 4</p>

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

Budgeted cost: £ 14,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Establish small group maths/reading intervention for any disadvantaged pupils falling behind age-related expectations</p> <p>Phonics interventions in place for Y1 children-working with SENCO and Phonics lead to ensure rapid progress, addressing gaps in knowledge.</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>	<p>3 4 5</p>
<p>Purchase Reading Eggs software to support the children in KS1 and Y3 with reading and comprehension activities.</p>	<p>Designed by literacy experts, Reading Eggs makes learning essential reading and phonics skills easy and fun. The programme uses a highly motivating sequence of online reading lessons, activities and books that keep pupils engaged and on task. Supports core literacy teaching with a simple-to-navigate format. .</p>	<p>3</p>

	Explicitly teaches letters and sounds with engaging activities. Diagnostic test allows pupils to work at different reading levels within the programme. Pupils are excited to play and learn to read.	
Continue to use Learning By Question resource in KS2 to support the shared/guided reading sessions with a clear focus on improving reading. Extend the licence for this.	Learning by Question is endorsed by EEF research <a href="https://www.lbg.org/Evidence">https://www.lbg.org/Evidence</a>	3
Effective deployment of TAs to support targeted children across different year groups.  Additional TA in KS1- to support teaching and learning and plan and carry out phonics interventions( working with the AHT)	EEF research guidance: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assitants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assitants</a> ‘Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress (effect size 0.2–0.3).	3 4
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: £ 45,000

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: £ 73,000 ( some funded from school budget)**