Pupil premium strategy statement- Gayton Primary School (Dec 2021)

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	Gayton Primary School
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	2.3%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2022 2022-2023 2023-2024
Date this statement was published	December 17th 2021
Date on which it will be reviewed	December 17th 2022
Statement authorised by	Governing Board
Pupil premium lead	Headteacher- Jennie McAleny
Governor / Trustee lead	Claire Boyd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 18,760
Recovery premium funding allocation this academic year	£ 1000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£19,760

Part A: Pupil premium strategy plan

Statement of intent

At Gayton Primary School we aim to provide the following for our disadvantaged pupils:

1) To provide high quality learning experiences across the curriculum.
2) To provide additional support and intervention to ensure disadvantaged children achieve their potential.
3) To provide personalised social and emotional support to disadvantaged children to maximise their wellbeing.
4) To provide extra home/school support to help overcome any barriers to learning that may affect their wellbeing or academic achievements.

How does the pupil premium strategy plan work towards achieving those objectives?

- It enables us to provide in class support, small group and individual interventions and support eligible children with their emotional and social needs. All of these are provided by our highly trained support staff.
- It enables us to invest in a whole school emotional and social wellbeing programme
- It enables us to provide additional support to families so that children are able to take part in a wide variety of extra-curricular activities or residential activities.

Challenges

Challenge number	Detail of challenge
1	Some disadvantaged children have more difficulty with their phonics learning, therefore impeding their development as readers and reducing the ability to access the wider curriculum as successfully.
2	Some of our disadvantaged pupils do not achieve as well in mathematics compared to non-disadvantaged pupils.
3	Some children find speaking and listening more of a challenge than others and have less developed vocabulary than the majority of their peers. KS1 children have also had their foundations impacted by the pandemic including a proportion of disadvantaged children that require support in accessing the curriculum by developing their skills in these areas.
4	Due to the pandemic, social and emotional wellbeing has been affected due to the experiences of the pandemic.

5	Lack of engagement from some parents e.g. support with homework or ensuring a consistent approach to behaviour in and out of school.

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
Support disadvantaged pupils to make good or better progress so that they achieve well against end of year targets, versus national comparators.	Disadvantaged pupils to achieve a positive progress score by the end of KS2. Disadvantaged pupils across the school achieve a standardised score over 100.
Support disadvantaged pupils to thrive emotionally and socially, regulating their own behaviour in and out of classes.	All pupils have strategies to support them with their mental health and well-being. Pupil surveys and classroom observations show reduced levels of anxiety and emotional issues that may have impeded learning. Pupils understand and can control their emotions more effectively.
Attendance to continue to be high for disadvantaged pupils.	Individual disadvantaged pupils to continue to have an attendance of 96% or above. Lateness for disadvantaged pupils minimised through effective tracking and parental engagement.
For disadvantaged children to access a wider variety of enrichment and extra-curricular activities by subsidising opportunities.	All disadvantaged children accessing wider opportunities such as extra-curricular clubs, trips and residentials.

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: £8700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure disadvantaged children are appropriately challenged through the curriculum and receive high quality teaching and learning through the roll out and resourcing of mastery programmes. Provide CPD for staff in delivery mastery programmes.	EEF Toolkit highlights how adopting a mastery learning approach has a 5+ rating in effectiveness. It is also particularly useful for narrowing any attainment gap for all learners of all abilities. A high expectation of work from disadvantaged learners (a recommendation from the EEF), is consistently expected by all teachers and support staff; along with the use of effective teaching schemes and resources, such as Power Maths and Pathways to Read and Write. This will ensure all disadvantaged children have access to and are challenged appropriately. Money to be spent on resources, training for staff in the programmes listed about and individual resources as required by specific learners as identified by staff who work with them.	1,2 & 3

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

Budgeted cost: £ 5600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist Literacy provision for disadvantaged pupils to be provided in a small group or 1:1 basis (dependent on the pupil).	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach	1, 2 & 3.

	which teaching assistants have been trained to deliver. Teachers also report the benefits in terms of workload and reduced stress from working with teaching assistants. Bespoke literacy support to support pupils with enhancing progress in spelling/phonics and reading.	
Maths post teaching for identified pupils to support them in keeping up in relation to mastery teaching of maths.	Mastery approach to learning promotes post teaching to provide additional support/reinforcement for key concepts/aspects that children may have struggled with. This supports the concept of allowing all pupils to keep up with the mastery approach.	2

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

Budgeted cost: £5350.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide bespoke pastoral support for our disadvantaged pupils to support them emotionally and socially. (Through use of a 1:1 pastoral worker to support pupil within school and to work with the family to support at home if necessary)	EEF research demonstrates that social and emotional learning interventions can have an overall impact of four months additional progress on attainment. For some of our disadvantaged pupils this support is vital in supporting them with their mental health and well-being as well as providing wider support for the family through referral to additional services or for emotional support for parents as well.	3 & 4
Whole school approach to mental health through adoption of the Rest Easy programme across the school. Other bespoke mental health initiatives through other providers are also utilised.	The EEF research demonstrates that on average social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months additional progress on attainment.	3 & 4

Ensure disadvantaged pupils have access to and are encouraged to engage with enrichment activities and the wider curriculum offer, including visits, residentials and after school provision.	Residential trips are proven to support growth mindsets, increase confidence and teach team building. Children learn vital life skills of perseverance and resilience and this in turn impacts on their academic progress within lessons as they are able to apply these skills when back in the school environment.	5

Total budgeted cost: £ 19,650

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021.

Internal assessments took place in the academic year 2020-20210 making use of NFER assessments. These assessments indicated the following:

In Year 6 there were 6 disadvantaged pupils- In reading the disadvantaged pupils performed broadly the same as non-disadvantaged pupils at both the expected and the greater depth standard. In writing at the expected standard disadvantaged pupils performed as well as non- disadvantaged pupils but not at the greater depth standard. The greatest gap was in the attainment of pupil premium pupils in maths with only 67% of disadvantaged pupils achieving expected standard compared to 80% of non-disadvantaged pupils. This was also the case at the greater depth standard.

In Year 5- there was only 1 disadvantaged pupil and they achieved expected standard in reading, writing and maths.

In Year 4 there were 3 disadvantaged pupils- Disadvantaged pupils did not perform as well in reading or writing compared to non-disadvantaged pupils. However, 100% of disadvantaged pupils achieved expected standard in maths compared to only 86% of non-disadvantaged pupils.

In Year 3 there were no disadvantaged pupils.

In Year 2 there was only 1 disadvantaged pupil- they achieved GDS in reading and expected standard in writing and maths.

In Year 1 there were no disadvantaged pupils.

Attendance improved for the disadvantaged pupils and was higher than the attendance of non-disadvantaged pupils.

Pupils who accessed targeted interventions made progress from their starting points.

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
Learning by Questions	Learning by Questions
Times Table Rockstars	Maths Circle
Spelling Shed	Ed Shed
Tapestry	Tapestry
Letter join	Letter join