

# Pupil premium strategy statement- Gayton Primary School (Dec 2021) Reviewed December 2022.

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 ( <b>3 year plans are recommended</b> ) | 2021-2022<br>2022-2023<br>2023-2024 |
| Date this statement was published   | December 17 <sup>th</sup> 2021      |
| Date on which it will be reviewed   | November 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  | £ 2000   |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £ 0.00   |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £20,760  |

# 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.<br>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.<br>Pupil surveys and classroom observations show reduced levels of anxiety and emotional issues that may have impeded learning.<br>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.<br>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 |
|---|---|-------------------------------|
| <p>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.</p> <p>Provide CPD for staff in delivery mastery programmes.</p> | <p>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.</p> | 1,2 & 3                       |

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

Budgeted cost: £ 7600

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Specialist Literacy provision for disadvantaged pupils to be provided in a small group or 1:1 basis (dependent on the pupil).</p> | <p>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 which teaching assistants have been trained to deliver.</p> <p>Teachers also report the benefits in terms of workload and reduced stress from working with teaching assistants.</p> <p>Bespoke literacy support to support pupils with enhancing progress in spelling/phonics and reading.</p> | 1, 2 & 3.                     |

|   |  |   |
|---|--|---|
| 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 |
| To top up government funding for in school tutoring sessions.   | EEF evidence shows that one to one tuition is very effective and can increase progress to five months' additional progress. We are using one of our teachers to work outside of her contracted hours to provide targeted support to 6 disadvantaged pupils in years 4 and 5 (2 groups of pupils). These sessions will be focused on maths. Each pupil will receive 15 hours of additional tuition. | 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.<br><br>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,  | 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  | 5                             |

|  |   |  |
|--|---|--|
| including visits, residentials and after school provision. | as they are able to apply these skills when back in the school environment. |  |
|--|---|--|

**Total budgeted cost: £ 21,650**

## 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 2021-2022

#### **Disadvantaged attendance- 2021-2022**

**Disadvantaged attendance for 2021-2022= 94.9%**

**Non-disadvantaged attendance for 2021- 2022= 95.0%**

We continue to work hard to monitor the attendance of pupils and work with families to encourage good attendance. In 2021-2022 there was only a difference of 0.1% between disadvantaged and non- disadvantaged attendance. We hope that with our continued focus on attendance, we will be able to work to ensure that disadvantaged attendance at least matches the attendance of non- disadvantaged pupils in 2022-2023.

**Review of strategies:** Our Rest Easy (whole school mental health approach) continues to provide a mechanism for all pupils to feel supported with their mental health and well-being. This approach has enabled all staff and pupils to have a shared language in relation to talking about mental health and how our brain works and we have shared common strategies to support pupils with their self- regulation. In pupil surveys, pupils report that they feel well supported in school and are aware of ways in which they can seek support. Next year, we will continue to embed Rest Easy whilst also introducing conscious discipline across school.

**Pastoral worker:** Our use of a pastoral worker to support disadvantaged pupils continues to be successful and provides targeted support not only for the child but also for the family. This will continue next year as we know how much this is valued by the children and families who have accessed this support.

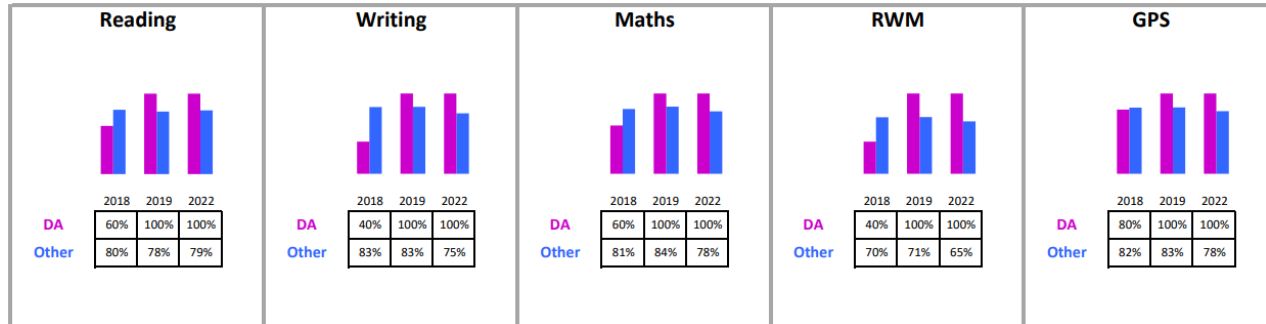
**Enrichment and the wider curriculum offer, including visits, residential and before/after school provision-** During last year, we provided financial support to the families of disadvantaged pupils where we knew there was a financial barrier. We recognise that not all of our disadvantaged families need financial support so this is offered based on our knowledge of our families.

**High quality teaching & learning:** We continue to invest in strengthening our mastery approaches through Pathways to read and write as well as Power Maths. We are also currently implementing our Learning without Limits programme focusing on developing expert teachers who are committed to professional development.

**Use of school led tuition sessions-** Last year, we provided school led tuition for some of our pupil premium pupils in order to support them in Maths. We will be looking to continue this in the spring term of 2023.

**Attainment data- 2021-2022.**

**End of KS2 data:**



***Please note that there was only 1 pupil identified as disadvantaged in Year 6 during the 2021-2022 year. They achieved expected standards in reading, writing and maths.***

Year 5 Attainment.-2 of the disadvantaged pupils achieved expected standard in reading, writing and maths. 1 pupil achieved expected standard in reading but was working towards the standard in writing and maths.

Year 4 attainment- 2 disadvantaged pupils- 1 working towards the standard in reading and writing but meeting expected standard in maths. The other pupils is meeting expected standard in reading, but is working towards the standard in writing and expected in maths.

Year 3 – 1 pupil achieved GDS in reading, working towards the standard in writing and expected standard in maths.

Year 2- End of Ks1 there were no disadvantaged pupils.

Year 1- No disadvantaged pupils.

F2- 1 pupil achieved GLD (Good Level of Development).



## 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*

| <b>Programme</b>      | <b>Provider</b>       |
|-----------------------|-----------------------|
| Learning by Questions | Learning by Questions |
| Times Table Rockstars | Maths Circle          |
| Spelling Shed         | Ed Shed               |
| Tapestry              | Tapestry              |
| Letter join           | Letter join           |
| Charanga              |                       |