



Cheshire Academies Trust
Inspiring hearts and minds

Pupil Premium Report 2022-2023



Pupil premium strategy statement

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	215
Proportion (%) of pupil premium eligible pupils	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 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Local Governing Board
Pupil premium lead	Jennie McAleny
Governor / Trustee lead	Claire Boyd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,130
Recovery premium funding allocation this academic year	£2000.00
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	£15,130.00

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 this 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 emotional and social needs. All of these are provided by highly trained support staff.
- It enables us to invest in a whole school emotional and 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

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

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 of over 100.
Support disadvantaged pupils to thrive emotionally and socially regulating their own behaviour in and outside the classroom.	All pupils have strategies to support them with their mental health and well-being. Pupil surveys and classroom observations show reduced level 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 residential.

Activity in this academic year 2022-2023

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: £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further improve the quality of teaching to make a positive impact on all children's outcomes.	<p>We have engaged in a trust wide CPD programme called 'Learning without Limits' which aims to look at all aspects of expert teaching (7C's) that have a thorough evidence based in improving outcomes for pupils. We have worked with all staff to ensure that all pupils are being taught through a mastery approach. Teachers have focused on improving strategies for feedback and protocols in lessons to improve pupil engagement.</p> <p>Collaborative learning approaches have a 5+ month rating in effectiveness as outlined in the EEF toolkit.</p> <p>Mastery learning approaches have a 5+ month rating in effectiveness as outlined in the EEF toolkit.</p>	1 & 3.
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>EEF toolkit highlights how adopting a mastery learning approach has a 5+ month rating in effectiveness. It is also particularly useful for narrowing any attainment gap for all learners of all abilities.</p> <p>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 & Write. This will ensure all disadvantaged children have access to and area challenged appropriately.</p>	1 & 3.

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

Budgeted cost: £ 1139.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
To top up government funding for in school tuition 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	1, 2 & 3

	support to disadvantaged pupils in Year 6 and Year 5. (2 groups of children). These sessions will be focused on writing. Each pupils will receive 15 hours of additional tuition.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 6635.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Promote the importance of high attendance rates and work closely with all parents to ensure that their child attends school regularly drawing on embedding principles of good practice set out in the DFE's guidance on ' <i>Working together to improve school attendance.</i> '	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Provide bespoke pastoral support for our disadvantaged pupils to support them emotionally and socially.	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 referrals to additional services, support with a TAF or for emotional support for parents as well.	4
Whole school approach to mental health through adoption of Rest Easy programme across the school. Other bespoke mental health initiatives through other providers are also utilised particularly around transition periods.	EEF research demonstrates that social and emotional learning interventions can have an overall impact of four months additional progress on attainment. All our pupils benefit from having a whole school approach to mental health and well being which is well established called 'Rest Easy'.	4
Provide financial assistance to participate in before/after school clubs and attend residential and educational visits.	Overall, the EEF evidence indicates that, on average, pupils make two additional months' progress per year from extended school time by targeted use of before and after school programmes. Clubs including sporting and non-academic clubs are also shown to be beneficial and increase engagement in school life.	4
Embed ' <i>Conscious Discipline</i> ' throughout the school; providing CPD to all staff (teachers and support staff) to ensure a consistent approach to	Both targeted interventions and universal approaches can have positive overall effects on behaviour and attitudes.	5

managing behaviour across the school.		
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Total budgeted cost: *£13,269.00*

Part B: Review of outcomes in the previous academic year

Overall review: End of Year 2 (2022-2023)		
Impact	Issues	Amendments for next year
<p>Outcome: Support disadvantaged pupils to make good or better progress so that they achieve well against end of year targets, versus national comparators.</p> <p>Attainment for disadvantaged children at the end of summer 2023 in Y6 was@</p> <p>Reading: 75% of disadvantaged pupils at the end of Y6 achieved ARE in reading with 50% achieving the higher standard.</p> <p>Reading scaled score for disadvantaged pupils= 107.5 compared to a score of 108.5 for non-disadvantaged pupils.</p> <p>Writing: 75% of disadvantaged pupils at the end of Y6 achieved ARE in writing.</p> <p>Writing scaled score- 97.0 compared to non-disadvantaged scaled score= 103.1.</p> <p>Maths- 75% of disadvantaged pupils at the end of Year 6 achieved expected standard with 50% achieving the higher standard.</p> <p>Maths scaled score= 103.5 for disadvantaged pupils compared to 109.4 for non-disadvantaged pupils.</p>	<p>We need to continue to strive to reduce the attainment gap between disadvantaged and non-disadvantaged children. We have reduced the gap for reading but this has not been the case for writing or for maths.</p> <p>As a school, we need to ensure that high priority remains on ensuring high quality teaching and learning as opposed to focusing on interventions. The EEF guidance is clear that quality first teaching/mastery approach is linked to strong research findings that this has the most significant impact on accelerating progress.</p>	<p>We will be continuing to work on our Learning without Limits programme and will continue to embed these elements across the school to ensure high quality effective teaching and building increased capacity through developing expert teaching.</p> <p>We will be investing in the MITA (Maximising impact of teaching assistants) project for all teaching and support staff which will impact on all pupils in school.</p>

<p>In Year 5 there was one disadvantaged pupils and they achieved expected standard in reading, writing and maths.</p> <p>In Year 4 there was one disadvantaged pupil and there are working at expected standard in reading and maths but not in writing.</p> <p>In Year 3 there were no disadvantaged pupils.</p> <p>In Year 2 there were no disadvantaged pupils.</p> <p>In Year 1- 1 pupil is working at the expected standard in reading, writing and maths.</p> <p>The Year 1 pupil passed the phonics screening test.</p>		
<p>Outcome: Support disadvantaged pupils to thrive emotionally and socially regulating their own behaviour in and outside the classroom.</p> <p>School continues to embed whole school mental health and well-being programme of 'Rest Easy' and this has had significant impact on our pupils. It is constantly referenced across our curriculum and our children demonstrate high levels of regulation.</p> <p>We have continued to employ a pastoral worker on a weekly basis who supports the emotional and wellbeing needs of some of our disadvantaged pupils. This has had a significant impact as they liaise with parents, staff and the pupil to look at improving outcomes for the child and wider family.</p>	<p>Mental Health and Emotional Wellbeing concerns continue to be an issue for a number of our children. We are continuing to work with our pastoral leader, our Wirral mental health practitioner and our parental community to support and signpost parents to appropriate services which can support pupils.</p>	<p>We will continue to embed our Rest Easy programme as this programme supports all pupils across school. In the 2022-2023 we had an external review of our Rest Easy programme and received the silver award. We will be working on achieving the gold award in next academic year.</p> <p>Our pastoral lead will continue to provide intensive support for one of our disadvantaged pupils.</p>

<p>Outcome: Attendance to continue to be high for disadvantaged pupils.</p> <p>Disadvantaged attendance for 2022-2023= 95.7%</p> <p>There were no disadvantaged pupils identified as persistently absent in this year.</p> <p>Non-disadvantaged attendance for 2022- 2023= 95.5%</p> <p>This is an improvement on the 2021-2022 year as now the attendance of disadvantaged pupils is greater than non-disadvantaged pupils.</p>	<p>It is evident that the work that we have completed with regards to attendance has impacted on the attendance of disadvantaged pupils as last academic year their attendance was higher than non-disadvantaged pupils.</p>	<p>Continue to embed our attendance policy and ensure high levels of communication between parents and school to ensure that any concerns are addressed immediately. Continue to embed our conscious discipline approach so that connection and building strong relationships between pupils and children are key to everything that we do at Gayton.</p>
<p>Outcome: For disadvantaged children to access a wider variety of enrichment and extra- curricular activities by subsidising opportunities.</p> <p>Some disadvantaged pupils have been able to join before and after school clubs which have been paid for by school.</p>	<p>Disadvantaged children have been supported to attend a variety of enrichment and extra- curricular clubs. Although, there has been a mixed response to this and not all disadvantaged pupils want to take up the offer.</p>	<p>We will continue to offer the opportunity for all disadvantaged children to access a wider variety of enrichment and extra- curricular activities.</p>

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Not applicable – not in receipt of this funding.
What was the impact of that spending on service pupil premium eligible pupils?	Not applicable- not in receipt of this funding.

Further information

Review of Expenditure				
Quality of teaching for all				
Actions	Desired Outcomes/Success Criteria	Impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate.)	Lessons learned (and whether we will continue with this approach)	Costs
Further improve the quality of teaching to make a positive impact on all children's outcomes.	Support disadvantaged pupils to make good or better progress so that they achieve well against end of year targets, versus national comparators.	Greatest gap between pupil premium and non- pupil premium pupils is in writing and maths. This will continue to be a focus for 2023-2024.	We are continuing with our ' Learning without Limits ' programme into 2023-2024 and will be working on embedding the 7C's of expert teaching with a particular focus on clarity and challenge for all pupils. We are also going to be launching our MITA (Maximising Impact of teaching assistants programme)	£5500.00
Ensure disadvantaged children are appropriately challenged through the curriculum and receive high quality teaching and learning through the continued use of mastery programmes.	All children (including disadvantaged pupils) to be appropriately challenged throughout the curriculum.	Evidence from learning walks and monitoring indicates that pupil premium pupils are being challenged but there are variable outcomes as some disadvantaged pupils have other needs e..g SEND which is impacting on their progress and attainment.	Continue to embed the use of mastery programmes to improve outcomes for all pupils.	
Targeted strategies:				
To top up government funding for in school tuition sessions.	Provide additional school led tuition for identified disadvantaged and non-disadvantaged learners.	10 children received school led tuition based on writing. This was completed by an existing teacher who extended their working hours. There were mixed outcomes for the identified pupils.	Limited impact with school led tuition as we felt that more longer term intervention is required and this is not possible through the school led tuition route. Also funding is reducing for the national tuition programme which makes it more challenging to provide.	£1134.00

Wider strategies:				
Whole school approach to mental health through adoption of the Rest Easy mental health programme across the school.	All pupils to be supported with their mental health and well-being.	TA was trained in delivery of Rest Easy Intervention resources in order to provide targeted intervention for mental health and well being for identified pupils. This was well received by both pupils and staff.	Last year, we achieved the Silver REST EASY accreditation based on us embedding the mental health and wellbeing approach across the school. We will continue to work on embedding REST EASY next year and will aim to achieve the gold accreditation.	£300.00 – Rest Easy Review £2900- TA REST EASY intervention.
Provide bespoke pastoral support for our disadvantaged pupils to support them emotionally and socially.	Families of disadvantaged pupils are supported emotionally.	Pastoral worker continues to make an impact on working individually with identified pupils in school. Her work not only supports the child but the wider family.	We will continue to utilise our pastoral worker in order to provide targeted supported for identified pupils.	£2985.00
Provide support for identified disadvantaged pupils with residential trips and educational visits.	Families of financially disadvantaged children are able to attend residential and educational visits.	All children were able to attend residential and educational visits to ensure inclusion.	Continue to offer support for disadvantaged pupils to attend residential and educational visits.	£450.00 (includes residential and before/after school clubs)
Provide financial support for identified disadvantaged pupils to attend before/after school enrichment clubs/activities.	Families of disadvantaged children are able to attend before/after school clubs.	Opportunities offered but not all pupils/families want to take advantage of this.	Continue to offer this next academic year.	£450.00 (includes residential and before/after school clubs)
Promote the importance of high attendance rates and work closely with all parents to ensure that their child attends school regularly drawing on embedding principles of good practice set out in the DFE's	Individual disadvantaged pupils to continue to have an attendance of 96% or above. Lateness for disadvantaged pupils minimised through effective tracking and parental engagement.	Attendance was higher for PP children than non- pupil premium children and there were no pupil premium children who were identified as persistently absent in the 2022-2023 academic year.	Strategies for monitoring and improving attendance for pupil premium children have been successful and we will continue with embedding this approach next year.	

guidance on 'Working together to improve school attendance.'				
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