

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for 2021/2022 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 (2022/2023) and the effect that last year's spending (2021/2022) of pupil premium had within our school.

### School overview

Detail	Data
School name	Gaddesby Primary School
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	9% (17 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2022 and September 2023
Statement authorised by	Leigh Fox
Pupil premium lead	Annalee Toon
Governor / Trustee lead	Christine Comber

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,115
Recovery premium funding allocation this academic year	£2,175
<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	£24,290

# Part A: Pupil premium strategy plan

## Statement of intent

At Gaddesby Primary School, our intention is that all of our pupils, irrespective of their backgrounds or the challenges they face, make outstanding (accelerated) progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching and learning is at the core of our approach and we will focus on the areas that our disadvantaged children require the most support. This is proven to have the greatest impact on closing the gap and at the same time will benefit the non-disadvantaged pupils in our school. It is our intention that the non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. We will also focus on the wider strategies that impact attainment, such as wellbeing, attendance and behaviour through a well-rounded curriculum and support system.

Our approach will be rooted in robust assessment principles to identify and respond to common challenges and individual needs for our disadvantaged children. To ensure we are effective in our approach we will:

- Ensure disadvantaged pupils are challenged in the work that they are set
- Act early to intervene at the point the need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Look at information from adults in school and/or parents and carers on wellbeing and safeguarding

## Challenges

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

Challenge number	Detail of challenge
1	The data tells us that upon entry to school our pupil premium children have lower attainment than the average, this is true in all subject areas, with a particular effect in reading (phonics) and maths. Individual pupil gaps that slow progress are evident among our disadvantaged pupils compared to their peers as they move through our school.

2	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers on entry into school. This negatively impacts their development as readers and writers.
3	Our pupil premium children have less access to extra-curricular activities and enrichment including but not limited to school trips, music and sports.
4	Our attendance data over the last 18 months indicates that attendance among disadvantaged children is not at the level expected by the school - 97%.

## 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
Accelerated progress in reading compared with other pupils in school and above the national average in order to achieve in line with their peers.	Children will achieve progress measures in reading in line with or above other pupils in school and above national average.
Accelerated progress in writing compared with other pupils in school and above the national average in order to achieve in line with their peers.	Children will achieve progress measures in writing in line with or above other pupils in school and above national average.
Accelerated progress in maths compared with other pupils in school and above the national average in order to achieve in line with their peers.	Children will achieve progress measures in maths in line with or above other pupils in school and above national average.
To ensure all pupil premium children pass the phonics screening at the end of year 1. To also ensure that 1 current year 2 PP child get additional support to become fluent reader.	All pupil premium children pass the phonics screening at the end of year 1. Pupil premium children in year 2 to pass the next phonics screen. Year 3 pupils improve outcomes in reading assessments.
Maintain high attendance for all disadvantaged pupils. (Target 97% and 0% PA)	All pupil premium children maintain high attendance throughout the year at a minimum of 97% with 0% PA

## 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

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued purchase of standardised diagnostic assessments (PiXL)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Embedding-Formative-Assessment-EEF">Embedding Formative Assessment   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>1, 2, 3</p>
<p>Enhancement of our maths teaching and curriculum planning in line with EEF and DfE guidance.</p> <p>Teacher release time funded to access Maths Hub work and embed key elements of development and CPD (including the use of TRGs)</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the NCETM drawing on evidence-based approaches</p> <p><a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/611111/mathematics-guidance-key-stages-1-and-2-covers-years-1-to-6.pdf">Mathematics guidance: key stages 1 and 2 (covers years 1 to 6)</a> (<a href="https://www.publishing.service.gov.uk">publishing.service.gov.uk</a>)</p> <p>The EEF guidance is based on a range of the best available evidence</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Mathematics-EEF">Mathematics   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>1</p>
<p>Enhancement of our teaching &amp; learning and feedback, including subject leader support, across the curriculum in line with EEF guidance.</p> <p>TRGs focussed on teaching &amp; learning and feedback with teacher release time to carry out and embed this approach.</p> <p>Subject leader focussed high quality CPD.</p>	<p>Research shows us how effective teaching and feedback can narrow the attainment gap. The EEF guidance is based on a range of the best available evidence.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Teacher-Feedback-to-Improve-Pupil-Learning-EEF">Teacher Feedback to Improve Pupil Learning   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>For CPD:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Effective-Professional-Development-Guidance-Reports-Education-Endowment-Federation-EEF">Effective Professional Development   Guidance Reports   Education Endowment Federation   EEF</a></p>	<p>1, 2, 3</p>

Provide high quality CPD for teachers and support staff in KS2 in phonics to support pupils who do not pass their phonics screening at end of KS1, link to current scheme of work in KS1 and EYFS (Gaddesby Way Phonics underpinned by multiple schemes)	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. <a href="#">Phonics   Toolkit Strand   Education Endowment Federation   EEF</a>  Application to KS2: <a href="#">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a>	2
Continued purchase of systems to support monitoring of attendance and wellbeing in class (Arbor and CPOMS)	Monitoring attendance daily allows patterns to be seen and dealt with quickly so as to deter issues with PA and support families at the point of need.  The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  <a href="#">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a>	3, 4

## Targeted academic support

Budgeted cost: £16,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils 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="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>  Application to KS2: <a href="#">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a>	1, 2
Providing school-led tutoring for pupils whose education has been most impacted by the	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	1, 2, 3

pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Additional reading comprehension sessions targeted at disadvantaged pupils who require further support with their VIPERS skills.	Reading comprehension strategies are high impact on average. Alongside phonics it is a crucial component of early reading instruction. <a href="#">Reading Comprehension Strategies   Toolkit Strand   Education Endowment Federation   EEF</a>	1, 2
Use Pixl assessments to identify gaps in learning and implement catch up programmes to support pupils in either small groups or one-to-one.  Provide CPD for staff to deliver this effectively.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2

## Wider strategies

Budgeted cost: £8,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  This will involve training and release time for staff to develop and implement new procedures to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Continue to subscribe to Arbor and CPOMs to monitor attendance and wellbeing in case of potential safeguarding risk.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3, 4

<p>Staff CPD on use of systems (Arbor and CPOMs) to effectively manage this.</p>	<p><a href="https://www.gov.uk">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p>	
<p>Ensure that all pupil premium children are given full access to school trips, and other enrichment activities. This may include – on some occasions – purchasing school uniform, gifting book vouchers, homework materials and other school essentials for pupils.</p>	<p><a href="https://educationendowmentfoundation.org.uk">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3</p>
<p>Improve the accessibility to music provision for all pupil premium children. All children given the opportunity for funded lessons and equipment purchased in return for agreement regarding practice and care for equipment.</p>	<p><a href="#">The impact of instrumental music learning on attainment at age 16: a pilot study   British Journal of Music Education   Cambridge Core</a></p>	<p>3</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>Dedicated weekly ELSA time to support emotional needs of PP children. This is to be received by a minimum of 4 pupils (currently identified)</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3, 4</p>

**Total budgeted cost: £29,200**

## 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 to 2022 academic year.

#### Outcomes – 2021-2022

<b>National Figures in brackets</b> <b>Pupil premium school figures in red (2 pupils).</b>	Gaddesby Primary School % at Expected standard or above	Gaddesby Primary School % Above expected standard	Average pupil progress	Average scaled score
Reading, Writing and Maths combined	77.8% (59%) <b>0%</b>	11.1%		
Reading	100% (74%) <b>100%</b>	33.3%	1.8 (0)	107.3 (105)
Writing	83.3% (69%) <b>0%</b>	16.7%	1.4 (0)	
Maths	94.4% (71%) <b>100%</b>	33.3%	3.4 (0)	107.7 (104)
Grammar Punctuation and Spelling	100% (72%) <b>100%</b>	33.3%		108.1 (105)

#### Phonics- Year 1

89.3% passed – 67% of pupil premium eligible pupils passed (2/3)

#### Whole school outcomes (pupil premium in brackets)

EXS - Reading 77.8% (57.1%), Writing 67.1% (42.9%), Maths 74.3% (71.4%), RWM 60.5% (42.9%).

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was slightly below that of their peers. However, this mainly comes down to the needs of individual children. who will be supported effectively through the pupil premium tuition fund.



Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by ensuring all pupils in receipt of PP received a laptop to support remote learning and our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by White Rose.

Although overall attendance in 2021/22 was 0.3% lower than all other pupils in school. 95.3% attendance is largely in line with the national average for that year.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

## Externally provided programmes

Programme	Provider
Times Tables Rockstars	TTRS
Pixl	Pixl
White Rose Maths	White Rose