

Pupil premium strategy statement

Gaddesby Primary School

This statement details our school's use of pupil premium funding for 2024 to 2025 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 (2024/2025) and the effect that last year's spending (2023/2024) of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	193
Proportion (%) of pupil premium eligible pupils	8.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2026
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Alex Allison (Exec HT)
Pupil premium lead	Annalee Toon
Governor / Trustee lead	Christine Comber

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26 120
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£26 120

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 is 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

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.	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.

Activity in this academic year

This details how we intend to spend our pupil premium to address the challenges listed above.

Teaching

Budgeted cost: £6500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued purchase of standardised diagnostic assessments (PiXL) Training for staff to ensure assessments are interpreted using the analysis tool and administered correctly. Including use of support materials and therapies included in the PiXL package	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 Embedding Formative Assessment EEF (educationendowmentfoundation.org.uk)	1, 2, 3
Enhancement of our maths teaching and curriculum planning in line with EEF and DfE guidance. Teacher release time funded to access Maths Hub work and embed key elements of development and CPD	The DfE non-statutory guidance has been produced in conjunction with the NCETM drawing on evidence-based approaches Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence Mathematics EEF (educationendowmentfoundation.org.uk)	1
Enhancement of our teaching & learning and feedback, including subject leader support, across the	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. Teacher Feedback to Improve Pupil	1, 2, 3

curriculum in line with EEF guidance.	Learning EEF (educationendowmentfoundation.org.uk)	
Subject leader focussed high quality CPD.	For CPD:	
	Effective Professional Development Guidance Reports Education Endowment Federation EEF	

Targeted academic support

Budgeted cost: £15 000

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: Phonics Toolkit Strand Education Endowment Foundation EEF Application to KS2: Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)	1, 2
Providing school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3

Additional reading comprehension sessions targeted at disadvantaged pupils who require further support with their VIPERS skills.	Reading strategies are high impact alongside targeted phonics. I Toolkit Strand I Education	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2

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

Budgeted cost: £4620

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance 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

<p>Continue to subscribe to Arbor and CPOMs to monitor attendance and wellbeing in case of potential safeguarding risk.</p> <p>Staff CPD on use of systems (Arbor and CPOMs) to effectively manage this.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p>	3, 4
<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>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	3
<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>The impact of instrumental music learning on attainment at age 16: a pilot study British Journal of Music Education Cambridge Core</p>	3

Total budgeted cost: £26 120

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment figures 2023/2024

Context:

Foundation Stage GLD – only 3 pupil premium eligible pupils

Year 1 phonics – only 1 eligible pupil

Key Stage 2 – only 1 eligible pupil

National Curriculum Stage	Subject	Level of achievement (National)		Average scaled score (National)
Key Stage 2	Reading	EXP: 78% (74%)	GDS: 13%	103.57 (105)
	Writing	TA EXP: 83% (72%)	TAGDS: 22%	-
	Maths	EXP: 96% (73%)	GDS: 9%	104.78 (104)
	Grammar	EXP: 74% (72%)	GDS: 39%	106.78 (105)
	Combined	EXP: 70% (61%)	GDS: 4%	-
Year 4	Multiplication Check	Full marks (25): 11%		Average Score (25): 18.15
Key Stage 1	Phonics	Pass Year 1: 89%		Pass year 2 retakes: 100%

EYFS	Foundation Stage Profile	Good level of development: 77%
<p>Attendance:</p> <p>Whole school attendance: 96.6%</p> <p>Pupil premium Eligible attendance: 96.05%</p> <p>Non- pupil premium eligible: 96.66%</p>		

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Pixl	Pixl
White Rose Maths	White Rose
Leicestershire Music Syllabus	Leicestershire
PSHE	Kapow
Leicestershire Agreed RE Syllabus	Leicestershire Diocese

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.