



Gonerby Hill Foot
C of E Primary School

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 | GONERBY HILL FOOT PRIMARY SCHOOL |
| Number of pupils in school | 313 |
| Proportion (%) of pupil premium eligible pupils | 21.7 |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2019/20-2021/22 |
| Date this statement was published | Oct 21 |
| Date on which it will be reviewed | July 22 |
| Statement authorised by | Jayne Watson |
| Pupil premium lead | Jayne Watson |
| Governor / Trustee lead | |

Funding overview

| Detail | Amount |
|--|---------|
| Pupil premium funding allocation this academic year | £75,320 |
| Recovery premium funding allocation this academic year | £8,410 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- To allocate a 'Catch Up' Enhanced Teacher in KS2 and an Intervention/ Phonics lead in KS1 - providing small group work focussed on overcoming gaps in learning
- 1-1 support
- Additional teaching and learning opportunities provided through trained TA's or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support
- Access to technology and additional support for home learning if needed

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Reduced parental support at home with reading and homework |
| 2 | Narrowing the attainment gap across all subjects |
| 3 | Behaviours that present a barrier to learning (particularly EYFS/KS1) for a core group of children |

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 |
|--|---|
| | |
| Increase success in early reading | All pupils without additional learning needs to pass phonics screening |
| Increase success in early maths | All pupils without additional learning needs to achieve expected level in KS1 assessments |
| Close attainment gap in RWM | Achieve national average progress at KS2 |
| Pupils to feel confident, with a high level of self-worth and are positively engaging with school life | Pupils will access clubs and will be well represented in teams, councils and other activities. They will not flag on behaviour tracking system. |

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: £8,410

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>MS2 teacher appointed (pt) to work within Year 5 and Year 3 cohorts to allow all KS2 to be taught as four small classes.</i> | EEF(+3) As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our KS2 cohort and have identified that 4 small classes 20 - 25 children would allow teachers to increase the amount of attention each child will receive. | 2 |
| <i>Introduction of Wandle phonics programme to support accelerated reading including the purchase of relevant resources and training.</i> | EEF (+5) Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. | 1,2,3 |
| <i>Investment in NELI programme and training for EYFS and KS1 staff to improve vocabulary</i> | EEF (+5) It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. | 1,2,3 |

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

Budgeted cost: £ 56,920

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <i>Phonics intervention using trained TA</i> | EEF(+3) As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. | 1,2 |
| <i>Maths intervention using trained TA</i> | EEF(+3) As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. | 1,2 |
| <i>Targeted intervention to close gaps across all subject areas.</i> | 3 rd Space Maths Catch – up numeracy Wandle phonics are all well researched intervention programmes | 1,2,3 |

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

Budgeted cost: £ 18,400

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p><i>Pastoral TA to support children who are having difficulty accessing learning through behavioural issues, using a consistent approach to support their management of their own behaviour.</i></p> <p><i>Supporting parents as needed, including TAC, EH etc.</i></p> | <p>Social and emotional skills' are essential for children's development—they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways.</p> | 3 |
| <p><i>Introduce 5 ways to wellbeing</i></p> | <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year</p> | 3 |

Total budgeted cost: £ 83,730

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.

During 20/21 staff made significant effort to ensure that pupils continued with education though home learning. Staff were making additional contact to the most vulnerable pupils and in a number of cases TAs were completing 1:1 activities with pupils when parents were not. Food was provided and ICT technology to families who needed support. Active Learn e-books enabled pupils to continue reading even if they had limited books at home and this supported ongoing reading. Phonics was delivered through sessions by class teachers (pupils needed their own teacher we found) which were recorded to be revisited and replayed as needed.

The area where progress was not as good was maths and this is being addressed through this year's funding and through the use of catch-up funding in 2021.

Emotional wellbeing was supported through contact, and a clear Recovery Curriculum approach. Pastoral TA was heavily involved in supporting families and pupils with a wide variety of support.

Whilst we experienced a dip in KS1 internal data, the KS2 data did match expectations with FFT analysis showing that at the end of KS2 our PP children had made progress in excess of the national average. The gap in Y1&2 is a priority this year (see new plan).

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 |
|-------------------------|----------|
| Accelerated reader | |
| Dimensions curriculum | |
| Mathletics subscription | |

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|---|
| Big maths |
| Just 2 Easy |
| E books Bug Club |
| Edukey |
| Snap science and subsription |
| Pearson Education GSB WHOLE SCHOOL ANNUAL |
| Green and Tempest |
| Bug club phonics and resources |
| Nessy |
| TT rock Stars |
| Jane Considine English subs |
| Pearson Education Progress and assess Eng |
| White Rose maths |
| PSHE SUBSCRIPTION |
| Primary geography annual subs |
| MEMBERSHIP historical assoc |
| primary history journals |