



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 2022 to 2023 academic years) 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 | 300 |
| Proportion (%) of pupil premium eligible pupils | 24.3% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022 - 2025 |
| Date this statement was published | Oct 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Jayne Watson |
| Pupil premium lead | Jayne Watson |
| Governor / Trustee lead | |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £102,490 |
| Recovery premium funding allocation this academic year | 10,875 |
| 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 our curriculum is designed to deliver our vision which was created to enable our school community to flourish.
- Developing high quality teaching, assessment and a curriculum which responds to the needs of 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
- Effective TA deployment
- Effective staff CPD
- Interventions to support language development, literacy and numeracy.
- Small group tutoring
- Inclusive extra curricular activities, sports clubs, forest school, signposting to HAF opportunities
- Positive parental engagement

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. Priority 1
- To allocate 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
- Pastoral support
- Access to technology and additional support for home learning if needed
- Support for families to enable pupil development

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/knowledge at home to help with reading, homework and good routines |
| 2 | Lack of cultural experiences and self-confidence/self-esteem |
| 3 | Poor focus and concentration and reduced perceived value in education. |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan 2025**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|--|---|
| Pupils will be able to flourish through the school's vision. | Quality first teaching, assessment and our carefully designed curriculum will ensure that our pupils are ready for the next stage in their education both academically and emotionally. |
| 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 |
| Development of quality staff CPD with a research based starting point to ensure pupils make rapid and sustained progress | Teachers and TAs will be confident to meet the needs of the pupils and will have a range of strategies to support |
| Pupils resilience and self respect are raised and pupil have high aspirations. Pupils are positively engaging with school life | Pupils will be tracked within the school wellbeing strategies and will be positively encouraged to attend pastoral support activities, including pastoral, musical and sporting enhancements. Pupils will be signposted to HAF provision. Pupils will access clubs and will be well represented in teams, councils and other activities. |
| Family support from parents will enable children to flourish. | Family engagement offer from school will be supportive and relevant to the needs of families. Support will be given with, for example, reading, maths, sleep hygiene, online safety and will take the form of workshops, parent events and TAC as necessary. Second hand uniform and uniform policy. School will develop positive relationships to support families |
| | |

Activity in this academic year 2022/23

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: £39,785

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <i>Improving quality first teaching</i> | Rosenshine principles to support the development of QFT will enable teachers to use effective strategies to support rapid progress, including effective modelling, scaffolding, feedback and well planned skills and knowledge progression | 1,3 |
| <i>Teaching assistants to access maths mastery training</i> <i>Teachers to continue to receive CPD from leads who attend Maths Hub</i> | Small group intervention is most effective when highest needs supported by most skilled. EEF early maths report recommendation 5 Engagement in Early maths research project | 1,3 |

| | | |
|---|---|-------|
| <i>CPD – Behaviour (BOSS) sessions and SEN support Precision teaching will enable rapid progress.</i> | Small group intervention with research based programmes enables rapid progress +5 | 1,2,3 |
|---|---|-------|

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

Budgeted cost: £ 44,860

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|--------------------------------------|
| <i>Phonics intervention using trained staff</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. | 1,2,3 |
| <i>Maths intervention using trained staff</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. | 1,2,3 |
| <i>Targeted intervention to close gaps across all subject areas.</i> | Catch – up numeracy Little Wandle phonics are all well researched intervention programmes | 1,2,3 |
| <i>One to one tutoring and small group interventions</i> | One to one tuition +5 Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit. | |

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

Budgeted cost: £ 17,845 (Pastoral Learning Mentor Deputy DSL)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <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> | Metacognition and self-regulation research 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. | 1,2,3 |
| <i>Supporting parents as needed, including TAC, EH etc</i> | Parental Engagement research +4 Evidence suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading. | 1,2,3 |
| <i>Introduce 5 ways to wellbeing</i> | 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 | 2,3 |

Total budgeted cost: £ 102,490

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.

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| <p><u>Increased success in early reading.</u> 91% PP children without SEN have passed the phonics screen in Y1 LA average 71% 100% PP children without SEN have passed the phonics screen – end of KS1. LA average 79%</p> <p><u>Increase success in early maths.</u> 63% have achieved EYFS ELG maths LA average 65% 38% have achieved at end of KS1 LA average 51%.</p> <p><u>Confidence</u> Pupils have accessed clubs and extra curricular activities and represented the school in a variety of roles. Pupils are well supported to support dysregulation and behaviours.</p> |
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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 | |
| Big maths | |
| Just 2 Easy | |
| Little Wandle | |
| Edukey | |
| Snap science and subscription | |
| Pearson Education GSB WHOLE SCHOOL ANNUAL | |

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| Green and Tempest |
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| |
| 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 |