

Gainford Primary School and Preschool Pupil Premium Strategy Statement

2021-2024

This statement details our school's use of pupil premium 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	Gainford CE Primary and Pre school
Number of pupils in school	49
% PP	22.4% (national 20.8%)
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	October 2021 Updated yearly Most recent update 2023-2024
Date on which it will be reviewed	Termly
Statement authorised by	C Riley
Pupil premium lead	J Kidd
Governor lead	Steve White

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16005

Recovery premium funding allocation this academic year	-
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£16005

Part A: Pupil premium strategy plan

Statement of intent

At Gainford CE Primary and Preschool we see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential by:

- Promoting an ethos of attainment for all children rather than stereotyping disadvantaged children as a group with less potential to succeed.
- Having individualised approaches to address barriers to learning at an early stage through intervention.
- Focusing on high quality teaching and effective deployment of staff to support disadvantaged children.
- Make decisions based on detailed data analysis and responding to evidence.

Challenges

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

Challenge number	Detail of challenge
1	Impact on progress and attainment brought about by pandemic disruption of schooling
2	Some children have poor reading and phonics skills
3	Some children have gaps in basic mathematics and writing skills
4	Low attendance rates for some PP pupils impacts on their learning
5	Limited experiences beyond school and local community

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
<p><u>Lost Learning Due to The Pandemic</u></p> <p>Pupils make accelerated progress to catch up in reading, writing and maths</p>	<p>Disadvantaged pupils perform in line with their peers at the end of EYFS, KS1 and KS2</p>
<p><u>Phonics and Reading</u></p> <p>Children will make better than expected progress in phonics and reading. Pupils at the end of Y1 and key stages make accelerated progress and catch up with their peers</p>	<p>Disadvantage children to read at school expected/ age related expectations Children perform as well as their peers in the Y1 phonics screening and at the end of key stages</p>
<p><u>Attendance</u></p> <p>Disadvantaged children's attendance will be in line with school average</p>	<p>Disadvantaged children's attendance to be at least 96%</p>
<p><u>Cultural Capital</u></p> <p>Pupils will access a broad and balanced curriculum and a range of enrichment activities</p>	<p>Disadvantaged children access the same challenge-based curriculum and life experiences as their peers. Raised self-esteem and confidence</p>

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: £625

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff to receive CPD update re. progression of calculation</p> <p>Staff to receive training from a Primary Maths Advisor</p>	<p>EEF Improving Maths in KS1 and KS2</p>	<p>3</p>
<p>Staff to receive training from primary advisors re. New Framework for Reading</p> <p>Staff to receive training in spelling to gain a better understanding of teaching and learning and progression in this area</p>	<p>EEF Improving Literacy in KS1 and KS2</p>	<p>3</p>
<p>Staff to have CPD on phonics teaching and learning to ensure consistency in approach across the school</p>	<p>Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. There is some evidence that approaches informed by synthetic phonics (where the emphasis is on sounding out letters and blending sounds to form words) may be more beneficial than analytic approaches (where the sound/symbol relationship is inferred from identifying patterns and similarities by comparing several words).</p> <p>Sounds write is a DfE accredited systematic synthetic phonics programme</p> <p>EEF toolkit: Phonics - additional 4 month progress.</p>	<p>1</p>

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

Budgeted cost: £ 11,575

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted small group interventions</p> <p>Phonics tutoring</p> <p>Reading/ comprehension strategies</p> <p>Writing and maths interventions</p>	<p>EEF – Special Educational Needs in Mainstream Schools</p> <p>EEF – Diagnostic Assessment</p> <p>EEF – Making the Best Use of Teaching Assistants</p> <p>EEF KS1 and KS2 Maths and Literacy Guidance</p>	1,2
<p>Teacher to deliver targeted intervention to focus on English and maths skills</p>	<p>Quality First Teaching from EEF research indicates that this is the most important tool schools have to improve outcomes for pupils.</p> <p>EEF Teaching and Learning Toolkit Small Group Tuition – 4 months progress</p>	1,2,3
<p>An LSA known to the children will be employed to deliver tuition to individuals small groups</p>	<p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. A variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.</p> <p>EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months progress</p>	1,2,3
<p>Deputy Head to be released to monitor and track assessment - progress and attainment and highlight intervention groups</p>	<p>EEF – Special Educational Needs in Mainstream Schools</p> <p>EEF – Diagnostic Assessment</p>	1,2,3

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

Budgeted cost: £3,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to employ a PSA to support the school and SMT to monitor and implement strategies to improve attendance	School attendance data improved with input from PSA Parental engagement has a positive impact on average of 4 months additional progress EEF Teaching and Learning Toolkit: parental engagement – additional 4 months progress	3
Access to curriculum enrichment experiences Children have access to extra-curricular clubs, educational visits/ residential visits, individual music lesson provision	Department of Education: My Activity Passport Guidance ABYT Young Leaders Award has been found to be beneficial in developing children’s extra-curricular experiences	4

Total budgeted cost: £ 16,000

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?	Celebration of service children’s families through <i>Royal British Legion</i> activities and follow up activities
What was the impact of that spending on service pupil premium eligible pupils?	Children understand more about the armed services and understand that families have military connections. This will also help raise self-esteem and answer children’s questions

Further information (optional)

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

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 2022 to 2023 academic year.

Teaching Strategies

Staff received CPD in maths and English subjects during the 2022-23 academic year. Maths training, delivered by a primary maths advisor, focused on the development of reasoning skills in all key stages. Both on-line and concrete resources were introduced and have been used in the classroom this academic year. Phonics CPD was delivered by the phonics lead to update all staff and promote fidelity of the teaching and learning of synthetic phonics. Spelling CPD was delivered by the Literacy lead to ensure consistency in approach across the school. Subject leads attended subject network meetings throughout the year, ensuring that staff have an excellent awareness of current thinking and practises which optimise progress and attainment.

Targeted Intervention

Post-remote learning interventions have continued in school to counteract the effects of lost learning and to support and develop learning of reading, writing and maths.

Weekly booster groups for phonics, reading, writing and maths have taken place across the school, throughout the year to promote an ethos of attainment and boost levels of progress and attainment. They ensure that pupils are closing the gaps with their peers.

Wider Strategies

We have continued to employ a PSA, to support the school and SLT and to monitor and implement strategies to improve attendance. This year we have also received support from a local authority attendance officer.

Children have experienced a wide range of enrichment activities including visits from organisations, access to after-school clubs, educational visits, individual music lessons and the ABYT Young Leaders Award.

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
Access to teaching aids and activities for maths	My Maths
Access to maths resources and assessment materials	White Rose Maths

Further information (optional)

Referrals continue to be made for those children requiring the support of external outside agencies.

Part C: Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors are involved in evaluating our Pupil Premium Strategy termly. Please see below a brief summary of discussions about the effectiveness of the strategy to address the intended outcomes.

Activity	Autumn 2023 Evaluation	Committee Date
Teaching Priorities	Staff have received phonics training to ensure consistency of teaching Staff received training re. New Framework for Reading EYFS Staff received training re. Early Years Framework	29.11.23
Targeted Academic Support	Targeted small group interventions have been delivered in reading, writing, maths and phonics An LSA has been employed to deliver these interventions	29.11.23
Wider Strategies	Children have accessed extra-curricular clubs: mini disciples and multi skills Educational visits to Raby Castle and Locomotion have taken place Residential visit to Robinwood Whole-school visit to Christmas pantomime UKS2 have taken part in a mini-police project	28.2.24

	<p>Visitors to school have delivered workshops: the fire service, NSPCC (Speak Out Stay Safe), Nissan (STEM)</p> <p>PSA has supported headteacher in measures to improve attendance and also in transition activities</p>	
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Activity	Spring 2024 Evaluation	Committee Date
Teaching Priorities	<p>Staff received training re. New Framework for Reading</p> <p>EYFS Staff received training re. Early Years Framework</p>	28.2.24
Targeted Academic Support	<p>Targeted small group interventions have been delivered in reading, writing, maths and phonics</p> <p>An LSA has been employed to deliver these interventions</p> <p>The Deputy Headteacher has been released to monitor and track progress and attainment</p>	28.2.24
Wider Strategies	<p>PSA has supported headteacher in measures to improve attendance.</p> <p>Children have accessed extra-curricular clubs: mini disciples, multi skills, singing, coding and modelling</p> <p>Staff have received CPD focusing on improving children's mental health through pilates-based activities</p> <p>Visitors to the school who have informed and inspired pupils include the fire service, local business owners, adults who read with children and a reading therapy dog</p>	28.2.24

Activity	Summer 2024 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		