

## REVIEW 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	Stoke Gabriel Primary School
Number of pupils in school	92
Proportion (%) of pupil premium eligible pupils	23
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Alice Eeles Academy Head
Pupil premium lead	Rebecca Humphreys Inclusion Hub Lead
Governor / Trustee lead	Cat Radford

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,935 Service- 1 (£310)
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£ 31,245

# Part A: Pupil premium strategy plan

## Statement of intent

*At Stoke Gabriel Primary School, our decision-making is driven by our school values:*

*Community*

*Character*

*Creativity*

*Courage*

Our intention is that all pupils, irrespective of their background or the challenges they face, make good 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point 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

### **Key Principles:**

By following the key principles below, we believe we can maximise the impact of our pupil premium spending.

## Building Belief

We will provide a culture where:

- staff believe that there are “no limits” to what our children can achieve
- there are “no excuses” made for underperformance · staff adopt a “solution-focused” approach to overcoming barriers
- staff support children to develop “growth” mindsets towards learning

## Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the academy
- We use research (e.g. Education Endowment Foundation Toolkit) to support us in determining the strategies that will be most effective

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	<i>PP children are achieving lower than the national average in writing and maths at the end of KS2</i> Internal and external (where available) assessments indicate that writing and maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
2	<i>PP pupils achieving below the national average in reading and writing at the end of KS1</i> Internal and external (where available) assessments indicate that writing and reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
3	<i>Some pupil premium children’s progress will have been impacted by the school closures linked to the COVID-19 pandemic</i> Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by

	<p>partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p> <p>Children whose parents are in the serving armed forces may have SEMH needs. Service premium has been introduced to address the emotional and social well-being of these pupils</p>
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## 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
Pupils eligible for PP to be achieving in line with national average in maths	<ul style="list-style-type: none"> <li>• Pupils eligible for PP to attain at least EXS in line with noneligible peers in maths across the school</li> <li>• The progress of eligible pupils in maths is at least in line with National at the end of KS2</li> <li>• Pupils previously identified as higher attaining are identified and targeted for GD.</li> <li>• Provision will have been tailored, reviewed and altered at PPM in response to individual needs of the pupils.</li> <li>• Subject leader will lead staff CPD to provide staff with a clear understanding of how to provide challenge and develop maths teaching to improve pupil outcomes.</li> <li>• Subject leader will work with the AH and LAT Maths Hub to gain a clear vision of the position of maths and the outcomes of those eligible for PP</li> </ul>
Pupil premium children will make at least good progress following school closures linked to the COVID19 pandemic	<ul style="list-style-type: none"> <li>• Pupils will access a 'bounce back' curriculum that identifies and plugs gaps in learning.</li> <li>• Quality First Teaching will tailor learning to suit the needs of individual learners by removing barriers.</li> <li>• To respond to the barriers of the children in our Covid catch up category by addressing gaps and misconceptions rapidly via detailed and QFT led provision mapping.</li> <li>• PPM will identify any pupils not on track to make expected progress and there will be a change of provision as a result.</li> </ul>

	<ul style="list-style-type: none"> <li>• Subject leader will track progress with the AH in pupil progress meetings and robustly respond to the need of the pupils.</li> </ul>
Pupils eligible for PP have access to tailored SEMH support through the Inclusion Hub and Attachment Based mentoring support where appropriate.	<ul style="list-style-type: none"> <li>• Pupils will be identified through Boxall profiling who need further SEMH support.</li> <li>• Pupils will access the Link Academy Inclusion Hub, Early Help, Play Therapy, SEMH interventions e.g. Lego therapy, Therapeutic Play etc and tailor provision as needed.</li> <li>• ABM training through Babcock</li> </ul>
Pupils whose parents are in the serving armed forces to have access to SEMH support through the Inclusion Hub as required.	<ul style="list-style-type: none"> <li>• Pupils will access the Link Academy Inclusion Hub, Early help, Play Therapy, SEMH interventions e.g. Lego therapy, Therapeutic Play as required.</li> <li>• Specialist support package available if needed.</li> <li>• Staff awareness will support pupils through provision map.</li> </ul>

## 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: £ 13,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p>	3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	1, 2

<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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): <a href="http://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>Embed the use of JIGSAW for PSHE/RSHE across the academy</p>	<p>3</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 13,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group and individuals targeted with additional interventions delivered through continuous provision</p> <p>Including: Precision Teaching TRUGs Pre-teaching and same day conferencing Targeted use of Accelerated Reader Bug Club etc</p>	<p>Children needing targeted support to catch up 1:1 with highly qualified staff have shown to be effective, as shown from the research from John Hattie.</p> <p>EYFS children learn best through an enriched continuous provision. Ongoing research group activities within LINK schools supported by SLE to enrich continuous provision activities for Reading, Writing and PSED</p> <p>Precision Teaching: "Literally hundreds of thousands of charted instructional projects have demonstrated the effectiveness of this approach" Carl Binder, Cathy Watkins (1990)</p> <p>EEF research into the teaching of English at KS1 and KS2 shows that extensive progress in writing follows from high quality reading provision. Good readers will develop an authorial voice</p>	<p>1,2,3,</p>

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

Budgeted cost: £27,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils will be identified via Boxall profiling who need SEMH support.	The Boxall Profile is an invaluable resource for the assessment of children and young people's social, emotional and behavioural development. Nurture UK	3
Inclusion and Improvement Hub – access SEMH support (SEMH courses for children & outdoor forest school sessions)	<p>Feedback from previously participating schools report a positive change in a child's ability to self-regulate, which has enabled them to access curricular learning more effectively.</p> <p>Our Inclusion Hub offers weekly courses for children, designed to address an element of SEMH (such as anxiety, anger management). For children with high levels of emotional need (particularly those at risk of exclusion) a longer, outdoor session is offered where children have the opportunity to engage in forest school activities, whilst exploring ways of managing their emotions</p>	3
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3
<p>Parents will feel involved in their child's learning in school and in turn implement more support at home.</p> <p>Termly overviews to go home to parents</p> <p>Parents invited to attend in school workshops etc to become more involved</p> <p>School fayres and fetes held inviting parents to help</p> <p>PTA to be developed</p>	EEF Winter 18 Research suggests that parental involvement is key to improving progress in the early years. By involving parents in their children's learning from an early age and developing their understanding of ways in which to support their children, progress and attainment will be accelerated	1,2,3

**Total budgeted cost: £ 31,245**





## 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>Data: Maths SATs: PP 50% (one pupil was absent)</p> <table border="1" data-bbox="181 1379 979 1532"> <thead> <tr> <th colspan="4">KS2 ARE</th> <th colspan="4">KS2 Greater Depth</th> </tr> <tr> <th>M</th> <th>R</th> <th>W</th> <th>O</th> <th>M</th> <th>R</th> <th>W</th> <th>O</th> </tr> </thead> <tbody> <tr> <td>68.75%</td> <td>68.75%</td> <td>75%</td> <td>68.75%</td> <td>6.25%</td> <td>31.25%</td> <td>12.5%</td> <td>0%</td> </tr> <tr> <td>11/16</td> <td>11/16</td> <td>12/16</td> <td>11/16</td> <td>1/16</td> <td>5/16</td> <td>2/16</td> <td>0/16</td> </tr> </tbody> </table> <p>Lessons learned: Staffing restructure. Subject leadership development – new Maths lead from January. Focus on Maths teaching and CPD – Caped – by member of the EIT</p>		KS2 ARE				KS2 Greater Depth				M	R	W	O	M	R	W	O	68.75%	68.75%	75%	68.75%	6.25%	31.25%	12.5%	0%	11/16	11/16	12/16	11/16	1/16	5/16	2/16	0/16
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<p>Lessons learned: Used National Tutoring Programme to work with groups of children via online lessons. This was not as effective as we would have liked due to internet issues. It did help identify pupils who needed additional support and we could then work with parents on this also.</p>																																							
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<p>Lessons learned: SEMH interventions in school had a good impact.</p>																																							

## 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

## 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?	
What was the impact of that spending on service pupil premium eligible pupils?	