

Pupil premium strategy statement



Giffards Primary School



This statement details our school's use of pupil premium funding (and recovery premium for the next 3 years – 2021 -2022/2022-2023 and 2023-24 academic years) 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	Giffards Primary
Number of pupils in school	438
Proportion (%) of pupil premium eligible pupils	99 PPG = 22.3%
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	14 th October 2021
Date on which it will be reviewed	Ongoing monitoring and reviewed Annually September 2022 September 2023
Statement authorised by	
Pupil premium lead	Mrs N Haslam-Davis (head) Mr S Feather (PPM lead)
Governor / Trustee lead	Mr D Stubbings

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 149,948
Recovery premium funding allocation this academic year	£ 15,950.00
tutoring	£10,275.90
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	=£10,845.50
Total budget for this academic year (PPM + recovery) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£175,003.50

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

We use the research conducted by EEF (teaching and learning toolkit) when deciding which strategies to use to address these difficulties to ensure maximum effectiveness and best value for money

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

- Our school will ensure that the Pupil Premium funding reaches the groups of pupils for whom it was intended and that it makes a significant impact on their education and lives.
- The Pupil Premium will be used to provide additional educational support to improve the progress and raise the achievement for these pupils.
- The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.
- 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
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals (FSM) will be socially disadvantaged.
- To 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. Any group will be made up of PPM children and non PPM children, where their needs are similar, or where meeting their needs helps to create a learning environment more conducive to success for all.
- 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: Our key Principles

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- To allocate a Teaching Assistant to each Year class – to provide small group work focussed on overcoming gaps in learning and ensuring on hand well-being and emotional support and support with homework.
- For PPM children to read daily to an adult and have support with key learning skills such as spelling and key maths skills (KIRFs).
- To provide 1-1 support through specialist support staff
- Additional teaching and learning opportunities provided through small group and 1:1 interventions
- 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 to ensure pupils well-being needs are met
- To ensure support is in place to improve attendance

Challenges

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

Challenge number	Detail of challenge
1	Poor on entry levels of vocabulary (low levels of receptive and expressive language skills) leading to slower progress in phonics and reading
2	Poor engagement with homework/ remote learning/lack of academic support and aspiration at home
3	Lower levels of attainment and therefore lower % of pupils at ARE (High % of PPG pupils lacked engagement during lockdown and educational gaps grew)
4	Lower levels of resilience/confidence/aspirations of PPG pupils
5	Higher levels of poor behaviour, mental health and well-being needs
6	Lower levels of attendance and higher % of persistent absence

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
Progress in phonics	Accelerated progress in EYFS/ Yr 1 so we achieve above national outcomes in yr 1 phonics and PPM chn achieve in line with non PPM peers
Progress in reading	Close the gap in reading between PPM and non PPM pupils + Achieve at least national average progress scores in KS2 Reading
Progress in Writing	Close the gap in writing between PPM and non PPM pupils + Achieve at least national average progress scores in KS2 Writing
Progress in Mathematics	Close the gap in Maths between PPM and non PPM pupils + Achieve at least national average progress scores in KS2 Maths
Improved learning behaviour	PPM children can demonstrate the 5Rs and show good attitudes to learning
Improved behaviour	Reduction in behaviour incidents (InTouch)
Improved attendance	Ensure attendance of disadvantaged pupils is above 96% and % of persistent absence reduces

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

Budgeted cost: £ 40,963.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language through extra daily phonics practice with a well-trained adult in EYFS and interventions after school.	Phonics - EEF +5	1
Small group work in KS2 to facilitate more personalised feedback and address gaps in learning	Feedback EEF +6	2,3,4

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

Budgeted cost: £ 110,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oral language intervention - Speech link screening – on entry into EYFS Speech link LSA across both EYFS classes	<ul style="list-style-type: none"> • Oral language intervention EEF +6 • From low baseline 100% of PPM pupils made well above expected progress in R/W/M • Pupils in yr 2 were tested before Christmas – this was the year 1 phonics check (delayed due to covid) - 55 out of 59 pupils = 93.2% 	1, 2, 3
Additional phonics sessions run by	<ul style="list-style-type: none"> • Phonics - EEF +5 • Pupils targeted make accelerated progress over time 	1,2,3
Oral language intervention - Targeted support from yr 1-6 for pupils identified as needing continued speech and language support	<ul style="list-style-type: none"> • Oral language intervention EEF +6 • Specialist interventions show good progress for pupils identified with greatest need 	1,2,3

<p>LSA led interventions and in class pastoral support for PPG pupils and to improve pupil engagement, academic outcomes (through daily reading and comprehension strategies and homework support) well-being, attendance and behaviour (see below also) capacity</p>	<p>Teaching assistant interventions - EEF +4 reading and comprehension strategies EEF + 6</p> <p>LSAs are crucial to having the capacity to ensure PPM pupil's academic and pastoral needs are met – homework completed/ they hear all PPM children read daily – as this is often not completed at home.</p>	<p>3,4,5,6</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 23,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional social, emotional learning and behavioural support for individuals/groups</p>	<p>Social and emotional learning - EEF+4 Work with learning mentor supports pupils and parents and keeps engagement and relationships high profile with school</p>	<p>4,5</p>
<p>Learning Mentor time to support families and children</p>	<p>Parental engagement - EEF +4 Work with learning mentor supports pupils and parents with difficulties and supports attendance and positive engagement</p>	<p>2,6</p>
<p>Additional attendance officer time. Additional family liaison support from learning mentor – support for lowest 20% Home visits for children failing to attend</p>	<p>Parental engagement - EEF +4 Tracking of attendance is crucial to ensuring we can target and support families at risk of falling below attendance targets</p>	<p>2, 6</p>

Total budgeted cost: £ 175,003.50

Part B: Review of outcomes in the previous academic year – see also review 2020/2021 against plan

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

- **Progress in Reading/writing/maths in EYFS**, showed 100% of PPM made well above expected progress in all 3 areas
- **Year 1 Phonics** - Yr 2 Pupils were tested before Christmas – this was the year 1 phonics check (delayed due to covid) - 55 out of 59 pupils = 93.2%
- **Rates of progress for PPM pupils in yr 1,2,3,4,5,6** Not all pupils made expected rates of progress but many did and even exceeded 6 points progress despite school closure
- **Attendance** – July 2021 - Out of 30 persistent absence PP children during the year 2020/2021, after taking into account COVID (vulnerable children invited in but parent chose to keep at home were marked as a C) only 9 were true persistent absences under 90%. Only 1 was under 80%

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
N/A	

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

School continues to fully fund after school clubs for PPM pupils as well as support with funding for music tuition.
Additional MDAs and a sports leader support with increasing activity at lunch times