

Gamesley Primary School

Pupil Premium (including Recovery Premium) Strategy 2021 – 2024

Reviewed September 2022



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	Gamesley Primary
Number of pupils in school	242
Proportion (%) of pupil premium eligible pupils	65%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 to 2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Date of second review	October 2023
Statement authorised by	
Pupil premium lead	Caroline Sutherland
Governor / Trustee lead	Simon Thirlwell

Funding overview

Detail	Amount
Pupil premium funding 2021-2022	£225 960
2022-2023	£228 294
Recovery premium funding 2021-2022	£24 360
2022-2023	25,230
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for academic year 2021-2022 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£250 320
Total budget for academic year 2022-2023	£253 524

Part A: Pupil premium strategy plan

Statement of intent

We serve an extremely deprived catchment at Gamesley Primary School and understand that many of our disadvantaged pupils struggle to develop resilience, and the skills required to be effective and confident learners.

Our aim, as demonstrated through the pupil premium strategy plan, is to support these children through high expectations and the delivery of a rigorous and engaging curriculum and we recognise that the quality of teaching and learning is key, both for our disadvantaged pupils and those from our numerous 'minimum wage' families who are both materially and time poor.

We are committed to ensuring that all our pupils, irrespective of their socio-economic background, leave this school with what we believe to be a basic entitlement – the educational skills and knowledge that will support future progress and a fulfilling and positive role in society and we always aim to achieve this through accelerated progress for our most disadvantaged pupils.

Recent circumstances have negatively impacted on our ability to robustly evaluate initiatives funded by Pupil Premium funding and recovery premium funding; however it is our aim to use a data driven approach to measure impact over time and to nuance and adjust our plan accordingly over the next three years.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils have been worst affected by partial closures and the attainment gap has grown as a result of lockdowns. (Education Endowment Foundation). Parental engagement has declined.
2	The number of children reading at home has declined over the past 18 months.
3	Disadvantaged children do not always maximise their potential because of poor parental engagement. Punctuality and attendance has declined.
4	There is a large attainment gap between advantaged and disadvantaged pupils.
5	A lack of enriching activities over the past 18 months has resulted in missed learning and negatively impacted pupils' learning behaviour.

6	The confidence, resilience and well-being of our disadvantaged pupils has been negatively impacted by the effects of Covid.
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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
1. Pupils develop their speaking and listening skills and wider understanding of language	Pupils develop speaking and listening skills, and a wider understanding of language that supports high quality interactions and an ability to make links, explain and reason. Improvement in understanding of language to be reflected through entry and exit data for individual interventions such as Neli.
2. Parental engagement and support for reading is improved. Children read for pleasure both at home and in school Children's written work reflects their wider reading	Percentage of disadvantaged pupils reading at expected level at the end of KS2 increases to 72% in 2023. Percentage of disadvantaged pupils writing at expected level at the end of KS2 increases to 64% in 2023.
3. Parental engagement is improved	Parental support for reading and homework is improved. Parents value their children's education as demonstrated by ensuring they have good attendance and punctuality and the equipment they need to be successful. Attendance increases to 95% for 2022-2023
4. Disadvantaged pupils make consistently good progress	% of disadvantaged pupils reaching expected standards in Reading, Writing and Maths combined increases term on term. By July 2022, 52% of disadvantaged pupils reach expected standard + in Reading, Writing and Maths combined.
5. Provision for pupils is strengthened through a rich and engaging curriculum that includes memorable trips, experiences and visitors to school	There is a strong take up of activities on offer by the school by disadvantaged pupils. % of pupils reaching expected standards in Reading, Writing and Maths increases term on term. By July 2022, 52% of disadvantaged pupils reach expected standard + in Reading, Writing and Maths combined.

<p>6. Pupils consistently have positive attitudes and commitment to their education.</p>	<p>Children are motivated, persistent in the face of difficulties and take a pride in their achievements.</p> <p>% of pupils reaching expected standards in Reading, Writing and Maths increases term on term</p> <p>By July 2023, 52% of disadvantaged pupils reach expected standard + in Reading, Writing and Maths combined.</p>
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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: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
All relevant staff receive regular training for RWI phonics scheme	<p><i>Use a balanced and engaging approach to reading which integrates decoding and comprehension skills..</i> EEF</p> <p><i>Investing in professional development for teaching assistants to deliver structured interventions can be a cost effective approach to improving learner outcomes.</i> EEF</p> <p><i>Reading by six (Gov.UK) Seven out of twelve highest performing schools in the UK use RWI.</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2
Small differentiated classes for RWI phonics	<p><i>Use a balanced and engaging approach to reading which integrates decoding and comprehension skills.</i> EEF</p> <p><i>Reading by six (Gov.UK) Seven out of twelve highest performing schools in the UK use RWI.</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	2
Cornerstones curriculum	<p>A curriculum approach that supports social disadvantage by addressing gaps in pupils' knowledge and skills and meets the needs of our most academically able disadvantaged pupils, addressing the issue of <i>Missing Talent</i> Sutton Trust 2015.</p> <p>Curriculum development focuses on coverage and progression and the curriculum provides access to enriching activities that pupils may not otherwise experience, vital in a community with such a high percentage of disadvantaged pupils.</p> <p><i>Successful support for the most academically able disadvantaged pupils was not about a single intervention. Rather it was about a suite of activities that, individually and together, made a positive impact. DfE 2018</i></p>	1,2,4,5
High ratio of Level 3 or Level 4	<p><i>Teaching assistants can provide a large positive impact on learner outcomes.</i></p>	1,4,5,6

teaching assistants. At least one full time member of support staff per class.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
Re-stocked class book corners Talk through stories	<i>Use a balanced and engaging approach to reading which integrates decoding and comprehension skills.</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1,2,4

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
All pupils to have own Chromebook	Technology offers all pupils the opportunity to access high quality interventions such as Nessy, Lexia, Doodle Maths and Dynamo Maths. Computer and technology based strategies are most beneficial for writing and maths practice. Third Space Learning	1,2,4
Disadvantaged pupils to access online platforms for English: Lexia Nessy (SEN) Maths: Doodle Maths Dynamo Maths (SEN) Times Tables Rockstars	The Nessy Reading and Spelling program has been recommended as a high-quality evidence-based program by AUSPELD and DSF 1, global partner of the International Dyslexia Association. It has been awarded the British Dyslexia Association mark of quality assurance and is winner of the Educational Resources Award. Lexia programs are proven to improve learning outcomes required by ESSA federal mandates. Lexia has over 20 externally reviewed research studies that meet the standards of evidence under ESSA. Doodle maths uses intelligent technology to create individualised programmes. <i>Dynamo Profiler and Dynamo Maths illustrate how technology can be used as a great tool to support children with mathematics learning difficulties since it can be accurate and specific in its assessment and also provide fruitful and enjoyable learning experiences to these learners who can in turn make much desired progress.</i> Oxford University	1,2,3,4,5
Small group and 1:1 intervention to support acquisition of basic skills: Neli	Robust evaluations found NELI children made on average 3 months of additional progress in language. The intervention was developed by a team from the University of York, who subsequently carried out a randomised control trial in 15 schools and feeder-nurseries across Yorkshire. After 30 weeks, the children who had received the intervention had improved expressive language skills, including the use of	1,2,4,6

<p>Inference Reading explorers First class at numbers</p>	<p>vocabulary and grammar. Their letter-sound knowledge and spelling also improved, indicating the foundations of phonics were in place.</p> <p>Inference/Reading Explorers: <i>Research has found that reading comprehension strategies are particularly effective with children aged 8+ who are lagging behind with their reading. Third Space Learning</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	
<p>HLTA for regular assessment of needs. Individual targets for all disadvantaged pupils with SEN.</p>	<p>HLTA to be trained in the delivery of proven interventions, including NELI, First Class at Numbers and Precision Teaching approaches. To assess individual pupils, in order to identify needs, deliver interventions, monitor the implementation of interventions through school and monitor and analyse the impact.</p>	<p>1,4,5</p>
<p>Subscription to Educational Psychology Service</p>	<p>Working closely with our educational psychologist supports us in identifying need, target setting and providing bespoke provision for our disadvantaged pupils with the greatest barriers to learning.</p> <p>With support from this service, additional funding has been provided from the local authority for approximately 7% of our disadvantaged pupils over the past year, and access to different agencies and referral pathways for many more pupils.</p> <p>https://www.frontiersin.org/articles/10.3389/fpsyg.2020.00439/full</p>	<p>1,4,5,6</p>

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Full time pastoral manager to: give attendance and punctuation high priority</p>	<p>Involving parents and improving levels of engagement will benefit the academic outcomes of all our pupils, and especially the most disadvantaged. Our pastoral manager works closely with our hardest to reach families and supports with attendance and punctuation.</p> <p>The target for academic year 2022-2023 is 94%.</p> <p>The pastoral manager has worked and continues to work closely with the families of disadvantaged pupils at risk of permanent exclusion. This work has included Early Help, and</p>	<p>1,3,6</p>

<p>Provide Early Help to the most hard to reach families</p> <p>Provide parenting classes</p> <p>Liaise with social services and other external services</p>	<p>parenting classes. In the last two years, there has been one permanent exclusion, which was then rescinded by the Headteacher in agreement with the local authority. With intensive support from the pastoral manager, this pupil is now in school full-time, making good academic progress and in line to be at expected standards by the end of Year 6.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/parental-engagement</p>	
<p>Targeted interventions:</p> <p>Emotional Literacy Support Assistant (ELSA)</p> <p>Hidden Chimp</p> <p>Socially Speaking</p>	<p><i>Teach social and emotional literacy skills explicitly. Use a range of strategies to teach key skills, both in dedicated time, and in everyday teaching. This is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates</i> EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1,5,6</p>
<p>From January 2022, additional full-time member of staff to be appointed to lead sports coaching and to mentor children.</p>	<p>A full time sports coach/mentor will provide a positive role model. Already know to school through a sports partnership, the mentor has supported some harder to reach KS2 pupils in developing self-confidence and self-esteem through sport. The impact is transferring into the classroom and pupils are more settled, and making good academic progress. Through the mentor role, he will meet with mentees on a one to one and small group basis, focusing on meta-cognition and self-regulation.</p> <p>Though the impact of mentoring schemes is debated, improvements have been reported in attendance and behaviour (Third Space Learning), both of which are significant barriers to learning for some of our disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1,2,4,5,6</p>
<p>Funded places in After School Club for disadvantaged children who are not supported in reading and learning at home.</p>	<p>Parental engagement has declined and some of our disadvantaged pupils receive no support with learning at home. The after school club places will provide opportunities for supported homework and reading activities as well as opportunities for high quality adult/child interactions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	<p>1,2,3,4,5,6</p>

Brass Lessons	Arts participation approaches can have a positive effect on other areas of the curriculum, particularly English and mathematics. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
Subscription to Behaviour Support Service	Support in identifying supportive strategies for disadvantaged pupils with SEMH difficulties has resulted in a reduction of exclusions. Are https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1,3,5,6
Subscription to Educational Psychology Service	Support from the Educational Psychologist in identifying barriers to learning in disadvantaged children, and the development of plans and teaching strategies to support them has resulted in pupils with SEN making good, and sometimes better than expected progress, even during Covid. Support in acquiring additional funding where appropriate (7% of disadvantaged pupils, and in accessing other external agencies and referral pathways). https://www.frontiersin.org/articles/10.3389/fpsyg.2020.00439/full	4,6

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.

End of KS2 Standardised Scores Summer 2021		
	Reading	Maths
<i>Not Pupil Premium recipient</i>	104	89
<i>Pupil Premium Recipient</i>	91	79
<i>Writing</i>		
<i>Not Pupil Premium recipient</i>	55%	
<i>Pupil Premium Recipient</i>	45%	

A robust system for identifying children with additional needs supported with a graduated response ensured that Pupil Premium pupils with the highest levels of need received good provision despite the difficulties due to Covid. Disadvantaged pupils with the highest level of need were given school places throughout lockdown, or educated with daily on line one to one lessons. In some cases, disadvantaged pupils with special educational needs made better than expected progress, moving by a full pre-key stage standard in a year.

All disadvantaged pupils on the SEN register continued to have support in working towards individual targets.

Disadvantaged pupils struggling to access home learning were supported with chrome books, daily phone calls and paper packs. Progress was impacted due to the interruptions to quality first teaching and targeted interventions, but links to school were maintained and pupils returned to school ready to learn.

Cornerstones curriculum provided all pupils with an engaging curriculum, both in school and through home learning opportunities. Though quality of written work produced at home was variable, some pupils maintained and developed skills throughout the year.

Despite attendance being a priority over the course of the last year, attendance figures dropped. Some hard to reach families have had multiple absences from school.

Educational Psychology consultation on 14 pupils – 5% of school population.) This led to assessment of 11 pupils and the reports generated supported referrals for EHCPs, GRIP funding, ASD, ADHD, part time timetables and attendance at support centre. Impact from this service, and Behaviour Support Service is high and has supported us in giving a place to a pupil permanently excluded from another school, rescinding our own permanent exclusion, and keeping in school, three further children, all at risk of permanent exclusion.

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

End of KS2 SATs results 2022 Pupil Premium recipients Expected +

	Reading	Writing	Maths	Combined
PP	63%	63%	47%	41%
Non PP	58%	63%	58%	46%

Percentage of PP pupils in line over time, by cohort

2023 leavers	Maths GD	Maths in line +	Reading GD	Reading in line +
Year 6 Autumn	22	62	22	76
Year 5 Summer	11	49	14	71
Year 4 Summer	11	52	14	61

2024 leavers	Maths GD	Maths in line +	Reading GD	Reading in line +
Year 5 Autumn	21	67	12	64
Year 4 Summer	9	42	6	77
Year 3 Summer	7	48	9	60

2025 leavers	Maths GD	Maths in line +	Reading GD	Reading in line +
Year 4 Autumn	23	81	8	69
Year 3 Summer	13	63	17	60
Year 2 Summer	6	48	6	57

2026 leavers	Maths GD	Maths in line +	Reading GD	Reading in line +
Year 3 Autumn	24	52	10	41
Year 2 Summer	0	57	13	68
Year 1 Summer	10	54	11	39

Impact 2021-2022	
Intended Outcome	Evaluation
Pupils develop their speaking and listening skills and wider understanding of language	<p>Early identification in EYFS of lower attainers and implementation of Neli programme. Entry and exit assessment demonstrates very good progress for all pupils. All but one child (EAL) over Years 1 and 2 in the last academic year, did reach average standard.</p> <p>Focus on vocabulary at the beginning, and woven through all topics has supported children in using appropriate vocabulary in discussions and through written outcomes. Evidence in pupil interviews and books.</p> <p>Talk Through Stories in Reception and Year 1 support children in being able to recount, retell and make links. Evidence from learning walks.</p>
Parental engagement and support for reading is improved.	Pupil Premium recipients attained the same or above non PP recipients in end of KS2 SATs.

<p>Children read for pleasure both at home and in school</p> <p>Children's written work reflects their wider reading</p> <p>Focus on reading for all pupils with one to one reading for Lower attaining PP pupils</p>	<p>Impact of measures/rewards to improve levels of reading at home to be analysed by English Leader.</p> <p>Lowest 20% and all PP readers that are not reading regularly at home, regularly read with an adult. Majority of PP pupils in lower school moving through RWInc groups at an appropriate pace. Individual programmes in place for all others including one to one phonics.</p> <p>63% of PP pupils achieved standard at end of KS2 compared to 58%</p>										
<p>Parental engagement is improved</p>	<p>Staff are anecdotally reporting greater engagement in project homework, communicating with school via DOJO, sharing pictures of trips linked to the curriculum.</p> <p>There is a growing proportion of PP pupils accessing online learning tools at home.</p>										
<p>Disadvantaged pupils make consistently good progress</p>	<p>Reading: 63% of PP pupils achieved standard at end of KS2 compared to 58%</p>										
<p>Provision for pupils is strengthened through a rich and engaging curriculum that includes memorable trips, experiences and visitors to school</p>	<p>Trips/visitors in each class every half term. Uptake is high and children refer to the experiences throughout projects. Trips are carefully chosen to increase the cultural capital of our cohort.</p> <p>41% of PP pupils achieved standard in Reading Writing and Maths combined, missing the ambitious target of 52%.</p>										
<p>Pupils consistently have positive attitudes and commitment to their education.</p>	<p>Most children are motivated, persistent in the face of difficulties and take a pride in their achievements. This is evidenced through learning walks by subject leaders and SLT, pupil interviews and book scrutinies. Children talk knowledgably about their learning, make links and talk about the learning process.</p> <p>Learning behaviour and conduct is good, demonstrated by very few call outs to SLT and fewer children using target/report cards than in previous years.</p> <p>Logged behaviour incidents show a general decreasing trend. A bulge in September represents a zero-tolerance approach at the beginning of the new school year.</p>										
<p>Logged behaviour incidents by month 2022</p>											
<p>Jan</p>	<p>Feb</p>	<p>March</p>	<p>April</p>	<p>May</p>	<p>June</p>	<p>July</p>	<p>Aug</p>	<p>Sept</p>	<p>Oct</p>	<p>Nov</p>	<p>Dec</p>
<p>54</p>	<p>38</p>	<p>54</p>	<p>28</p>	<p>40</p>	<p>17</p>	<p>14</p>	<p>NA</p>	<p>32</p>	<p>13</p>	<p>19</p>	<p>1</p>