

## Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (and Recovery Premium for the 2021 to 2022 academic year) to help improve the attainment of our disadvantaged pupils and those in receipt of Pupil Premium Funding.

It outlines our Pupil Premium strategy, how we intend to spend the funding in this academic year and the impact that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Giles Brook Primary School
Number of pupils in school	417
Proportion (%) of pupil premium eligible pupils	Currently 9.8% (41 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/22
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Claire Britnell
Pupil premium lead	Angie Bailey
Governor / Trustee lead	Antony Moore

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,836
Recovery premium funding allocation this academic year	£5,945
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

# Part A: Pupil premium strategy plan

## Statement of Intent

At Giles Brook we believe that no child should be left behind socially or academically because of disadvantage and therefore each child should receive the support they need to reach their full potential socially, emotionally and academically. Our Pupil Premium Plan aims to address the main barriers our children face. Through tracking, careful planning and targeted support and intervention we aim to provide all our children with the opportunities they need to achieve academic success - including access to the use of technology to support learning. Alongside this, we want to ensure all our disadvantaged pupils have access to a broad curriculum and a wide range of extra-curricular activities and opportunities to support their growth as individuals.

## Challenges

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

Challenge number	Detail of challenge
1	Despite increased attendance in online lessons during lockdown 2, some pupil premium pupils were less likely to have engaged with home learning with regularity or completed independent activity to embed understanding.
2	The loss of face to face learning affected writing outcomes particularly independence and writing stamina –particularly evident with boys and boys who are also PP disadvantaged.
3	Some pupils' experiences of maths during lockdown were inconsistent resulting in gaps in learning, misconceptions and reduced confidence - particularly evident with girls and girls who are PP disadvantaged.
4	Some pupil's attendance has been less consistent following lockdowns, due to emotional factors impacting on the wider family and, as a result, there is an impact upon learning
5	Some disadvantaged children with low starting points, who may also be SEND, are making progress but are not making the necessary gains to close gaps significantly enough to reach the expected attainment.
6	Some children lack the exposure to a wide range of curriculum opportunities and life experiences that may be more easily accessible to their peers

## 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
To embed a whole school approach (The Write Stuff) to the teaching of writing which provides children with clear models and structures.	Progress of disadvantaged pupils is in line with their peers
To provide additional support to ensure gaps in reading, writing and conceptual understanding in maths are addressed	Progress of disadvantaged pupils is in line with their peers
To ensure good attendance of disadvantaged pupils to ensure learning remains consistent and on track.	The attendance of identified pupils is increased and impacts upon progress and attainment
To provide additional social and emotional support for identified PP pupils to improve learning behaviours, confidence and independence.	PP pupils are ready for learning, able to access academic work and make good or accelerated progress.
To ensure PP pupils have the opportunity to take part in extra-curricular sport, clubs, music, residential visits etc. and access wider curriculum opportunities	The experiences of PP children are wide and the confidence gained impacts upon the child as a learner.
To support pupils with the resources they need to access learning from home.	PP children regularly complete homework tasks and this impacts upon learning in school.

## 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: £16,950**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Setting for Maths in Y5 and Y6 – additional teacher	Smaller class sizes mean that teachers and teaching assistants can work more intensively with smaller groups. The EEF toolkit states that, <i>'small group tuition is effective and, as a rule of thumb, the smaller the group the better.'</i>	1,3,5
Work with the Enigma maths hub to embed Teaching for Mastery	The EEF toolkit states that; <i>'The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.'</i>	1,3,5
Work with the Jane Considine (The Write Stuff) approaches – CPD for staff internal by writing lead,	The EEF toolkit states that;	1,2,5

webinars/research/online CPD	<i>'The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.'</i>	
Review the teaching of phonics, train staff in the new adopted scheme and maintain a tight, consistent approach to support accelerated progress of our PP children	The EEF toolkit states that; <i>'The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.'</i>	1,2,5

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

**Budgeted cost: £32,785**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions for underperforming PP children through 1:1 or 1:2 school-based tutoring	The EEF toolkit states that <i>'Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.'</i>	1,2,3,5
Booster groups and interventions for English and Maths to address gaps and build upon learning in the classroom	The progress and attainment of our children is carefully tracked and interventions matched to support those who are not working at the expected attainment and need that extra support as well as those who are at expectation but need concepts embedded to sustain good progress.	1,2,3,5
After school tutoring sessions for identified pupils requiring further support to make progress in KS2		1,2,3,5
Intervention Programmes – Third Space Learning		1,3,5
Targeted language support for EAL pupils who are PP		1,2,5
Targeted language support for our Foundation pupils		5
Resources to support home learning including workbooks, reading materials and IT resources/ platforms		1,2,3,5

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

**Budgeted cost: £15,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 time supporting children (and families) with emotional needs to ensure children attend regularly and are ready to learn	The EEF Toolkit states that <i>'the average impact of successful SEL interventions is an additional four months' progress over the course of a year.'</i>	4,5
Support for educational visits and residential to enhance opportunity	PP are given the opportunity to attend trips and visits including residential. The EEF toolkit suggests that <i>'participation in outdoor or adventurous learning improves outcomes by +4 months'</i>	6
Support for musical instrument tuition and clubs		6
Provision of uniform to maintain high self-esteem and ensure uniform is accessible to all.	Recent Government publications on uniform indicate the importance of uniform being accessible and affordable to all – especially disadvantaged pupils.	4,6
Rewards, trophies, prizes including good quality reading material to support motivation and recognition of achievement/improvements in attendance and to maintain positive attitudes and motivation of all pupils		1,4,5,6
Lunchtime supervisor to support play, fitness, sport and positive social interaction to ensure productive, successful playtimes and a readiness for learning in the afternoon	Research shows: <i>'Children who have successful playtimes return to the classroom with a greater capacity to learn'.</i>	4,6

**Total budgeted cost: £64,735**

## 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.

#### Phonics in Year 1

100% of our Y1 PP children passed the end of year phonics check (internal data)

#### Progress of children between Summer 2020 and Summer 2021 (internal data)

Home learning took up much of the Spring Term in 2020-21 however, carefully planned work, check ins, pupil feedback sessions and invites to learn at school with our key worker children shows that progress was maintained during this period of instability. Six steps progress is usually expected across the year with those below expectations, expected to exceed this. Progress in the last year has accelerated in some cases – with only a small differential to that of All Pupils.

The average steps progress of Pupil Premium children compared to All Pupils: -

	Reading	Writing	Maths
All PP (36 pupils)	6.9	6.8	6.6
Y6 PP (6 pupils)	7.0	7.2	6.8
All pupils (358 pupils)	7.4	7.3	7.3

Covid-19 brought extra difficulties to our some of our more vulnerable families. Our programme of support at this time was comprehensive and robust. Families in need were identified and key members of staff checked in at least weekly. Doorstep visits were made where needed, delivering vouchers, food parcels, work and games. Teachers raised concerns promptly and no child was left without regular contact. Some children had daily or twice weekly online 1:1 sessions with support staff in addition to the daily lessons led by teachers. Third Space Learning continued from home or in school for those pupils who were encouraged to attend. Check ins/on line get together/short quizzes were also maintained regularly to bring children together and maintain the cohesiveness and belonging that is such an important part of being in a class.

### 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
Maths Intervention – 1:1 tutoring	Third Space Learning



