

Pupil premium strategy statement – Giles Brook

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	417
Proportion (%) of pupil premium eligible pupils	Currently 11.03% (46 pupils)
Academic year/years that our current pupil premium strategy plan covers	2022/23
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Claire Britnell
Pupil premium lead	Laura Bolton
Governor / Trustee lead	Antony Moore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,128.74
Recovery premium funding allocation this academic year	£5655
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£63,783.74

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	Our assessment information, learning observations and evidence from book scrutinies during last academic year shows that more disadvantaged children are working below age related expectations than non-disadvantaged children in Maths (PP at ARE= 67.6%, NPP at ARE=65%, with boys in particular showing a lower % at ARE)
2	Our assessment information, learning observations and evidence from book scrutinies during last academic year shows that more disadvantaged children are working below age related expectations than non-disadvantaged children in Writing (PP at ARE= 64.95%, NPP at ARE=74.1%, with boys in particular showing a lower % at ARE)
3	Our attendance data from this academic year indicates that attendance among disadvantaged pupils is lower than the national average for the majority of children (Average 92%, with some significantly lower). Discussions with teachers show that poor attendance is having an impact on the progress and attainment of disadvantaged children.
4	Parental engagement: Year group data and discussions with class teachers has shown a lower proportion of PP children completing home learning tasks compared with non-PP pupils.
5	The loss of face to face learning and tailored interventions and groupings meant that children's phonic knowledge and outcomes in the Year 1 test were affected and a significantly lower percentage than the previous years passed the Year 1 screening check (79%).
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 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. Each child has a dedicated PP champion they can talk to.
To ensure PP pupils have the opportunity to take part in extracurricular 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 provide disadvantaged children with additional support to complete home learning tasks and chances to read more widely.	Home Learning tasks are completed regularly with the support needed if necessary and additional teaching input. Children are exposed to a variety of texts and read regularly.
To ensure that an increased percentage of children pass the Year 1 phonics screening check	100% of children pass the Year 1 Phonics Screening check, in line with previous years

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: £ **£22,704.96**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Setting for Maths in Y5 and Y6 – additional teacher</p> <p>LB (PP Lead) to work with 10 children in the mornings in Maths and Reading- Yr 5 and 6 (which includes PP children). LB to then work 2 afternoons with PP children 1:1 or 1:2 on interventions in any areas needed. LB to also monitor and track PP interventions throughout the school.</p>	<p>Smaller class sizes mean that teachers and teaching assistants can work more intensively with smaller groups.</p> <p>The EEF toolkit states that, <i>'small group tuition is effective and, as a rule of thumb, the smaller the group the better.'</i></p>	1,3,5
<p>Work with the Enigma maths hub to embed Teaching for Mastery</p>	<p>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></p>	1,3,5
<p>Work with the Jane Considine (The Write Stuff) approaches – CPD for staff internal by writing lead, webinars/research/online CPD</p>	<p>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></p>	1,2,5
<p>Review the teaching of phonics, train staff in the new adopted scheme and maintain a tight, consistent</p>	<p>The EEF toolkit states that;</p>	1,2,5

approach to support accelerated progress of our PP children	<i>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</i>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: ££ 27,725

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted interventions for underperforming PP children through 1:1 or 1:2 in writing</p> <p>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.</p>	<p>The EEF toolkit states that <i>‘Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs.’</i></p>	1,2,3,5
<p>After school booster sessions for identified pupils requiring further support to make progress in KS2 (Maths, Reading and Writing) and in Phonics for KS1</p> <p>Regular small group support sessions run to boost levels in English, Maths and Phonics.</p>	<p>The EEF toolkit states that <i>‘As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.’</i></p>	1,2,3,5

<p>Targeted language support for EAL pupils who are PP</p> <p>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.</p>	<p>The EEF toolkit states that <i>‘Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs.’</i></p>	<p>1,2,5</p>
<p>Targeted language, communication and nurture support for our Foundation pupils</p> <p>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.</p>	<p>The EEF toolkit states that <i>‘Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs.’</i></p>	<p>5</p>
<p>Resources to support home learning including workbooks, reading materials and IT resources/ platforms</p>	<p>The EEF toolkit states that <i>‘Digital technology is associated with moderate learning gains: on average, an additional four months’ progress. Evidence suggests that technology approaches should be used to supplement other teaching,’</i></p>	<p>1,2,3,5</p>
<p>Meta cognition staff training.</p> <p>CPD session for all teachers, followed up with reviews in termly</p>	<p>The EEF toolkit states that <i>‘Metacognitive knowledge of how they learn—their knowledge of themselves as a learner, of strategies, and of tasks—is an effective way of improving pupil outcomes</i></p>	<p>1,2,5</p>

meetings with year leaders.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ £13,352.80

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 states that ‘ <i>Participation in outdoor or adventurous learning improves outcomes by +4 months</i> ’	6
Support for musical instrument tuition and clubs Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data.	The EEF toolkit states that ‘ <i>There is a positive impact of physical activity on academic attainment and there is also some evidence that involvement in extracurricular sporting activities may increase pupil attendance.</i> ’	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
Lunchtime supervisor to support play, fitness, sport and positive social	Research shows:	4,6

<p>interaction to ensure productive, successful playtimes and a readiness for learning in the afternoon</p>	<p><i>'Children who have successful playtimes return to the classroom with a greater capacity to learn'.</i></p>	
<p>PP Leader to invite children to attend a Homework Club on a Monday lunchtime. They will be given teaching support and guidance to help complete their set work and also offered support in areas they feel they are struggling with.</p>	<p>EEF Homework <i>'Homework clubs can help to overcome barriers by offering pupils the resources and support needed to undertake homework or revision'.</i></p> <p>PP pupils will be provided with the required resources to access home learning activities relevant to their year group to ensure that all pupils have equal opportunities to these learning tasks.</p>	<p>1,2,4,5</p>
<p>PP Leader to invite children to attend after School Sports Clubs. Sports Coach to support the behaviour and wellbeing of all pupils during PE lessons, sports interventions and after school clubs, with a focus on disadvantaged pupils, including sports participation and leadership skills.</p>	<p>The EEF toolkit states that <i>'There is a positive impact of physical activity on academic attainment and there is also some evidence that involvement in extracurricular sporting activities may increase pupil attendance.'</i></p>	<p>3,6</p>
<p>Letterbox Club</p> <p>Reading books received in the post for targeted PP pupils to increase interest in reading and involvement in reading, including Maths related texts and workbooks.</p>	<p>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006). Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002)</p>	<p>3,6</p>

Total budgeted cost: £63,782.76

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

Phonics in Year 1

79% of our Y1 PP children passed the end of year phonics check (internal data)

Progress of children between Summer 2021 and Summer 2022 (internal data)

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. We strive to continue to give the best opportunities and support to our Pupil Premium children.

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

	Reading	Writing	Maths
All PP	6.2	6	6.1
Y6 PP	6.8	6.5	5.8
All pupils	6.4	6.2	6.2

Attainment 2022

Reading

	<u>Whole School</u>	<u>Pupil Premium</u>	<u>Difference</u>
<u>Girls</u>	74.3%	84.2%	-9.9%
<u>Boys</u>	84.1%	69.2%	-14.9%
<u>Average</u>	79.2 %	76.7%	

Writing

	<u>Whole School</u>	<u>Pupil Premium</u>	<u>Difference</u>
<u>Girls</u>	67.4%	68.4%	+1%
<u>Boys</u>	80.8%	61.5%	-19.3%
<u>Average</u>	74.1%	64.95%	

Maths

	<u>Whole School</u>	<u>Pupil Premium</u>	<u>Difference</u>
<u>Girls</u>	80.6%	73.7%	-6.9%
<u>Boys</u>	78.7%	61.5%	-17.2%
<u>Average</u>	79.65%	67.6%	

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Third Space learning 1:1 Maths tutoring	Third space Learning
Times Tables Rockstars Subscription	Times Tables Rockstars