

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	Ghyllgrove Primary School
Number of pupils in school	563
Proportion (%) of pupil premium eligible pupils	199 (14/12/21)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Lisa Morley and Rachelle Tidiman, Acting Headteachers
Pupil premium lead	Sara Reeder
Governor / Trustee lead	Colin Maloney, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£200,095
Recovery premium funding allocation this academic year	£28,855
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£228,650

Part A: Pupil premium strategy plan

Statement of intent

At Ghyllgrove, 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.

As a school, we prioritise the social and emotional well-being of all our pupils. All members of staff, especially our pastoral team and senior leaders, work hard to ensure that the children and where appropriate their families receive high level support to ensure that any social, emotional and economic challenges do not impact on the children's academic potential.

At Ghyllgrove about 20% of those children who receive pupil premium funding also have special educational needs and our SEN team liaise effectively with class teachers and LSA's to ensure that all children receive the highest level of support and provision.

High-quality teaching is at the heart of our approach, with a focus currently on reading and language development. 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.

As a school, we track pupils' progress regularly and we plan and use our own targeted interventions (both academic and social and emotional) in all years. This allows us to fill identified gaps in learning and provide extra support where necessary. We are also committed to the educational recovery of all pupils and use the National Tutoring Programme to access tuition and a large proportion of those children who receive this are disadvantaged.

Our approach will be responsive to whole-school challenges and individual needs, and decisions will be based on assessment and data.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations of pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.

	In our current reception, using the baseline, only 11% of children receiving Pupil Premium funding achieved age related expectation in Communication and Language in comparison to 42% of those children who do not receive this funding.
2	Analysis of data and observations indicates that disadvantaged pupils have developed greater difficulties with phonics than their peers as a result of partial previous lockdowns. This negatively impacts on their development as readers.
3	Analysis of data shows that reading attainment of disadvantaged pupils is below that of non-disadvantaged pupils.
4	Analysis of data shows that maths attainment of disadvantaged pupils is below that of non-disadvantaged pupils. In reception, on entry, only 3% of those children receiving pupil premium funding achieved age related expectations in maths in comparison to 21% of those children who do not receive pupil premium funding. Historically we have closed this gap as the children progress through the school but due to lockdowns there is a difference of between 18% and 37% in the attainment of disadvantaged and non disadvantaged in years 1- 6.
5	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
6	Our attendance data indicates that attendance among disadvantaged pupils is about 5% lower than for non-disadvantaged pupils. This is negatively impacting disadvantaged pupils' progress.
7	There is a high number of children who receive pupil premium funding with SEND. (23%)

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	The gap in attainment in reading will reduce as the pupil's progress throughout the school and will be less than 10% by the end of key stage 2.

Improve phonic knowledge for EYFS and KS1 pupils.	The % of disadvantaged pupils passing the phonic screen will be roughly in line with their non disadvantaged peers.
Improved maths attainment for disadvantaged pupils at the end of KS2.	The gap in attainment in maths will reduce as the pupil's progress throughout the school and will be less than 10% by the end of keys stage 2.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Pupil Well Being Survey – Our survey results will show increased percentages in positive responses.</p> <p>Parent Survey - Our survey results will show increased percentages in positive responses.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers to be reduced.

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: £87,995

Activity	Evidence that supports this approach	Challenge number(s) addressed
Class sizes in year 6 will be reduced in guided reading, arithmetic and maths to allow for bespoke, individualised learning so gaps in learning can be addressed. More opportunities will be available for high quality assessment for learning and feedback which will also improve attitudes to learning.	The EEF teaching and learning toolkit shows that feedback has a very high impact for a low cost and can support children to make 6 additional months progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	4
Class sizes in year 2 will be reduced in guided reading so that these children can receive personalised phonic teaching and develop greater reading fluency. Children will receive high quality assessment for learning and feedback.	The EEF teaching and learning toolkit shows that feedback has a very high impact for a low cost and can support children to make 6 additional months progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	2, 3
Teaching staff will receive training on active reading skills so that children can recognise how to be an effective reader. Reading skills will be actively taught weekly during guided reading sessions in years 2-6.	The EEF teaching and learning toolkit shows that teaching reading comprehension strategies has a very high impact for a low cost and can support children to make 6 additional months progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	3
To embed consistent vocabulary teaching across the school and include more	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as	1

<p>speaking listening activities across the curriculum.</p> <p>To purchase the Word Aware resources and use staff meetings to share best practice. Word Aware activities to be include in topic and English lessons.</p> <p>To fund ongoing teacher training and release time. Two members of staff will attend the improving literacy training delivered by the Research Schools' Network. Staff meetings will be used to train other members of staff.</p>	<p>high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Purchase of a new phonic programme to secure stronger phonics teaching and learning for all pupils in KS1 and EYFS.</p>	<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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2, 3
<p>To use assessment and observations to plan a bespoke maths curriculum that identifies and fills gaps in learning.</p> <p>We will fund teacher release time so that the maths subject leader can support class teachers to plan a curriculum that addresses the needs and gaps of their class/ year.</p> <p>EYFS maths curriculum has been replanned to match the new EYFS frame work. The planning sequence has been changed to allow for more mathematical/ life experiences.</p>	<p>The EEF guidance – recommendation one</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	4
<p>To embed our new PSHE curriculum across the school.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved</p>	5

	<p>outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £80,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
Progress coordinator – (alongside SLT) to identify the pupils who need to “catch up”. They will ensure that all interventions take place as timetabled; model effective delivery of interventions so that they are of the highest quality and measure the impact of interventions using data.	<p>The EEF teaching and learning toolkit shows that learning assistant interventions can support children to make 4 months additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	1,2,3,4, 7
<p>All children in Reception to be screened used Speechlink</p> <p>Early Talk Boost interventions to be delivered to Reception children.</p> <p>Speech and language interventions to be delivered in years 1-6.</p>	<p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 7
Phonic interventions to be delivered in years 2 – 5.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more	2, 7

Year 1 and 2 to set for targeted phonic interventions	effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	
Use the National Tutoring Programme to access online maths tuition via TLC (tuition partner) This will be delivered to 21 year 5 and 18 year six pupils.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4
Guided Reading interventions to be put in place in year 6 to increase fluency and improve the children's active reading skills.	The EEF teaching and learning toolkit shows that learning assistant interventions can support children to make 4 months additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	3
To use before and after school interventions to help children catch up on missed learning and fill gaps in learning.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2, 3, 4

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

Budgeted cost: £70,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Counsellor to support a small number of pupils who have developed social and emotional difficulties. This will help remove barriers to their learning.	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
To support pupils through the Amazing Me programme and	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5

prepare year 6 for their transition to year 7.		
To provide workshops for parents to improve engagement and support families to access appropriate health and support services.	Behaviour interventions EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5 and 6
To appoint a mental health lead and organise appropriate training.	<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):</p> EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	5
School attendance officer to support families and work with children to improve school engagement and attendance.	Parental engagement EEF (educationendowmentfoundation.org.uk)	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £228,555

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.

Historically, the attainment and progress of our disadvantaged children has been improving and the gap has narrowed throughout their time at school. In light of Covid and previous lockdowns, an attainment gap has however redeveloped. The gap in terms of the progress made was lower than attainment.

End of 2021 Data Analysis

Attainment	Maths		Reading		Writing	
	PPG	Non	PPG	Non	PPG	Non
Year 1	38%	58%	26%	49%	32%	53%
Year 2	46%	71%	46%	63%	38%	56%
Year 3	23%	42%	46%	63%	31%	57%
Year 4	37%	53%	47%	63%	37%	53%
Year 5	22%	59%	39%	73%	0%	49%
Year 6	52%	69%	61%	77%	30%	51%

End of 2021 Data Analysis

Progress	Maths		Reading		Writing	
	PPG	Non	PPG	Non	PPG	Non
Year 1	55%	47%	45%	58%	52%	55%
Year 2	77%	86%	65%	87%	69%	84%
Year 3	85%	70%	73%	72%	62%	72%
Year 4	58%	66%	68%	79%	68%	76%
Year 5	70%	81%	70%	86%	30%	65%
Year 6	87%	86%	70%	86%	78%	80%

Our pastoral team provided effective support to children and their families in lockdown and when the children returned to school. Counselling continued remotely during the lockdowns and has occurred regularly throughout the year.

Externally provided programmes

Programme	Provider
Maths Tutoring	TLC

