

Pupil premium strategy statement

This statement details our school's use of pupil 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 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	576
Proportion (%) of pupil premium eligible pupils	214 pupils (37%) – 20/1/23
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Lisa Morley and Rachelle Tidiman, Deputy 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	£250987
Recovery premium funding allocation this academic year	£40166
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	£291,153

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 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 28% 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, maths 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 use tuition (both inline and in person) to help children stay on track and make accelerated progress.

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. This is evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers

2	Analysis of data and observations suggests disadvantaged pupils have greater difficulties with phonics than their peers. This negatively impacts on their development as readers. In 2022, 46% of the children in year 1 who receive pupil premium funding passed the phonic screen which was 3% lower than the rest of the cohort. In Autumn 2022, 63% of the lowest 20% of pupils in phonics who receive additional support as part of the Read Write Inc. programme receive pupil premium funding.
3	Analysis of data shows that reading attainment of disadvantaged pupils is below that of non-disadvantaged pupils. In July 2022 there was a 22% attainment gap in year reception, 9% in year 1, 14% in year 2, 14% in year 3, 15% in year 4, 2% in year 5 and 26% in year 6.
4	Analysis of data indicates that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. In July 2022 there was a 25% attainment gap in reception, 5% in year 1, 15% in year 2, 9% in year 3, 19% in year 4, 12% in year 5 and 15% in year 6.
5	Our observations indicate that some of our disadvantage pupils experience social, emotional and economic challenges which impacts on their progress and attainment.
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.

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 will 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 pupils progress throughout the school and will be less than 10% by the end of KS2.

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 by the end of KS2	The gap in attainment in maths will reduce as the pupils progress throughout the school and will be less than 10% by the end of KS2.
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.	The overall absence rate for all pupils will be no more than 4% and the attendance gap between disadvantaged pupils and non-disadvantaged pupils will reduce.

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: £88,324

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, individualized 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	3, 4
Teaching staff will receive training on active reading skills so that chn can recognize 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/teachinglearning-toolkit	3
To embed consistent vocabulary teaching across the school and include more speaking listening activities across the curriculum. To create a new subject leadership role for speaking and listening/ drama to raise the profile of this area of the curriculum.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1

<p>To embed the Read Write Inc. programme to secure stronger phonics teaching for all pupils in KS1 and EYFS.</p> <p>To introduce the Read Write Inc. programme into KS2 to support those children who did not pass the phonic screen again in year 2.</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
<p>To use assessment and observations to plan a bespoke maths curriculum that identifies and fills gaps in learning.</p> <p>To 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>The EEF guidance – recommendation one</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	4
<p>To fully embed our new PSHE curriculum into the school culture alongside TPP.</p> <p>To liaise effectively with the MHST to implement additional programmes, e.g. Brain Buddies for year 5 and combine any guidance with our current practice/ PSHE curriculum.</p>	<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> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5

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

Budgeted cost: - £45,416

Activity	Evidence that supports this approach	Challenge number(s) addressed
Progress coordinator – (alongside SLT) to	The EEF teaching and learning toolkit shows that learning assistant interventions	1,2,3,4

<p>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>	<p>can support children to make 4 months additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	
<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
<p>In line with the Read Write Inc. programme, the lowest 20% of children receiving this programme in KS1, will receive additional tutoring and support.</p>	<p>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 effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Phonic interventions to be delivered in years 2 – 5.</p>	<p>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 effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>TLC online maths tuition to take place weekly and will be reviewed regularly.</p>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	4

This will be delivered to 18 year 4 and 12 year 6 pupils.	And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Guided Reading interventions to take place in years 3,4,5 and 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
Maths interventions to take place in years 2 – 6 to increase fluency in arithmetic.	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	4
To use before and after school interventions to help children catch up on missed learning and full gaps in their learning. Two part-time teachers are delivering extra maths tuition as part of the School Led Tuition Programme. This is being used to support pupils in years 4 and 5.	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

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

Budgeted cost: **£95,198**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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School Counsellors 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
Our pastoral team (Blue Room) to provide additional social and emotional support and check ins for pupils when needed so that this can help remove barriers to the pupils' learning.	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
To support pupils through the MHST Brain Buddy Programme and other similar programmes and prepare year 6 and their families for the transition to year 7.	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
Social and Emotional interventions (Lego Therapy, Circle of Friends, Self-Esteem groups) to be re-established in KS2 and staff training to be provided where necessary.	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
All new staff to receive TPP training and TPP to be regular revisited so that it remains and continues to be part of our school culture.	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
School attendance officer to support families and work with children to improve school engagement.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	6
<p>TPP Family to provide additional support for families when appropriate so that they have improved emotional health, wellbeing and mental and physical health</p> <p>To provide workshops for parents to improve engagement and support families to access appropriate health and support services.</p>	Behaviour interventions EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5 and 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	All

	to respond quickly to needs that have not yet been identified.	
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Total budgeted cost: £228,938

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.

Attainment and Progress Data July 2022

Reception July 2022

PPG Attainment (37 children in reception receive PPG funding - 41%)

Attainment	Reading	Writing	Maths
PPG	17/37 = 46%	16/37 = 43%	15/37 = 41%
NPPG	36/53 = 68%	35/53 = 66%	35/53 = 66%

PPG Progress (6steps)

Progress	Reading	Writing	Maths
PPG	28/36 = 78%	33/36 = 92%	30/36 = 83%
NPPG	45/50 = 90%	42/50 = 84%	41/50 = 82%

The end of reception data show that there is a 22% gap in reading, 23% in writing and 25% in maths. The children receiving PPG funding made better progress in maths and writing but slower progress in reading.

Year 1 July 2022

	Reading		Writing		Maths	
	PPG	NPPG	PPG	NPPG	PPG	NPPG
Attainment	9/31 = 29%	21/56 = 38%	13/31 = 42%	24/56 = 43%	17/31 = 55%	28/56 = 50%
Attainment No SEN	9/28 = 32%	20/49 = 41%	13/28 = 46%	23/49 = 47%	16/28 = 57%	27/49 = 55%
Progress	19/31 = 61%	28/52 = 54%	21/31 = 68%	40/52 = 77%	22/31 = 71%	39/52 = 75%
Progress (No SEN)	16/28 = 57%	25/47 = 53%	18/28 = 64%	35/47 = 74%	19/28 = 69%	37/47 = 79%

The end of year 1 data show that there is an 9% attainment gap in reading and the writing attainment was roughly in line. Children receiving pupil premium funding attained 5% higher than their peers.

Year 2 July 2022

	Reading		Writing		Maths	
	PPG	NPPG	PPG	NPPG	PPG	NPPG
Attainment	11/30 = 37%	27/53 = 51%	8/30 = 27%	25/53 = 47%	13/30 = 43%	31/53 = 58%
Attainment No SEN	10/22 = 45%	24/44 = 55%	7/22 = 32%	22/44 = 50%	11/22 = 50%	26/44 = 59%
Progress	12/27 = 44%	24/43 = 56%	11/27 = 41%	24/43 = 56%	14/27 = 52%	31/43 = 72%
Progress (No SEN)	11/19 = 58%	22/39 = 56%	9/19 = 47%	22/39 = 56%	12/19 = 63%	27/39 = 69%

The end of year 2 data show that there is a 14% gap in reading, 20% in writing and 15% in maths.

Year 3 July 2022

	Reading		Writing		Maths	
	PPG	NPPG	PPG	NPPG	PPG	NPPG
Attainment	10/29 = 34%	29/60 = 48%	7/29 = 24%	24/60 = 40%	1/29 = 3%	7/60 = 12%
Attainment No SEN	9/22 = 41%	28/49 = 57%	7/22 = 32%	23/49 = 47%	1/22 = 5%	6/49 = 12%
Progress	19/26 = 73%	36/57 = 63%	17/26 = 65%	38/57 = 67%	8/26 = 31%	13/57 = 23%
Progress (No SEN)	14/20 = 70%	33/46 = 72%	14/20 = 70%	33/46 = 72%	4/20 = 20%	10/46 = 22%

The end of year 3 data show that there is a 14% gap in reading, 16% in writing and 9% in maths. Progress within year 3 was however better in reading and maths for pupils receiving pupil premium funding and roughly in line in writing.

Year 4 July 2022

	Reading		Writing		Maths	
	PPG	NPPG	PPG	NPPG	PPG	NPPG
Attainment	13/29 = 45%	35/58 = 60%	3/29 = 10%	15/58 = 26%	2/29 = 7%	13/58 = 22%
Attainment No SEN	11/22 = 50%	33/53 = 62%	3/22 = 14%	15/53 = 28%	2/22 = 9%	13/53 = 25%
Progress	17/28 = 61%	35/49 = 71%	19/28 = 68%	39/49 = 80%	19/28 = 68%	36/49 = 73%
Progress (No SEN)	14/21 = 67%	31/44 = 70%	14/21 = 66%	34/44 = 77%	16/21 = 76%	32/44 = 73%

The end of year 4 data show that there is a 15% gap in reading, 16% in writing and 15% in maths.

Year 5 July 2022

	Reading		Writing		Maths	
	PPG	NPPG	PPG	NPPG	PPG	NPPG
Attainment	15/24 = 63%	24/37 = 65%	3/24 = 13%	5/37 = 14%	7/24 = 29%	15/37 = 41%
Attainment (No SEN)	13/18 = 72%	21/29 = 72%	3/18 = 17%	5/29 = 17%	5/18 = 28%	13/29 = 45%
Progress	17/21 = 81%	26/34 = 76%	12/20 = 60%	17/34 = 50%	15/21 = 71%	22/35 = 63%
Progress (No SEN)	13/15 = 87%	21/26 = 81%	10/14 = 71%	15/26 = 58%	11/15 = 73%	15/27 = 57%

The end of year 5 data show that there is a 2% gap in reading, 1% in writing and 12% in maths. Pupils receiving pupil premium funding made better progress in maths, reading and writing.

Year 6 July 2022

	Reading		Writing		Maths	
	PPG	NPPG	PPG	NPPG	PPG	NPPG
Attainment	10/23 = 43%	25/36 = 69%	6/23 = 26%	20/36 = 56%	13/23 = 57%	26/36 = 72%
Attainment (No SEN)	9/14 = 64%	25/30 = 83%	5/14 = 36%	20/30 = 67%	10/14 = 71%	25/30 = 83%
Progress	20/23 = 87%	25/36 = 69%	16/23 = 70%	27/36 = 75%	21/23 = 91%	32/36 = 89%
Progress (No SEN)	13/14 = 93%	21/30 = 70%	13/14 = 93%	23/30 = 77%	13/14 = 93%	28/30 = 93%

The end of year 6 data show that there is a 26% gap in reading, 30% in writing and 15% in maths. Progress within year 6 was however better in reading and maths for pupils receiving pupil premium funding. At the end of the previous year (year 5), there was a 34% gap on reading, 49% in writing and 37% in maths so the gaps were reduced throughout the year.

Externally provided programmes

Programme	Provider
Math Tuition	TLC