

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 | Gaywood Primary |
| Number of pupils in school | 382 |
| Proportion (%) of pupil premium eligible pupils | 20% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021 - 2024 |
| Date this statement was published | September 2022 Updated Sep 2023 |
| Date on which it will be reviewed | June 2024 |
| Statement authorised by | Neil Mindham |
| Pupil premium lead | Trish Young |
| Governor / Trustee lead | Peter Cuss |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £98,213 |
| 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 | £98,213 |

Part A: Pupil Premium Strategy Plan

Statement of intent

Our intention for this strategy plan is to ensure that the gap between attainment and progress of pupil premium and non-pupil premium is closed. It is also our intent to ensure pupil premium children are the social and emotional skills to access learning and to develop a love of learning.

Through the strategy funding we aim to give pupil premium children access to enrichment opportunities that may not be available outside of the school environment so that they can gain cultural capital and have high aspirations.

This strategy plan identifies the challenges that our pupil premium children face and the ways that these will be addressed, using research on most effective strategies provided by the Education Endowment Foundation (EEF).

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Speech, Language and Communication |
| 2 | Attainment in phonics, reading, writing and maths |
| 3 | Social, Emotional, and Mental Health issues |
| 4 | Attendance and Punctuality |
| 5 | Access to wider opportunities |

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 |
|---|---|
| Children to achieve national expectations | <ul style="list-style-type: none">Children will achieve national expectations in EYFS, Phonics and KS2 national testsChildren will have accessed additional 121 or small group support |

| | |
|--|--|
| Improve literacy and numeracy outcomes | <input type="checkbox"/> Targeted phonics intervention will be accessed in all phases (RWI) <input type="checkbox"/> Times Table Rock Stars will be implemented across the school |
| Improve speech, language and communication skills | <input type="checkbox"/> Children in the Early Years will have accessed Neli intervention |
| Children will have accessed extended provision before and after school | <input type="checkbox"/> Children who would benefit from breakfast club will attend for free <input type="checkbox"/> Children will attend after school provision for free |
| To provide social, emotional and mental health support to Pupil Premium children | <input type="checkbox"/> Pastoral Support Worker will have worked with specified children so they can access their learning |
| To improve attendance and punctuality | <input type="checkbox"/> Attendance officer will have worked with parents and children to improve attendance and punctuality |
| Children to have taken part in enrichment opportunities | <input type="checkbox"/> Children will have music lessons <input type="checkbox"/> Children will experience school trips and residential experiences <input type="checkbox"/> Children will have accessed extracurricular activities |

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: £ 10,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--------------|---|-------------------------------|
| CPD for TA's | <p>Education Endowment Foundation (EEF) Research from the 'Teaching and Learning Toolkit' states...</p> <p><i>'Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</i></p> <p><i>Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.'</i></p> | 1, 2, 3 |
| Live Marking | <p>Education Endowment Foundation (EEF) Research from the 'Teaching and Learning Toolkit' states...</p> <p><i>'Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors.</i></p> <p><i>Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics and, to a lesser extent, science.</i></p> <p><i>Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months).'</i></p> | 2 |

| | | |
|-------------------------|--|------|
| <i>CPD for Teachers</i> | <p>The key findings of the Education Policy Institute, Evidence Review: The effects of high-quality professional development on teachers and students, states...</p> <p><i>'High-quality CPD for teachers has a significant effect on pupils' learning outcomes.</i></p> <p><i>Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day.</i></p> <p><i>CPD programmes generally produce positive responses from teachers, in contrast to other interventions.'</i></p> | 1, 2 |
|-------------------------|--|------|

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

Budgeted cost: £57,670

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <i>Targeted Phonics Intervention</i> | <p>Education Endowment Foundation (EEF) Research from the 'Teaching and Learning Toolkit' states...</p> <p><i>'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i></p> <p><i>If an older reader is struggling with decoding, phonics approaches will still be appropriate.'</i></p> | 2 |
| <i>TA's to provide targeted support in class</i> | <p>Education Endowment Foundation (EEF) Research from the 'Teaching and Learning Toolkit' states...</p> <p><i>'The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.'</i></p> | 1, 2, 3 |

| | | |
|--|--|----------------|
| <p><i>One to one or one to three tuition</i></p> | <p>Education Endowment Foundation (EEF) Research from the 'Teaching and Learning Toolkit' states...</p> <p><i>'On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</i></p> <p><i>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.</i></p> <p><i>In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective.'</i></p> | <p>1, 2, 3</p> |
| <p><i>Neli – Nuffield Early Language Intervention</i></p> <p><i>[TA support in delivering to children]</i></p> | <p>Education Endowment Foundation (EEF) Research from the 'Teaching and Learning Toolkit' states...</p> <p><i>'The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.'</i></p> | <p>1</p> |
| <p><i>Times Table Rock Stars</i></p> | <p>Westwood, 2003 states...</p> <p><i>'Facility with times tables facts is needed in order to perform higher-order mathematical processes efficiently'</i></p> <p>Hasselbring, Lott & Zydney, 2005 states...</p> <p><i>'Repeated systematic practice of times tables is effective and this declarative knowledge serves as a building block for procedural knowledge. This process is the key to making the retrieval of basic times tables facts fluent for pupil.'</i></p> | <p>2</p> |

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

Budgeted cost: £30,543

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--------------------------------|---|-------------------------------|
| <i>Pastoral Support Worker</i> | <p>Education Endowment Foundation (EEF) Research from the 'Teaching and Learning Toolkit' states...</p> <p><i>'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.'</i></p> | 3, 4 |
| <i>Attendance Officer</i> | <p>The Department for Education (DfE) research in 2016 found that...</p> <p><i>'The higher the overall absence rate across Key Stage 2 (KS2), the lower the likely level of attainment at the end of KS2.'</i></p> <p>Research from the Institute of Education, July 2020 states...</p> <p><i>'Each day of individual pupil absence results in around 0.3-0.4% of a standard deviation reduction in achievement; Pupils from lowincome households see a larger negative effect from each day of absence.'</i></p> | 4 |
| <i>Breakfast Club</i> | <p>The Department for Education (DfE) Breakfast club programme 2021-2023 overview, published 9th July 2021 states...</p> <p><i>'The evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.'</i></p> | 3, 4, 5 |
| <i>After School Clubs</i> | <p>Education Endowment Foundation (EEF) Research from the 'Teaching and Learning Toolkit' states...</p> | 3, 4, 5 |

| | | |
|---------------------------------------|---|------|
| | <p><i>'Physical activity has important benefits in terms of health, wellbeing and physical development.</i></p> <p><i>There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.'</i></p> | |
| <i>Music Lessons</i> | <p>Education Endowment Foundation (EEF) Research from the 'Teaching and Learning Toolkit' states...</p> <p><i>'Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</i></p> <p><i>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.'</i></p> | 4, 5 |
| <i>Residential & School Trips</i> | <p>A six-year research project by the Learning Away Project, funded by the Paul Hamlyn Foundation, concluded...</p> <p><i>'residential learning experiences 'provide opportunities, benefits and impacts that cannot be achieved in any other context or setting; 82 per cent of KS2 pupils said their teachers and lessons on the residential helped them to learn.'</i></p> | 5 |

Total budgeted cost: £98,213

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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 2022 to 2023 academic year.

Pastoral support

28 children (35%) have received or are receiving pastoral support from our Pastoral Officer or SEMH team. This is helping to address social and emotional issues that can be a barrier to their learning. Our Pastoral Officer has also been working with families of PP children to help improve attendance.

Breakfast Club and Wraparound Care

This is available to all PP children and 13 are attending breakfast club and 16 Wraparound Care regularly. It has helped ensure some PP children with poor or late attendance are in school and on time.

Attainment EYFS

2 out of 4 PP children achieved GLD. 1 child not achieving is a child with EAL.

Year 1 Phonics

All 10 Year 1 children passed the Phonics Screening Check. All PP children received targeted 1:1 phonics boosters 3 times a week.

Year 6

Of 13 children.

Children meeting expected at end of Year 6 were:

Maths- 5) Writing- 4 Reading- 3

3 children were children with SEND and 1 child with EAL joined in Year 6 with no English language.

All children received boosters throughout the year, were targeted during live marking and were supported through Catch up programmes such as Fresh Start as appropriate.

Across School Children achieving Expected or above

Maths

| Year | PP chdn | PP with Send | School EXP + | PP EXP+ |
|-------------|----------------|---------------------|---------------------|----------------|
| R GLD | 6 | 0 | 74% | 83% (5) |
| 1 | 14 | 3 | 66% | 57% (8) |
| 2 | 8 | 3 | 71% | 50% (4) |
| 3 | 14 | 5 | 80% | 64% (9) |
| 4 | 9 | 2 | 81% | 67% (6) |
| 5 | 14 | 4 | 88% | 64% (9) |
| 6 | 22 | 13 | 62% | 36% (8) |

Reading

| Year | PP chdn | PP with SEND | School EXP+ | PP EXP+ |
|-------------|----------------|---------------------|--------------------|----------------|
| | | | | |
| 1 | 14 | 3 | 69% | 64% (9) |
| 2 | 8 | 2 | 74% | 63% (5) |
| 3 | 14 | 5 | 71% | 50% (7) |
| 4 | 9 | 2 | 79% | 55% (5) |
| 5 | 14 | 4 | 80% | 57% (8) |
| 6 | 22 | 13 | 58% | 41% (9) |

Writing

| Year | PP chdn | PP with SEND | School EXP+ | PP EXP+ |
|-------------|----------------|---------------------|--------------------|----------------|
| | | | | |
| 1 | 14 | 3 | 61% | 50% (7) |
| 2 | 8 | 2 | 64% | 50% (4) |
| 3 | 14 | 5 | 59% | 36% (5) |
| 4 | 9 | 2 | 64% | 55% (5) |
| 5 | 14 | 4 | 69% | 50% (7) |
| 6 | 22 | 13 | 68% | 41% (9) |

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 |
|------------------------|----------------------|
| Online Books | MyOn |
| Online Reading Quizzes | Accelerated Reader |
| Online Maths Tests | Maths.co.uk |
| RWI Phonics Catch-up | Read Write Inc., OUP |