

# Gislingham Church of England Primary School

## 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
Number of pupils in school	143
Proportion (%) of pupil premium eligible pupils (from Sept 21)	6%
Academic year covered by pupil premium strategy plan	2021/22
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Tilian Partnership
Pupil premium lead	J Welham
Governor / Trustee lead	G Withers

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13450
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£15450</b>

# Part A: Pupil premium strategy plan

## Statement of intent

The intent of our Pupil Premium Strategy

Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.

We use pupil premium funding in a three-tiered approach, following government guidance, to:

- Invest in high-quality teaching
- Provide additional support for some pupils focussed on their specific needs
- To support non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges

Pupil premium funding is not funding attached to specific children. Schools are not required to spend pupil premium so it solely benefits [eligible pupils](#). For example, using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils but by doing so, non-eligible pupils will also benefit.

[Service pupil premium](#) is additional funding for schools, but it is not based on disadvantage. It has been combined into pupil premium payments to make it easier for schools to manage their spending. This funding is to help with pastoral support for these pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Some pupils' progress in reading and phonics has been impacted due to school and nursery closures.
2	Some pupils need additional support, high quality feedback and development of confidence in classroom activities

3	Some pupils need additional pre teaching or post teaching in order to consolidate their learning
4	Some pupils have difficulty in mastering maths concepts
5	Some pupils need regular practice to develop number sense
6	Some pupils need additional support in class to close COVID gaps
7	Some pupils lack opportunity to continue learning at home as their parents cannot support their learning
8	Some pupils need support from nurture groups
9	Some pupils do not receive a healthy breakfast before school and this affects concentration and attitude to work
10	Some families find it difficult to ensure children arrive at school before the start of the day
11	Some families cannot afford for their children to take part in extra curricular clubs

## 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
Gaps in learning caused by COVID are prioritised on future impact on learning basis; support provided and gaps narrowed	Internal data indicates good progress for all children in addressing prioritised gaps in learning
Progress and attainment of Pupil Premium pupils is in line with expectations for non disadvantaged pupils	Internal data comparisons and comparisons with other schools (locally and nationally where possible) indicates good progress for Pupil Premium pupils
Engagement in home learning activities for all pupils increases	Monitoring of response to home learning indicates that pupils are accessing these activities at home
Pupils arrive on time after having a suitable breakfast and are ready for learning	Monitoring of pupils' behaviour for learning indicates increased concentration for pupils
Opportunity to access extra curricular clubs is not reduced due to financial difficulties at home	Where financial support has been provided to families this increases attendance at extra curricular 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

Budgeted cost: £8300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introducing a new DfE validated systematic synthetic phonics programme to meet all the expectations of the National Curriculum and to help prepare our pupils to go beyond the expectations of the phonics screening check.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils  Phonics Toolkit Strand EEF	1
Provide training to TAs in effective feedback during lessons. Monitor effectiveness to identify further training needs	EEF Teaching and Learning Toolkit evidence on impact of feedback. Used previously and evaluated as effective	2
Provide training to TAs in effective pre teaching with designated groups, and post teaching as required	EEF Teaching and Learning Toolkit evidence TA led interventions	3
Training needs for new teaching assistants in understanding and supporting new approaches to maths (CPA) and NCETM resources	EEF Teaching and Learning Toolkit evidence Mastery	4
Training for EYFS/KS1 teachers in mastering number (NCETM)	EEF Teaching and Learning Toolkit evidence Mastery	5
Establish separate daily 'number sense' session for KS1 pupils	EEF Teaching and Learning Toolkit evidence TA led interventions	6

## Targeted academic support

Budgeted cost: £3625

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide specific support as identified during the year to support pupils to “catch up” following COVID	EEF Teaching and Learning Toolkit evidence TA led interventions and one to one tuition	6
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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  Phonics Toolkit Strand EEF	6
Ensure all pupils have access to high quality learning opportunities at home to support learning in school	EEF Teaching and Learning Toolkit evidence Homework	7

## Wider strategies

Budgeted cost: £3525

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on improving attendance of PPG pupils by using free Breakfast Club	Used previously and evaluated as effective	9,10
To ensure all pupils can access extracurricular activities	Used previously and evaluated as effective	11
To ensure good mental health for all pupils	Used previously and evaluated as effective	8

**Total budgeted cost: £15450**

## 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

Aim	Outcome
<b>Priorities for ensuring high quality teaching and learning</b>	
Introduce a new approach to writing across the school, focusing on the development of high quality writing through structured teaching	Write Stuff approach has been fully implemented and monitored. Pupils have a very positive view of writing; are developing and using ambitious vocabulary and making excellent progress in their sentence construction.
Improve use of CPA in maths. Training for use in Concrete, Pictorial, Abstract for newer members of teaching staff and TAs by using White Rose Purchase and deliver staff training to embed teaching for mastery across all year groups.	Staff trained in CPA. Good practice seen in all classes with increased use of manipulatives to aid pupils' understanding of concepts. Mastery approach supported and embedded through work with Maths Hub.
Ensure high quality phonics provision is provided across EYFS and KS1 to improve outcomes.	Year 2 completed phonics check in autumn 2020 and 82% achieved the benchmark.
Developing vocabulary	See above
<b>Targeted academic support</b>	According to school data, progress and attainment in reading, writing and maths was in line with 2019 national expectations
<b>Wider strategies</b>	
Pupil wellbeing	Mental health lessons, PSHE, mindfulness, nurture groups are timetabled. Pupils needing SMSC support identified and supported. CISS support for identified pupils.

Enrichment	<p>Every child had access to a free after school club. All PPG children attended at least one after school club each week from March to July 2021.</p> <p>All PPG took part in an OAA day, developing confidence and self esteem.</p> <p>Breakfast club provided. Chn start school more settled and ready to learn.</p>
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### 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
Language Link	Speech Link Multimedia Ltd

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Additional 1:1 support and small group support for identified pupil.</p> <p>Developing confidence through positions of responsibility.</p> <p>Challenge and extension activities for identified pupils, supported by TA</p> <p>Yoga lessons.</p>
What was the impact of that spending on service pupil premium eligible pupils?	Pupils made good progress. Pupils settled and happy in school (pupil and parent feedback)