

Gainford Primary School and Preschool - Pupil Premium Strategy Statement 2021/24

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	Gainford CE Primary and Pre school
Number of pupils in school	66
% PP	19.6%(national 20,8%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021~2022 2022-2023 2023-2024
Date this statement was published	October 2021
Date on which it will be reviewed	January 2022
Statement authorised by	C Riley
Pupil premium lead	J Kidd
Governor lead	Steve White

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	14 690
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	16 690

Part A: Pupil premium strategy plan

Statement of intent

At Gainford CE Primary and Preschool we see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential by:

- Promoting an ethos of attainment of all children rather than stereotyping disadvantaged children as a group with less potential to succeed.
- Having individualised approaches to address barriers to learning at an early stage through intervention.
- Focusing on high quality teaching and effective deployment of staff to support disadvantaged children.
- Make decisions based on detailed data analysis and responding to evidence.

Challenges

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

Challenge number	Detail of challenge
1	Some children in pre-school have poor language and communication skills
2	Impact on progress and attainment brought about by pandemic disruption of schooling
3	Some children have poor reading and phonics skills
4	Some children have gaps in basic mathematics and writing skills
5	Low attendance rates for some PP pupils impacts on their learning
6	Limited experiences beyond school and local community

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
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<p><u>Language and Communication</u></p> <p>Children will make better than expected progress in speech and language</p> <p>Pupils improve language and communication skills, vocabulary and therefore literacy skills</p>	<p><i>Reduce the gaps in attainment between disadvantaged children and their peers with a focus on EYFS and KS1</i></p>
<p><u>Lost Learning Due to The Pandemic</u></p> <p>Pupils make accelerated progress to catch up in reading, writing and maths</p>	<p>Disadvantaged pupils perform in line with their peers at the end of EYFS, KS1 and KS2</p>
<p><u>Phonics and Reading</u></p> <p>Children will make better than expected progress in phonics and reading.</p> <p>Pupils at the end of Y1 and key stages make accelerated progress and catch up with their peers</p>	<p>Disadvantage children to read at school expected/ age related expectations</p> <p>Children perform as well as their peers in the Y1 phonics screening and at the end of key stages</p>
<p><u>Attendance</u></p> <p>Disadvantaged children's attendance will be in line with school average</p>	<p>Disadvantaged children's attendance to be at least 96%</p>
<p><u>Cultural Capital</u></p> <p>Pupils will access a broad and balanced curriculum and a range of enrichment activities</p>	<p>Disadvantaged children access the same challenge-based curriculum and life experiences as their peers. Raised self-esteem and confidence</p>

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: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement the Nuffield Early Language Intervention with all EYFS children across the year, using a TA to enhance teaching levels	<p>On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>A 2016 randomised controlled trial found a positive impact of four months' additional progress for the Nuffield Early Language Intervention.</p> <p>EEF toolkit: Communication and language approaches - additional 6 months progress</p> <p>NELI - additional 10 months progress</p>	1
Staff to receive training from a primary advisor on writing/ handwriting and motor skills	EEF Improving Literacy in KS1 and KS2	4
Staff to receive training in spelling to gain a better understanding of teaching and learning and progression in this area	EEF Improving Literacy in KS1 and KS2	4
Staff to have CPD on phonics teaching and learning to ensure consistency in approach across the school	Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. There is some evidence that approaches informed by synthetic phonics (where the emphasis is on sounding out letters and blending sounds to form words) may be more beneficial than analytic approaches (where the sound/symbol relationship is inferred from identifying patterns and similarities by comparing several words).	2

	<p>Sounds write is a DfE accredited systematic synthetic phonics programme</p> <p>EEF toolkit: Phonics - additional 4 month progress.</p>	

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

Budgeted cost: £ 12,390

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted small group interventions</p> <p>Phonics tutoring</p> <p>Reading/ comprehension strategies</p> <p>Writing and maths interventions</p>	<p>EEF – Special Educational Needs in Mainstream Schools</p> <p>EEF – Diagnostic Assessment</p> <p>EEF – Making the Best Use of Teaching Assistants</p> <p>EEF KS1 and KS2 Maths and Literacy Guidance</p>	2,3
<p>Teacher to deliver targeted intervention to focus on English and maths skills</p>	<p>Quality First Teaching from EEF research indicates that this is the most important tool schools have to improve outcomes for pupils.</p> <p>EEF Teaching and Learning Toolkit Small Group Tuition – 4 months progress</p>	2,3,4
<p>An LSA known to the children will be employed to deliver tuition to individuals small groups</p>	<p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. A variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.</p> <p>EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months progress</p>	1,2,3,4
<p>Implementation of language programme NELI</p>	<p>EEF Research Toolkit NELI Evaluation</p> <p>KS1 Literacy Guidance</p>	1

	Early identification of need believed to have a very high impact: EEF +5	
Engage Speech and Language therapist to assess and provide interventions	EEF – Improving Literacy in KS1 and KS2 Intervention and support targeted at nursery/ reception and where need identified using NELI and programmes developed by NHS/ Talking Dales There has been success with this approach over recent years Children with SEND working with appropriate outside agencies as soon as possible has had a positive effect	1
Deputy Head to be released to monitor and track assessment - progress and attainment and highlight intervention groups	EEF – Special Educational Needs in Mainstream Schools EEF – Diagnostic Assessment	1,2,3

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

Budgeted cost: £3,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to employ a PSA to support the school and SMT to monitor and implement strategies to improve attendance	School attendance data improved with input from PSA Parental engagement has a positive impact on average of 4 months additional progress EEF Teaching and Learning Toolkit: parental engagement – additional 4 months progress	4
Access to curriculum enrichment experiences Children have access to extra-curricular clubs, educational visits/ residential visits, individual music lesson provision and ABYT Young Leaders Award	Department of Education: My Activity Passport Guidance ABYT Young Leaders Award has been found to be beneficial in developing children’s extra-curricular experiences	5

Total budgeted cost: £ 16,690

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?	Celebration of service children's families through <i>Royal British Legion</i> activities and follow up activities
What was the impact of that spending on service pupil premium eligible pupils?	Children understand more about the armed services and understand that families have military connections. This will also help raise self esteem and answer children's questions

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, other pupil evaluations have been undertaken during the 2020 to 2021 academic year, and we have taken these into account when evaluating our strategy.

Some children in receipt of PP have missed out on being taught in school due to COVID 19.

Teaching Strategies

Staff training in the use of online platforms (Class Teams) supported the quality of remote education to ensure that pupils continued to access the wider curriculum during lockdown.

Parental Engagement and contact were high during the spring lockdown, with weekly welfare checks and feedback given to work done. All pupils were reassessed on return and appropriate support was put in place through targeted intervention/ mental well-being and emotional support. Any targeted interventions were put in place following an assessment of pupil needs when returning from remote learning. Staff have worked on communication and language skills, phonics and early writing and numeracy.

Targeted Intervention

Post-remote learning interventions have ensured that pupils are closing the gaps with their peers.

Pupils receiving phonics intervention made good progress.

Wider Strategies

Office 365 developed parental engagement through the ability to hold virtual meetings with parents. Enhanced use of Tapestry in EYFS/ Y1 supported further engagement with parents during lockdown.

We have also made several referrals to CAMHS and for children who might need these services. We have continued to use our school PSA with some adaptations to working practises.

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
Access to teaching aids and activities for maths	My Maths
Access to planning ,curriculum content , creative ideas and CPD /work shops for staff	Art Access
Access to maths resources and assessment materials	White Rose Maths

Further information (optional)

Referrals continue to be made for those children requiring the support of external outside agencies.

Part C: Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors are involved in evaluating our Pupil Premium Strategy termly. Please see below a brief summary of discussions about the effectiveness of the strategy to address the intended outcomes.

Activity	Autumn 2021 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		

Activity	Spring 2022 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		

Activity	Summer 2022 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		