

# Pupil premium strategy statement 2021-24

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	Garvestone Primary
Number of pupils in school	69
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	September 2023
Date on which it will be reviewed	January 2024
Statement authorised by	M Farnan
Pupil premium lead	M Farnan
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19390
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4,254
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£23,644

# Part A: Pupil premium strategy plan

## Statement of intent

*At Garvestone Primary School, we have the highest of aspirations and ambitions for all our pupils and believe no child should be left behind. Our aim is to diminish any differences in attainment and progress between disadvantaged children and others in our school and to ensure that, as far as possible, all barriers to achieving this are overcome.*

- We are working towards achieving these aims by:*
- Ensuring that all students have access to High Quality Teaching and Learning in every lesson*
- Providing targeted academic support for children who are not making the expected progress*
- Providing targeted intervention to challenge non-academic barriers to attainment such as attendance, behaviour, mental health and adverse childhood experiences/ trauma*
- Ensuring that economic support is in place for the children and their families to ensure access to the wider curriculum*

### **A tiered approach**

*We endeavour to make appropriate provision for children who belong to vulnerable groups which includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed.*

*In making provision for socially disadvantaged children, we recognise that not all children who receive free school meals will be socially disadvantaged.*

*We also recognise that not all children who are socially disadvantaged are registered or qualify for free school meals. The Pupil Premium Grant / Recovery Funding can therefore be allocated to support any child or groups of children the school identifies as being socially disadvantaged.*

*To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises of three categories:*

#### **Tier 1: High Quality Teaching and Learning**

- Phonics: An increase in phonic scores for disadvantaged children by the end of KS1.*
- Support for high quality teaching through trust wide CPD and sharing of best practice across our MAT.*

- *An evidence informed Continued Professional Development programme of support which develops teachers' subject knowledge and pedagogical content knowledge.*

### **Tier 2: Targeted academic support**

- *Structured interventions: A variety of literacy and numeracy interventions put in place to help enable children to access the full curriculum: (small group tuition, including targeted group work in reading, writing and maths; one to one support; additional teaching and learning opportunities using additional adult support).*
- *Using qualified teachers and SENCO to deliver one to one or small group support.*
- *NTP funding to support tutoring for vulnerable pupils*

### **Tier 3:**

- *Access to Forest School led by qualified practitioners*
- *A full and varied programme of additional educational experience, such as school visits and extra-curricular clubs.*
- *Improving attendance percentages among PP children.*
- *Access to counselling from external qualified children's counsellor.*
- *Access to therapeutic interventions such as 'Drawing and Talking'.*
- *Ensuring that families are supported financially with educational provision materials (e.g .school uniform, additional learning materials).*

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	<i>Under developed oral language skills and vocabulary gaps are being observed from Reception and in some instances in children joining our school later than YR.</i>
2	<i>Disadvantaged children generally experiencing greater difficulty with phonics which is impacting negatively on writing success.</i>
3	<i>Maths attainment of many disadvantaged pupils is below that of non-disadvantaged peers.</i>
4	<i>Attendance and lateness of some disadvantaged pupils is higher than non-disadvantaged pupils. This has a negative effect on learning and attainment.</i>

5	<p>Adverse childhood experiences including;</p> <ul style="list-style-type: none"> <li>• Bereavement due to loss of close relative</li> <li>• Family members experiencing mental health issues</li> <li>• High incidence of divorce/separation leading to feelings of abandonment and confusion.</li> </ul>
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## 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
<p>Improved oral language skills and vocabulary</p> <p>Increased phonic awareness and ability to blend and read unfamiliar words using correct pronunciation.</p>	<p>Assessments and observations will indicate significantly improved oral language. This will also be evidenced through other sources of evidence including book looks and formative and summative assessments.</p> <p>Year 1 children will achieve the expected standard in the National Phonic Screening Check.</p>
Improved writing attainment among disadvantaged pupils	KS2 writing outcomes from 2024 will show that at least 75% of disadvantaged children achieve at least expected standard with 25% achieving the higher standard.
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.	<p>Sustained high attendance demonstrated by;</p> <p>Overall absence rate <b>for all pupils</b> being no more than 5% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced</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: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding speech and Language intervention and other interventions, supporting pupils to articulate key ideas, consolidate understanding and extend vocabulary.	Speech and language and other interventions including high quality discussion have a positive impact on both reading and writing,  Oral language interventions/toolkit Strand/Education Endowment Foundation/EEF	1,2
<i>Provide good quality support for pupils with Social, Emotional and Mental Health issues.</i>	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 and family.)	5

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

Budgeted cost: £ 10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 support reading/maths	Support targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.  Small group tuition/Toolkit strand/Education Endowment Foundation	1,2
<i>1-1 or small group speech and language interventions</i>	EEF research shows that this has a positive impact on oral language skills and reading comprehension.	1

<i>Engaging with NTP to provide small group tuition for pupils whose education has been most impacted by the pandemic. The large majority of the children to be supported will be disadvantaged.</i>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small group tuition/Toolkit Strand/Education Endowment Foundation/EEF	2,3
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 Counselling /support sessions 1-2 Bereavement Counselling	Studies show that targeted counselling can help improve children's self-esteem and reduce mental health symptoms.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	5
<i>Provide free breakfast club to target persistent absenteeism and lateness.</i>	Improved attendance and reduced lateness.	4

**Total budgeted cost: £ 21,500**

## 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.

*Staff worked effectively to ensure that children were provided with catch up opportunities for learning and additional 'talk times' where children could speak freely to trusted adults about worries and fears.*

*A member of staff undertook signs of safety training and this has enabled her to effectively carry out a number of wishes and feelings sessions with vulnerable children.*

*We adopted the RWI approach to phonics which has had a positive impact on attainment. Staff have been trained and resources purchased to support with the implementation of our new phonic approach.*

*Talk Boost sessions twice weekly for children with S and L needs.*

*Twelve children received tuition through the NTP which has helped raise levels of attainment.*

*All children had access to extra PE sessions to ensure that they were able to access outdoors and physical activity.*

*Six children accessed emotional counselling sessions which were very effective in supporting well-being.*

*Three children received bereavement counselling which let them express their feelings through art.*

*Breakfast club has been provided free of charge for vulnerable children-there has been a positive take up. Attendance figures have improved and lateness has reduced.*

*69% of PP children are working at expected level for RWM/ 15% are working towards standard and 15% below.*

## 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

## 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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a



## 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.*