

## 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
School name	Gallions Primary
Number of pupils in school	444
Proportion (%) of pupil premium eligible pupils	132
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	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	C Ormerod
Pupil premium lead	C Ormerod
Governor / Trustee lead	J Lucas (Chair)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190,990
Recovery premium funding allocation this academic year	£39,100
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£230,090

## Part A: Pupil premium strategy plan

### Statement of intent

Our school is committed to supporting all pupils. Many of our pupils are identified as disadvantaged (approx. 30% pupil premium) and 12% have safeguarding agency involvement, including social workers.

This informs our approach to pupil premium spending in that we prioritise strategies that impact on the majority of our children, however we specifically consider those pupils who are deemed to be at a disadvantage educationally. We have a good track record of supporting pupils who need that support the most and we will continue to target this funding at areas of disadvantage to ensure that all children can achieve.

We are continuously driving for improvement –and high quality teaching is therefore at the core of our approach. 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 at Gallions Primary. Furthermore, based on our context (an area of high deprivation) we know that we need to do more to ensure our pupils have access to rich experiences and the knowledge necessary to be informed and confident individuals in any situation.

Our Pupil Premium strategy sits at the heart of a whole school effort, with all staff understanding the strategy and their role within it. The EEF's Guide to the Pupil Premium (2019) has informed the spending of our Pupil Premium grant to maximise the benefit for the children at Gallions. Teaching is the top priority, including professional development, training and support for early career teachers. Targeted support for struggling pupils is also a key component of our Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

### Challenges

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

Challenge number	Detail of challenge
1	<b>Weak Language and Communication skills</b> Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
2	<b>EYFS</b> Low attainment on entry to the Early Years Foundation Stage in all areas but particular communication.
3	<b>Social &amp; Emotional needs</b> Many of our pupils have complex social and emotional needs, including mental health. These challenges particularly affect disadvantaged pupils, and can adversely impact on their attainment.
4	<b>Attendance</b> Pupil's attendance is not in line with national and persistent absence is above national data for PP children.
5	<b>Impact of COVID-19 on pupil progress, attainment and well-being</b> End of term assessments show that disadvantaged pupils are behind non-disadvantaged pupils in KS1 & KS2 in all subjects. Across the school, PP children have lower attainment in all areas, but particularly maths compared to Non-PP children (62% vs 74%). Lack of enrichment opportunities for pupils during covid - both educational visits and 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
Improved oral language skills and vocabulary among disadvantaged pupils.	End of summer 2022 and 2023 data will show that disadvantaged pupils in EYFS and KS1 will have made accelerated progress.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing from 2022/23 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Attendance data indicates that the gap to national closes year on year.</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS1 and KS2.</p>	<p>KS1 maths outcomes in 2022/23 show that more than 75% of disadvantaged pupils met the expected standard. KS2 maths outcomes in 2022/23 show that more than 90% of disadvantaged pupils met the expected standard</p>
<p>To ensure fallen behind children receive targeted high-quality intervention monitored by intervention leader</p>	<p>End of summer 2022 and 2023 data will show that 95 – 100% of disadvantaged children have made expected progress from the previous summer. Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children’s learning and has helped in accelerating their progress.</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: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and Language Therapist for 1 day per week to work with pupils in EYFS to identify early speech and language needs.</p> <p>Speech and Language TA to lead bespoke programmes across the school.</p>	<p>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:</p> <p>Weak Language and Communication skills. Most children are working in the 22-36 month age band and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently</p> <p><a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 5</p>
<p>Staff CPD</p> <p>Purchase of resources and subscription of Walkthru's. Regular staff training throughout the year.</p>	<p>High quality staff CPD is essential to follow EEF principles.</p> <p>Quality first teaching that recognises the individual needs within a classroom gives pupils the best opportunity to achieve.</p> <p><a href="https://educationendowmentfoundation.org.uk">1. High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>5</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://publishing.service.gov.uk">Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</a></p>	<p>5</p>

<p>Additional teachers to ensure no mixed age classes and for targeted small group tuition (part fund).</p>	<p>Quality first teaching from school staff, rather than using supply cover ensures pupils are able to attain.</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>5, 3, 4</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of structured intervention programme. Following pupil progress meetings, pupils are identified and a structured programme is put into place.</p>	<p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>1,2,5</p>
<p>Out of school day catch-up intervention led by teachers and trained teaching assistants for children below ARE in maths and reading</p>	<p>July 2021 test data and pupil progress meetings have identified children in each class needing intervention.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2,5</p>
<p>Third Space Learning 1:1 Tuition for Maths</p>	<p>68% of Pupil Premium achieved the expected standard in Maths at the end of KS2 in 2020-21 compared to 80% non PP.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>5</p>
<p>After school booster classes in Year 6 from Spring term</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low</p>	<p>5</p>

delivered by qualified teachers and a summer booster programme for Year 5 pupils entering Year 6	attaining pupils or those falling behind, both one-to-one: <a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well-being support team available to meet the needs of pupils and their families.	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.	3,4
Strategies to promote good attendance implemented.	<a href="https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances">https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances</a> There is a Research shows that there is a direct correlation between attendance and success in schools. 4, 5 7 clear monitoring procedure and staff are pro-active in contacting families.	3,4
Targeted mental health support. Part fund the school counsellor for 1 days per week to run weekly 1:1 hourly sessions with key pupils.	The NHS have a wealth of research papers attesting to the efficacy of counselling interventions on pupil well-being e.g. this evidence gathered by the Universities of Cambridge and Exeter Research shows that Primary school children have long-term mental health benefit from counselling in school. <a href="#">Research news - Primary school children have long-term mental health benefit from counselling in school - University of Exeter</a>	3,4
Part fund Thrive practitioner and training to support pupils identified as being in need of additional support.	Research shows that Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance. <a href="https://www.thriveapproach.com/">https://www.thriveapproach.com/</a>	3,4,2
Reinstate after school clubs and	Research by UCL and the Nuffield foundation found that enrichment activities and after school clubs	3,4

<p>increase the provision and scope of clubs to include a range of clubs covering sports, languages, music, dance, reading and computing. Ensure at least 1/3 of club participants are PP children. Ensure participation is open to SEND pupils on FSM and pay TA to attend with 1:1 pupils.</p>	<p>boosted the attainment of disadvantaged pupils. The report says: "Compared with disadvantaged children who did not attend after-school club at the age of 11, those who attended 5, 6 and 7 6 after-school club one or two days per week had made significantly more progress than predicted. The research also found poor children who attended after-school clubs developed better social, emotional and behavioural skills than those, also from similar social circumstances, who did not <a href="http://natcen.ac.uk">Out of school activities during primary school and KS2 attainment (natcen.ac.uk)</a></p>	
<p>The school will part or entirely fund places for our PP pupils on residential - poetry residential, trips to Wales, Fairplay House and camping. Ensure opportunities for PP pupils with SEND and SEMH needs to attend some residential by funding additional adults to attend with them where needed.</p>	<p>Research by UCL and the Nuffield foundation found that enrichment activities and after school clubs boosted the attainment of disadvantaged pupils. The report says: "Compared with disadvantaged children who did not attend after-school club at the age of 11, those who attended after-school club one or two days per week had made significantly more progress than predicted. The research also found poor children who attended after-school clubs developed better social, emotional and behavioural skills than those, also from similar social circumstances, who did not <a href="http://natcen.ac.uk">Out of school activities during primary school and KS2 attainment (natcen.ac.uk)</a></p>	3,4,5
<p>Work to improve the parental engagement of PP parents though some of the following strategies:</p>	<p>There is an established link between the home learning environments at all ages and children's performance at school. • Schools and parents have a shared priority to deliver the best outcomes for their children. <a href="http://d2tic4wvo1iusb.cloudfront.net">EEF Parental Engagement Summary of recommendations.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	3,4, 5

<ul style="list-style-type: none"> <li>● Curriculum Workshops to support parents in supporting their children</li> <li>● setting up a bank of curriculum resources for parents to access.</li> <li>● Parental well-being sessions</li> </ul>		
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**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

## 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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in both maths and English. The main areas of concern were KS1 phonics and whole school maths, particular number sense and fluency. In a typical school year as evidenced by both internal and external assessments, our pupil premium pupils are either in line or exceed progress and attainment of non-pupil premium pupils. However this was not the case during these past two years of the pandemic, demonstrating the need for the plan outlined above. The reasons for this were evidently linked to the impact of the Covid 19 pandemic and the disruption to learning for all pupils during this time. Pupils missed out on key concepts, particularly in mathematics. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from funded improvements to teaching, nor to catch up and tuition. Due to the pandemic we were also unable to provide the usual enrichment opportunities that we have available such as trips, after school activities and residential including trips abroad.

#### **Evaluation within the core subjects:**

A combination of a specialised teaching assistant delivering maths intervention every afternoon and online tutoring via the National Tutoring Programme, enabled us to close the gap between pupil premium and non-pupil premium children in maths across Year 5 and 6. In Year 5, 76% met age-expected standards or above and the cohort had a 25% increase in their combined maths, reading and writing attainment. In Year 6, 79% met age-expected standards or above and 95% achieved the expected standard in at least one subject.

Across the school, additional funding allowed cover for class teachers to have weekly 1:1 conferencing sessions with 3-4 identified children within their class. This enabled a greater understanding of barriers to learning and summer data and pupil progress meetings demonstrated the impact of this on pupil's well-being and progress.

We were not allocated an Academic Mentor, however we trained a full time member of staff to deliver speech and language interventions across the school. This continues to have an impact on pupil confidence and access to the full curriculum.

The funding targeted at progress in reading enabled 1:1 phonics sessions during school holidays and before and after school. These were well attended and pupils made good progress, with some making exceptional progress. This contributed to 70% of our Year 1 pupils reading at the expected level at the end of Year 1 and 92% of those pupils now in Year 2 passing the Phonics Screen Check.

#### **Within our pastoral care provision:**

Through extending our pastoral team to include a Behaviour Mentor, we were able to target individuals, groups and classes where social, emotional or behaviour barriers were impacting

on learning. For 2020-21, this focused primarily in Year 6. The positive impact of this could be seen in the attitudes, confidence and academic achievement of the cohort by the end of the year.

Due to the positive impact on our pupils in 2020-21, we have continued to fund a school counsellor each week. We continue to identify pupils who may have barriers in emotional or mental health and who would benefit from specialist support.

We are now in our second year of our Thrive Approach Plan. The Thrive Approach Lead has seen a measurable impact on children accessing 1:1 sessions. Training on the Thrive Approach has now been delivered to all staff and this is now being used to identify barriers within individuals, groups and whole-classes.

Rather than on weekends, we opened school during the Easter and Summer holidays. We focused on a combination of academic and physical well-being within our Year 4 cohort and a respite focus for SEN pupils within our Resource Provision.

## 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*

<b>Programme</b>	<b>Provider</b>
TT Rockstars	Maths Circle
Thrive	Fronting the Challenges Projects LTD
Maths no Problem	Maths No Problem
Number Sense	Number Sense

