

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 | Gedney Church End Primary Academy |
| Number of pupils in school | 79 |
| Proportion (%) of pupil premium eligible pupils | 43% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021 - 2024 |
| Date this statement was published | 31 st December 2021 |
| Date on which it will be reviewed | 31 st December 2022 |
| Statement authorised by | Elaine Radley (CEO) |
| Pupil premium lead | Scott Pearson |
| Governor lead | Brian Collins (Chair) |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £45,730 |
| Recovery premium funding allocation this academic year | £4,930 |
| Pupil premium funding carried forward from previous years | £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 | £50,660 |

Part A: Pupil premium strategy plan

Statement of intent

At Gedney Church End Primary Academy Primary, we pride ourselves on having high aspirations and ambition for all children, regardless of their background. Pupil Premium is additional funding for schools to raise the attainment and progress of disadvantaged pupils and close the gap between them and their peers. The Government's current measure of disadvantage is any child who is or has been eligible to Free School Meals in the past six years. Evidence suggests that the average performance of disadvantaged children is below that of non-disadvantaged children and that progress is slower. The Pupil Premium, seeks to address these inequalities by providing schools with additional funding to support children who are at a greater risk of under-achievement.

Our PPM provision is carefully planned for disadvantaged children and to narrow any attainment gaps between contrasting groups. With this in mind, activities and support are designed after reflection on our own practice and in response to an evidence-based approach about what works best. We use the Education Endowment Foundation to inform our decision making. This has determined which types of intervention have been proven to have the most impact on children's progress and attainment. (Source: Education Endowment Foundation – Evidence summaries).

Objectives:

We have high expectations for all of our children and believe that with great teaching and a positive learning environment every child can fulfil their potential. Good teaching is the most important lever we have to improve outcomes for disadvantaged (all) children. Using Pupil Premium funding to improve teaching quality benefits all children and has a particularly positive effect on children eligible for the Pupil Premium. While Pupil Premium is provided as a different grant from core funding this should not create separation from whole class teaching. The majority of school strategies are targeted towards improvement in the attainment and progress of all children.

There is a strong evidence base showing the impact that high-quality interventions can have on the outcomes of children that face challenges. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and addressing wider challenges to learning, such as attendance, behaviour and social and emotional regulation. Funding is allocated within the school budget by financial year. This budget enables the school to plan its intervention and support programme.

Core Principles:

- We will ensure that the teaching and learning opportunities meet the needs of all the children.
- We ensure that each individual child is challenged and stimulated in their learning and is making progress at least in line with their starting points.
- We will ensure that appropriate provision is made for children who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed; in making the 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 a free school meal.
- We reserve the right to allocate the pupil premium funding to support any pupil or groups of children the school has legitimately identified as being socially disadvantaged.

Pupil Premium Grant Spending Focus:

It is always evidence based (primarily the Education Endowment Foundation) and has a three-tiered approach. It has then a three-tiered approach of:

Teaching

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

Wider strategies

Wider strategies relate to the most significant non-academic challenges to success in school, including attendance, behaviour and social and emotional support. While many challenges may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Limited opportunities for disadvantaged children to apply/bring contextual experiences to their learning – to develop and apply their language and communication skills to enable greater comprehension and inference in reading and organisation and composition in writing. |
| 2 | The impact of COVID 19 and loss of direct teaching has had a significant impact on the academic attainment of children across school. PPM children have lower outcomes compared to their non-PPM peers. |
| 3 | Children lack the experiences and vocabulary required of the current curriculum. This is particularly evident in the early years where speech and language is lower than expected on entry. |
| 4 | Less access to extra-curricular experiences that enhance the curriculum such as day trips out, music/ dance lessons, sports clubs etc. |
| 5 | Social and emotional experiences in home life impact significantly on family input into the education of a child. This can include the impact of mental health on the children and their families. Disadvantaged children experience low self-esteem and lack of resilience leading to lower self-expectation. |

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 |
|---|--|
| Narrow the gap by the end of KS2 in reading, writing and maths attainment and/or progress between disadvantaged and non-disadvantaged children. | Disadvantaged pupils to achieve at least in line with national averages for non-disadvantaged pupils. Gap between % of PP chn achieving EXS at the end of KS2 compared to non-PP children closes. |
| Increase the percentage of pupil premium children passing the Year 1 phonics screening test. | Disadvantaged pupils to achieve at least in line with national averages for non-disadvantaged pupils. |
| Improve the quality of teaching and learning through developing staff understanding of | Lesson observations, book monitoring and teacher discussion/ pupil voice shows |

| | |
|--|---|
| feedback, modelling and metacognition (staff development). | evidence of sustained, deliberate practice to develop these areas of pedagogy. |
| To develop the oracy skills of disadvantaged children to close the gap by the end of the Reception and Key Stage 1. | Language screen shows an improvement in early language acquisitions. Wellcomm assessments shows an improvement in early language acquisitions. |
| To reduce the impact of social and emotional experience in home life on attainment and wellbeing of the child through increased enrichment opportunities. | Increased participation of children accessing enrichment activities and trips to aid real life experiences. The Sutton Trust toolkit identifies positive gains in progress for Arts participation, outdoor learning and sports participation as having positive effects on pupil outcomes. |
| Provide personalised, targeted pastoral support for individual pupil premium children to support their emotional wellbeing in order for them to be happy, secure and fully engaged in all aspects of school. | Children will be identified based upon SEMH needs and possible external agencies support eg Early Help Plans, IEP. Specific social and emotional support for identified disadvantaged individuals e.g. ELSA, Lego therapy, art therapy. |

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: £13,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Pedagogy Ensure that all children are provided with consistent, high quality feedback in all subjects that is specific, accurate and clear to redirect or refocus children to achieve a goal – aligning effort and activity with an outcome so that children see the importance of effort and perseverance. Focussed development of other key pedagogical principles and high impact teaching strategies to include metacognition and modelling and explanation.</p> | <p>Education Endowment Foundation Feedback +6 months Metacognition +7 months “Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend.” (Sutton Trust Report, 2011)</p> | <p>1, 2</p> |
| <p>Ensure that disadvantaged pupils achieve in line with non-disadvantaged in phonics. All staff, incl TAs to receive training in Little Wandle Letters and Sounds. All pupils in EYFS and KS1, and some identified pupils in KS2 to receive daily BC phonics and reading input.</p> | <p>Phonics Toolkit Strand EEF Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> | <p>1, 2, 3</p> |
| <p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation - EEF</p> | <p>1, 2, 3</p> |

| | | |
|---|--|---------|
| Little Wandle Letters and Sounds | | |
| Purchase of wider reading 'Little Wandle' materials that closely matches our phonics scheme. | Phonics Toolkit Strand Education Endowment Foundation - EEF | 1, 2, 3 |
| Purchase of Active English to secure stronger teaching and learning of Grammar, Punctuation and Spelling. | Improving the Teaching and Learning of Literacy – EEF | 1, 2, 3 |
| Quality CDP for all staff members through the National College focussing on the benefits of metacognition, feedback and modelling strategies and approaches | Metacognition and self-regulation and feedback approaches have consistently high levels of impact, with children making an average of seven months' additional progress. (EEF 2018) Metacognition and self-regulation approaches aim to help children think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are usually designed to give children a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. | 1, 2, 3 |

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

Budgeted cost: £8,430

| Activity Add or delete rows as needed. | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|--------------------------------------|
| Recovery Grant Funding used to fund supply teacher to deliver 1:1 to 1:3 (max) intervention. Using Pixl QLA and therapies, writing at length and GPS. | One to one tuition EEF (educationendowmentfoundation.org.uk) Blocks of tutoring with a specific focus, evaluated every 6 weeks. | 1, 2 |
| To deliver high-quality intervention for PP learners through in-class support, additional sessions and 1:1 tutoring (utilising PiXL therapies) | One to one tuition EEF (educationendowmentfoundation.org.uk) | 1, 2 |
| Delivery of speech and language booster sessions – Nuffield Early | The Nuffield Early Language Intervention (NELI) has been found to improve children's language and early literacy skills. The programme involves | 1, 2, 3, 5 |

| | | |
|---|--|---------|
| Language Intervention (NELI) to improve listening, narrative and vocabulary skills. (Reception) | a trained teaching assistant providing short small-group and individual teaching sessions to around 3-6 children for 20-weeks. Robust evaluations found NELI children made on average 3 months of additional progress in language. | |
| Purchase Nessy and Clicker 8 spelling programmes to support GPS and vocabulary. | EEF – One to one tuition and Small group tuition Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. | 1, 2, 3 |

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

Budgeted cost: £29,155

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|--------------------------------------|
| Music tuition for PP pupils – Rocksteady or peripatetic Subsidised school trips/residential Subsidised extracurricular clubs | High levels of wellbeing and self-esteem can support pupils to meet their potential. Learning an instrument and challenging themselves through outdoor activities has shown increased resilience and improved synapse links. Arts participation - EEF (educationendowmentfoundation.org.uk) | 3, 4, 5 |
| Employment of Education Care Officer/TAC Lead to support individuals and their families regarding SEMH needs of the child(ren). | Prioritising Social and Emotional Learning to Improve Children's Outcomes - EEF | 4, 5 |
| Employment of part time Pupil Premium Champion | Prioritising targeted academic support and attendance/behaviour EEF Guide to Pupil Premium | 4, 5 |

Total budgeted cost: £50,585

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 the cancellation of statutory assessments in 2020 and 2021, internal assessment data (utilising Cornerstones assessments) has been used to identify areas for development and PP spending.

Our internal assessments during 2020-21 suggest that the performance of disadvantaged pupils was lower than the previous 2 years particularly in reading and maths (end of KS1 and KS2). This is despite being on track in 2019-20. Our outcomes are lower than expected mainly due to C19 impact, which disrupted all areas to some degree. This is evidenced across the country; findings show that closures had the most detrimental impact on disadvantaged children. During this time our school maintained a high-quality curriculum, including in times of closure/partial closure through live virtual teaching, Oak Academy resources and offering our most vulnerable children face to face teaching in school. Although attainment was lower than expected all disadvantaged children made progress during the year – please see more detail in the tabulations below.

| | Reading% | | Writing% | | Maths% | | Combined% | |
|-------------------|----------|--------|----------|--------|--------|--------|-----------|--------|
| | PP | Not PP | PP | Not PP | PP | Not PP | PP | Not PP |
| Year 1 (6) | 74 | 83 | 67 | 67 | 84 | 84 | 67 | 67 |
| Year 2 (7) | 57 | 86 | 29 | 43 | 43 | 71 | 29 | 43 |
| Year 3 (6) | 83 | 86 | 50 | 71 | 50 | 71 | 50 | 57 |
| Year 4 (4) | 0 | 13 | 0 | 13 | 25 | 38 | 0 | 13 |
| Year 5 (3) | 33 | 50 | 0 | 0 | 33 | 50 | 0 | 0 |
| Year 6 (6) | 50 | 67 | 50 | 66 | 50 | 67 | 50 | 67 |

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 |
|------------------|-------------------------|
| TT Rockstars | Maths Circle |
| Nessy | Net Educational Systems |