

Pupil Premium Strategy Statement



Gilberdyke Primary School 2021-2024

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 | Gilberdyke Primary |
| Number of pupils in school | 22/23: 212 23/24: 180 |
| Proportion (%) of pupil premium eligible pupils | 17% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021 - 2024 |
| Date this statement was published | 1 st December, 2021 |
| Date on which it will be reviewed | November, 2024 |
| Statement authorised by | Melissa Shirley |
| Pupil premium lead | Jo Beeston |
| Governor / Trustee lead | Jo Edwards (Trustee) |

Funding overview

| Detail | Amount |
|---|---------------------------------|
| Pupil premium funding allocation this academic year | 22/23: £53,625 23/24: |
| Recovery premium funding allocation this academic year | 22/23: £5365 23/24: |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £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 | 22/23: £58,990 23/24: |

Part A: Pupil premium strategy plan

Statement of intent

It is our intent at Gilberdyke Primary that all pupils, irrespective of background or challenges, make good progress and achieve well in all subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal and, where pupils are already high attainers, sustain that progress so that they achieve at a higher standard.

As a school, we carefully consider the barriers that all pupils face and in particular those who are vulnerable including, but not limited to, children with SEND or SEMH (social, emotional, mental health) needs, young carers, those who are looked after or adopted from care, poor attenders amongst other factors. It is our intention that ALL vulnerable pupils are supported by our planned activity, whether disadvantaged or not.

Evidence points to the fact that high quality teaching for all pupils is the strongest lever that schools have in improving outcomes for disadvantaged pupils. At the heart of our strategy is an investment in high quality teaching which not only raises attainment for this group of pupils, but also for those who are non-disadvantaged at the same time.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through 1:1 tutoring for pupils whose education has been worst affected.

Robust assessment will underpin the response to common challenges and individual needs, rather than making assumptions about the impact of disadvantage.

Our approach will be responsive to common challenges and individual needs, rooted in robust assessment, not assumptions about the impact of disadvantage. To ensure our approaches are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- closely monitor the progress of disadvantaged pupils

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, mobility, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally, particularly at the higher standard (GD)
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum

- Enable pupils to look after their social and emotional wellbeing and to develop the necessary characteristics to be successful in life.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

When making decisions about using Pupil Premium Grant funding it is important to consider the context of the school and the subsequent challenges faced, as well as implementing an evidence-based approach. The challenges are varied and there is no “one size fits all”. 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.

School Context

Gilberdyke Primary School is an average-sized school which currently has 210 pupils on roll. 39 pupils are in receipt of the Pupil Premium Grant (27 families). We are a rural village primary with increasing numbers of families now in receipt of the pupil premium grant. Local, low-paid employment during anti-social hours is increasing for parents and impacting on family life.

Key Principles:

- We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data.
- Class teachers will identify the specific intervention and support for individual pupils which will be reviewed at least termly.
- Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.
- We will ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---------------------|
|------------------|---------------------|

| | |
|---|--|
| 1 | <p>Increasing numbers of pupils are presenting with social, emotional and mental health barriers</p> <p>The school has seen a significant increase in the numbers of pupils requiring support due to SEMH needs. This has further increased with partial school closures and lockdown. A significant proportion of these pupils are from disadvantaged backgrounds. Pupils with these needs are often members of other vulnerable groups eg. mobile, SEND or have suffered ACEs and a significant proportion live in households with adults who suffer from mental health difficulties.</p> <p>The EWB and inclusion team have seen an increase in the number of disadvantaged families they are working with/supporting on a regular basis and in fulfilling our responsibility to provide early help so that children are ready to access the academic world, there is significantly increased demand placed on them.</p> |
| 2 | <p>Lower levels of oracy, communication and language impacts on pupil's achievement, particularly in reading & writing – often linked to fewer experiences outside their own home/village</p> <p>A significant proportion of pupils in receipt of PP funding have speech, language and communication skills that are below age-related expectation. Pupils' wider experiences are limited which often means they have a less well-developed vocabulary and repertoire of words to use in their writing. This is particularly evident in years 3, 5 and 6. Proportions of PP pupils attaining the greater depth standard in reading and writing needs to increase.</p> |
| 3 | <p>Lower levels of home reading, practise/support/resources to develop this fundamental skill which can be a barrier to accessing the curriculum in its entirety</p> <p>Close to 50% of all pupils in receipt of PP in years F2-Y5 are not supported at home with reading or home learning opportunities which slows their progress in reading over future years. Families have limited resources at home eg. books and wider opportunities like accessing the local mobile library service are not exploited.</p> |
| 4 | <p>Higher absence rates and lateness for disadvantaged pupils</p> |
| 5 | <p>A significant number of disadvantaged pupils who are currently in KS2 are below ARE in reading, writing and maths, particularly in the current Y3 and Y5 cohorts.</p> |

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 attainment in phonics for all pupils, particularly the disadvantaged. | Outcomes for disadvantaged pupils on the Y1 Phonics Screening Check is in line with non-disadvantaged. |
| Disadvantaged pupils who are also in other vulnerable groups attain as well as other pupils | Increased levels of attainment for pupils who have multiple barriers. |
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including verbal contributions to their learning, book scrutiny and ongoing formative assessment. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> The overall attendance rate for all pupils (including those in receipt of PP) being at least in line with or above national. <p>The proportion of all pupils who are persistently absent is below those nationally.</p> |
| Improved attainment in reading for disadvantaged pupils. | KS2 reading outcomes for 2024/25 show disadvantaged pupils are in line with, or above the expected and greater depth standard of all pupils nationally. See annual updates and progress against outcomes under 'Activity' section below |
| Improved attainment in writing for disadvantaged pupils. | KS2 writing outcomes for 2024/25 show disadvantaged pupils are in line with, or above the expected and greater depth standard of all pupils nationally. |
| Improved attainment in maths for disadvantaged pupils. | KS2 maths outcomes for 2024/25 show disadvantaged pupils are in line with, or above the expected and greater depth standard of all pupils nationally. |

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: £

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Purchase a validated SSP programme including CPD package to ensure accurate and consistent implementation (Little Wandle Letters and Sounds). CPD for ALL teaching and non-teaching staff | 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 | 2, 3, 5 |
| <p>Interim Activity Review/Impact 2021/22:</p> <ul style="list-style-type: none"> Consistent Implementation across all practitioners: Ofsted Sept 2021 <ul style="list-style-type: none"> July 2022 Y1 PSC results (all pupils): 91% July 2022 Y1 PSC results (PP pupils): 94% Feb '23: one pupil on track to pass PSC and attain ARE in reading | | |
| <p>Interim Activity Review/Impact 2022/23:</p> <ul style="list-style-type: none"> July 2023 Y1 PSC outcomes (all pupils): 83% (15/18) July 2022 Y1 PSC results (PP pupils): 100% (2) | | |
| Maths CPD (specific concepts like FDP) with Greg Wallace (<i>Effective Maths</i>) for ALL teaching and non-teaching staff | 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: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) | 2, 5 |
| <p>Interim Activity Review/Impact 2021/22:</p> <ul style="list-style-type: none"> Mathematics – Intent and Implementation – “The mathematics curriculum is a strength of the school. The knowledge and skills that pupils need to know is carefully sequenced and organised. Adults are skilled in questioning pupils to develop their mathematical language and thinking. As a result, pupils quickly develop confidence in mathematics.” – OFSTED Sept’ 2021 <ul style="list-style-type: none"> June 2022 – end of KS2 attainment = (all pupils expected+): 80% - National: 71% <ul style="list-style-type: none"> June 2022 – end of KS2 attainment = (PP pupils expected+): 80% (8/10) <ul style="list-style-type: none"> Feb '23: Y2 – 6/8 75% on track to attain ARE Y6 – 5/6 83% on track to attain ARE and 50% on track for GD | | |

| | | |
|---|--|---------------|
| <p align="center">Interim Activity Review/Impact 2022/23:</p> <ul style="list-style-type: none"> June 2023 – end of KS2 attainment = (all pupils expected+): 97% - National: 73% June 2023 – end of KS2 attainment = (PP pupils expected+): 100% | | |
| Clear identification of the needs of disadvantaged pupils through regular pupil progress meetings. | ‘Collecting data about the attainment and progress of pupils eligible for the PP can help schools to identify trends and target additional support.’ Pupil Premium Guidance.pdf (educationendowmentfoundation.org.uk) | 1, 2, 3, 4, 5 |
| <p align="center">Interim Activity Review/Impact 2021/22:</p> <ul style="list-style-type: none"> Staff talk with confidence through pupil progress meetings about the needs, progress and strategies utilised to best support PP pupils | | |
| <p align="center">Interim Activity Review/Impact 2022/23:</p> <ul style="list-style-type: none"> Pupil progress meetings this year were focussed on the wider curriculum as well as core subjects, acknowledging the conscious links made between subjects and drawing on the component knowledge and schema that the curriculum has been designed to create both in and across subjects | | |
| Revise marking & feedback strategies to best meet pupil need & increase progress for all groups | | 5 |
| <p align="center">Interim Activity Review/Impact 2021/22:</p> <ul style="list-style-type: none"> Continued into 2022/23 in light of curriculum reviews for foundation subjects | | |
| <p align="center">Interim Activity Review/Impact 2022/23:</p> <ul style="list-style-type: none"> Implementation of revised marking and feedback policy for Mathematics – demonstrating, (through pupil voice), that they are able to work with more confidence independently/with their partner in subsequent lessons, following revisions that have been implemented Assessment practice in wider curriculum reviewed and pupils demonstrating that success criteria (based on component knowledge) in subjects like history, support them well | | |

- The curriculum has been developed throughout 21/22 to take into consideration research & reviews.
- Internal CPD is undertaken and delivered by all staff as well as that provided by external specialists, including those within the trust. This has had a clear impact on standards.
- Frequent and targeted assessment practice/opportunities, as well as pupil progress meetings allow teachers to make accurate judgements about the needs of disadvantaged pupils. Meetings also take into consideration those pupils who are in vulnerable groups.
- Staff have been trained in a host of intervention programmes which are undertaken at timely intervals.
- One to one & small group tuition has resulted in strong progress and outcomes in core subjects by the end of KS2.
- We support our children by ensuring that emotional well-being support is available for those who need it, including families.
- Our breakfast club is very popular, and we target those in greatest of need.
- Pupils at Gilberdyke have benefitted from access to enrichment and wider opportunities building on their curriculum knowledge, cultural capital and character skills.
- 78% PP children accessed an extra-curricular club during the year 2022/23.

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

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>One to one or small group tutoring for pupils in year 6 (10/11 pupils) 15 weeks, one hour per week £3825</p> | <p>Tuition targeted at specific needs & knowledge gaps can be an effective method to support low attaining pupils/those falling behind, both 1:1:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | <p>2, 3, 5</p> |
| <p>Activity Review 2021/22:</p> <ul style="list-style-type: none"> Y6 pupils who accessed one to one tuition for maths: 8 PP pupils: (7/8) 88% achieved Exp+ One to one and small group tutoring will continue into 2022/23 for Y6 (spring and summer term) and also Y5 (summer term) | | |
| <p>Activity Review 2022/23:</p> <ul style="list-style-type: none"> Y6 pupils who accessed one to one tuition for maths: 6 PP pupils: (6/6) 100% achieved Exp+ One to one and small group tutoring will continue into 2023/24 for Y6 (spring and summer term) and also Y5 (summer term) | | |
| <p>CPD for ASAs to facilitate small group, 'keep up' interventions or pre-loading in phonics, reading and maths for disadvantaged pupils/ those most affected by pandemic</p> <p>Phonics: Y1 & 2 pupils (x10) NW salary £6021</p> <p>Early reading: F2/Y1/2/3 pupils xCS salary</p> <p>Maths: Y3/4/5 pupils xLF salary</p> | <p>Teaching assistant interventions have an impact through providing additional support for pupils that is targeted to their needs.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> | <p>2, 3, 5</p> |
| <p>Activity Review 2021/22:</p> <ul style="list-style-type: none"> 2022 Y1 PSC results (all pupils): 91% <ul style="list-style-type: none"> PP pupils: 94% | | |
| <p>Activity Review 2022/23:</p> <ul style="list-style-type: none"> 2023 Y1 PSC results (all pupils): 83% | | |

| | | |
|--|---|------|
| <ul style="list-style-type: none"> PP pupils: 100% | | |
| Phonics intervention groups for KS2 pupils using a DFE validated systematic synthetic phonics programme | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Phonics EEF(educationendowmentfoundation.org.uk) | 2, 5 |
| <p>Activity Review 2021/22:</p> <ul style="list-style-type: none"> Y3 pupils total on SSP programme: 23 and 15 completed (65%) <ul style="list-style-type: none"> Y3 PP on SSP programme: 4 and 2 completed (50%) | | |
| <p>Activity Review 2022/23:</p> <ul style="list-style-type: none"> Y3 pupils total on SSP programme: 7 and 5 completed (71%) <ul style="list-style-type: none"> Y3 PP on SSP programme: 3 and 2 completed (66%) | | |

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

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Role of emotional well-being officer in supporting the needs of PP pupils' SEMH needs and their families (2021/22:10/40 pupils) £3,130 | Whole school approaches and targeted interventions can have a positive impact on social and emotional outcomes. EEF Behaviour Intervention There is strong evidence associating social and emotional skills with improved outcomes at school and in later life. Social and emotional learning EEF (educationendowmentfoundation.org.uk) | 1 |
| <p>Interim Activity Review/Impact 2021/22:</p> <ul style="list-style-type: none"> Y6 PP pupils who received support/intervention from EWB outcomes: R: W: M: | | |
| <p>Interim Activity Review/Impact 2022/23:</p> <ul style="list-style-type: none"> Y6 PP pupils who received support/intervention from EWB outcomes (4/6 PP pupils): Reading: 100% Writing: (3/4 pupils)75% Maths: 100% | | |
| Free/subsidised breakfast club places to support with improving attendance and punctuality of PP pupils £1907 (5xpupils persistent absentees, 5xdays per week) £3902 (including PAs and PLAC for emotional supp) | | 4 |

| | | |
|---|---|------|
| Interim Activity Review/Impact 2021/22: | | |
| • | | |
| Interim Activity Review/Impact 2022/23: | | |
| • | | |
| Enrichment opportunities: Music tuition- in 1:1/small group led lessons £510 | There is a link between providing children with enrichment opportunities and positive academic, social and emotional outcomes. EEF Toolkit Life Skill and Enrichment | 2 |
| Interim Activity Review/Impact 2021/22: | | |
| <ul style="list-style-type: none"> Take up not sufficient amongst pupils (PP included) – decision to move to whole class instrumental tuition from Sept '22 (ukulele). Y3 cohort receiving weekly lessons for this academic year. Potential for ST-M (EWB worker) to continue tuition into next academic year. | | |
| Interim Activity Review/Impact 2022/23 | | |
| Enrichment through trips and visits subsidisation including Y6 Residential financial support for families (January) £2464 (11 pupils x £224 each) | There is a link between providing children with enrichment opportunities and positive academic, social and emotional outcomes. EEF Toolkit Life Skill and Enrichment | 2, 5 |
| Interim Activity Review/Impact 2021/22 | | |
| Interim Activity Review/Impact 2022/23 | | |

Total budgeted cost: £

Part B: Review of outcomes in 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. Review of intended outcomes from 2020-2021

| Intended outcome | Success criteria | Review |
|--|--|---|
| Pupils in receipt of PPG with SEMH needs/who are in other vulnerable groups, make progress in line with non-PP pupils (all year groups) | Progress for PP pupils is in line or better than that of non-pp pupils | <p>Internal assessments for 2020-2021 indicate that the progress and attainment of our disadvantaged pupils have been particularly negatively impacted by the pandemic and school closures for a number of reasons. These include: lack of face-to-face teaching; lesser engagement in remote learning than non-disadvantaged peers; lack of social interaction and wider opportunities; difficulties with teachers being able to provide meaningful feedback; lack of parental engagement.</p> |
| Pupils in receipt of PPG attain in line with national non-PPG in all core subjects by the end of KS2 and a greater proportion attain greater depth standard (making better than expected progress) | <p>Attainment of PP pupils is in line with non-PPG</p> <p>Progress for a proportion of PPG pupils is better than expected</p> <p>A greater proportion of PP pupils in Y2 and Y6 attain greater depth</p> | |
| PPG pupil's achievement improves in reading through targeted support at school and home | <p>PPG pupil's attainment improves</p> <p>PPG pupils make progress in line with non-pp in reading</p> | |
| Pupils in receipt of PPG in EYFS make expected or better progress in line with non-pp pupils | Progress for PPG pupils is in line or better than that of non-PP pupils | |
| Pupils in receipt of PPG attend in line with all pupils nationally and non-PP at the school | <p>PPG attendance will be in line with or better than non-PP</p> <p>NO PPG children will be persistent absentees</p> | |

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 | Online subscription |
| | |

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? | £620 |
| What was the impact of that spending on service pupil premium eligible pupils? | |

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.