

Pupil premium strategy statement – Garton on the Wolds CE Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	98
Proportion (%) of pupil premium eligible pupils	22.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2025 2025 - 2026 2026 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Jamie Baxter Headteacher
Pupil premium lead	Jamie Baxter Headteacher
Governor / Trustee lead	Mike Hood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,300
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year	£21,300

Part A: Pupil premium strategy plan

Statement of intent

At Garton on the Wolds Primary school, common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Our ultimate objectives are:

- To close the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.
- To ensure disadvantage pupils are provided with the same opportunities as non-disadvantaged pupils.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring 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.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- 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.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Reducing class sizes, where possible, thus improving opportunities for effective teaching and accelerating progress
- To allocate a trained TA within each class to provide small=group focused work on overcoming gaps in learning.
- 1-1 support/tuition.
- Additional teaching and learning opportunities provided by qualified teachers.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Resources are purchased to meet the needs of our disadvantaged children.
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Outside agencies used to support additional individual needs where necessary.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations indicate underdeveloped phonic skills and vocabulary gaps among a number of disadvantaged pupils.
2	Internal monitoring indicates that comprehension skills in KS2 are lower than those of pupils who are non-pupil premium.
3	Assessments indicate that several disadvantaged pupils require speech and language support.
4	Behaviour support, where required, for individual disadvantaged pupils.
5	Through observations and discussions with pupils, it is evident that some of our Pupil Premium children do not have the same rich and varied experiences as non-pupil premium pupils and this can then lead to an impact on attainment.

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
To improve phonics skills among disadvantaged pupils, ensuring they achieve age-related expectations and close the attainment gap with their peers.	• Disadvantaged pupils make measurable progress in phonics assessments each term, with a focus on closing the gap between their

	starting points and national benchmarks. • The percentage of disadvantaged pupils passing the Year 1 Phonics Screening Check increases, or aligns with or exceeds national averages. • Targeted interventions, including small group sessions, are implemented effectively, and regular monitoring shows improved outcomes for identified pupils. • High-quality phonics teaching is consistently delivered across all groups, evidenced through monitoring and staff feedback. • Staff are equipped with professional development opportunities to enhance their skills in delivering systematic phonics. • Parental engagement strategies, such as phonic workshops, result in increased home support for learning.
To enhance comprehension skills in KS2 among disadvantaged pupils, enabling them to access and engage with the curriculum effectively and achieve age-related expectations.	• Disadvantaged pupils demonstrate improved comprehension skills in termly assessments, closing the attainment gap with their non-disadvantaged peers. • An increased percentage of disadvantaged pupils achieve age-related expectations or above in reading comprehension by the end of KS2. • Regular monitoring of reading interventions, such as whole-class comprehension sessions and targeted support, shows sustained progress for identified pupils. • Staff effectively utilise evidence-based strategies for teaching comprehension, as observed in lesson planning and delivery. • Pupils effectively engage in reading activities, with improved confidence and participation during comprehension discussions. • Parental support initiatives, such as reading workshops or take-home reading resources, lead to increased reading engagement at home, as reflected in pupil progress and parental feedback.
To support the development of speech and language skills among disadvantaged pupils,	• Identified disadvantaged pupils make measurable progress in speech and

enabling them to communicate effectively, access the curriculum and achieve age-related expectations in speaking and listening.	language development as assessed through termly Speech and Language Therapist (SaLT) evaluations or standardised tools. • A structured speech and language intervention programme is implemented with regular monitoring showing sustained progress for targeted pupils. • Staff receive high-quality training to deliver effective speech and language support strategies in the classroom. • Classroom environments are enriched with resources and practices that promote speech and language development, such as vocabulary walls and structured oral language activities. • Pupils demonstrate improved confidence and engagement in speaking and listening activities during lessons and in social interactions. • Parents and carers of disadvantaged pupils engage with speech and language support initiatives, such as workshops and home practice resources.
To provide, where required, targeted behaviour support for disadvantaged pupils, fostering a positive and inclusive learning environment that enables them to engage fully in their education and achieve their potential.	• Disadvantaged pupils demonstrate improved behaviour as reflected in a reduction of incidents recorded on behaviour logs. • Targeted interventions, such as social and emotional learning programmes, show measureable improvements in pupils' self-regulation and social skills. • Pupils identified with behavioural challenges have tailored plans in place, with regular reviews showing positive progress towards agreed goals. • Staff receive training to implement consistent and effective behaviour management strategies, resulting in improved classroom environments. • Positive pupil voice feedback indicates disadvantaged pupils feel supported and valued within the school community. • Parental engagement with behaviour support initiatives, such as workshops or regular communication, leads to strengthened home-school

	collaboration and improved outcomes for pupils.
To provide disadvantaged pupils with access to rich and varied experiences that enhance their cultural capital, broaden their horizons and support their academic and personal development.	• All disadvantaged pupils have opportunities to participate in extracurricular activities, trips and enrichment experiences, with attendance records showing increased participation rates. • The curriculum is enriched with a wide range of cultural, artistic and sporting activities, ensuring disadvantaged pupils have access to high-quality experiences. • Pupil feedback and reflections demonstrate increased engagement, enjoyment and confidence as a result of participating in enrichment activities. • Financial support and resources, such as subsidising trips and access to clubs, ensure disadvantaged pupils do not miss out on enrichment opportunities. • Teachers incorporate experimental learning into lessons, resulting in improved pupil outcomes and engagement in key subjects. • Parental involvement in enrichment opportunities, such as school-organised community events, increases, fostering a supportive home-school partnership.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement systematic synthetic phonics programmes that are evidence-based,	This approach has been shown to significantly improve phonics skills among pupils, particularly those from	1

ensuring all teachers are trained in effective phonics instruction techniques.	disadvantaged backgrounds (Education Endowment Foundation, EEF Phonics).	
Incorporate regular assessments to monitor phonics progress and adapt teaching strategies accordingly. This ensures that all pupils receive the support they need to succeed.	The EEF's Improving Literacy in Key Stage 1 report emphasises the importance of diagnostic assessments to identify pupils' needs. Regular monitoring ensures interventions are targeted and timely.	1
All staff trained in RWI along with the tutoring and delivery of RWI groups.	RWI is a high effective approach to systematic phonics which has been approved by DfE. 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	1
Purchase of standardised assessments for reading comprehension. Training to be provided to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2
Implement evidence-based reading comprehension strategies such as reciprocal teaching, which encourages dialogue and peer teaching to enhance understanding.	The EEF Toolkit identifies reading comprehension strategies as having a high impact on pupil progress, with an average of +6 months of additional progress. Evidence (Rosenshine and Meister 1994) found that reciprocal reading teaching significantly improved pupils' reading comprehension skills.	2
Foster a culture of questioning in the classroom, where teachers model effective questioning techniques	The EEF Toolkit identifies metacognition and self-regulation as high-impact, low cost strategies (+7 months of additional progress). Encouraging pupils to ask and answer questions about texts promotes metacognitive thinking, helping them to	2

to deepen pupils' understanding of texts.	understand how to analyse, evaluate and interpret information. The National Literacy Trust emphasises the importance of questioning strategies. It identifies that modelling effective questioning helps pupils improve their ability to infer, predict and analyse.	
Implement strategies that promote language development through interactive storytelling, discussions, and vocabulary-building activities. This can include using visual aids and real objects to enhance understanding.	Speech and Language UK identifies to benefits of developing a communication-supportive classroom environment. (Speech and Language UK).	3
Allow pupils time to process information and formulate responses. This can be achieved by pausing after asking questions to encourage deeper thinking and more thoughtful responses.	The EIS completed research which identified 5 key strategies to support the development of speech and language with younger children – one of these linked with thinking time. (Communication High 5).	3
Teachers should model correct speech and language use during lessons, providing examples of how to articulate thoughts clearly and effectively.	The EEF's five evidence-based strategies to support high quality teaching.	3
Integrate social and emotional learning (SEL) into the curriculum to help pupils develop skills in managing emotions, setting goals and establishing positive relationships. Research shows that SEL can improve behaviour and academic performance	The EEF's Metacognition and self-regulation. Research identified one benefit being pupils having opportunities to reflect on and monitor their strengths and areas of improvement, whilst planning how to overcome current difficulties.	4

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

Budgeted cost: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring targeting specific pupils within school. A significant proportion of the pupils who receive tutoring will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support lower attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Implement phonics catch-up programmes during key parts of the schools day, including at BSC if required.		
Provide small-group sessions focused on comprehension skills, utilising trained teaching assistants to deliver targeted interventions.	Evidence demonstrates that teaching assistants can provide a large, positive impact on learner outcomes. It is important teaching assistants are trained to deliver the relevant interventions. (Education Endowment Foundation, Teaching Assistant Interventions).	2
Implement before-school reading clubs/interventions that offer additional support and practice in reading comprehension, creating a safe space for pupils to explore texts further.		
Integrate social and emotional learning (SEL) strategies to help pupils build confidence and resilience, which can positively impact their academic performance.	The EEF's Metacognition and self-regulation . Research suggests that social and emotional learning approaches has a positive impact, on average, of 4 months' additional progress over an academic year.	2
Use structured programmes that focus on speech and language development, such as small group sessions led by trained staff or speech therapists, to	Speech and Language UK identifies the benefits of targeted interventions to support pupils with speech and language difficulties. (Speech and Language UK) (Speech and Language UK)	3

provide personalised support.		
Establish clear benchmarks for assessing pupils' speech and language skills, allowing for timely adjustments to interventions based on individual progress.		
Speech and language therapist supports Teaching Assistants to plan and deliver speech and language interventions.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	
Provide targeted support through small-group sessions focusing on behaviour management strategies. Tailoring these sessions to specific needs can help disadvantaged pupils develop better coping mechanisms.	The EEF's Targeted academic support .	4
Develop programmes to engage parents in supporting their children's behaviour at home. Workshops or resources can help parents reinforce positive behaviour strategies, creating a consistent approach between home and school.	The EEF's Toolkit highlights parental engagement as having a moderate impact at a low cost.	4

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

Budgeted cost: £5300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that all pupils have access to digital resources and	The National Literacy Trust has highlighted that digital tools can be effective in engaging children in phonics	1

technology that can support phonics learning, particularly for those who may not have these resources at home.	learning, especially when these tools are tailored to children's needs and interests.	
Create a literacy-rich environment within the school, including access to a variety of books and reading materials that reflect the interests and backgrounds of all pupils.	Neuman and Celano (2001) shows that access to high-quality books and reading materials is a critical factor in closing the literacy gap between disadvantaged pupils and their peers.	2
Develop partnerships with local libraries and community organisations to provide additional reading resources and support for disadvantaged families.	National Literacy Trust research highlights that community-based interventions, such as partnerships with local libraries, have a positive impact on reading attainment, especially for children with disadvantaged backgrounds.	2
Develop partnerships with local libraries to encourage reading outside of school, providing access to a wider range of texts and resources for disadvantaged pupils.		
Establish partnerships with local speech and language services to provide additional support and training for staff, ensuring that interventions are effective and evidence-based.	Practical approaches identified by DCC to support the development of speech and language.	3
Collaborate with external agencies to provide additional support for pupils facing significant behavioural challenges. This could include counselling services or mental health support tailored to the needs of disadvantaged pupils.	The EEF Toolkit highlights the impact social and emotional learning interventions can have on pupil outcomes, particularly in terms of behaviour, emotional regulation and academic achievement. The toolkit emphasises that interventions, involving external agencies, can significantly improve pupils' emotional wellbeing.	4
ELSA sessions to be used to support mental health and wellbeing and additional time to be provided to the ELSA lead so that ELSA sessions can occur.		

Organise extracurricular programmes that expose pupils to new experiences, such as arts, sports, and cultural events. These activities can significantly enhance pupils' cultural capital and personal development.	A DfE review in 2019 found engagement in the arts led to improvement in pupils' academic achievement and personal development. The EEF Toolkit also highlights that arts participation and sports activities have a moderate to high impact on pupil academic outcomes.	5
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Total budgeted cost: £21,300

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In this document, we provide an outline of the performance of our school's disadvantaged pupils during the previous academic year (2023-2024). Drawing on national assessment data alongside our internal summative and formative assessments, we aim to furnish a clear overview of the educational outcomes achieved by these pupils and the subsequent impact of the Pupil Premium funding.

To ensure a thorough assessment, internal evaluations were conducted utilising the school's online assessment system. In addition to these internal assessments, we employed NFER Tests across Key Stages 1 and 2. Further evaluations were undertaken at the conclusion of the academic year, which included the completion of Key Stage 2 statutory assessments and the Year 1 Phonics Screening check. The results garnered from these various assessments offer insights into the achievements and challenges faced by our disadvantaged pupils.

The data indicates that, within Key Stage 1, which comprised five disadvantaged pupils, 60% were performing at the expected standard in Reading, Writing, and Mathematics. The remaining pupils were identified as working towards the expected standard. Furthermore, in the Year 1 Phonics Screening, we assessed four disadvantaged pupils, of whom three - representing 75% - successfully passed the phonics check.

For Year 3, 4, and 5, there was a cohort of 12 disadvantaged pupils. In Reading and Writing, 58% were identified as working at the expected standard for their respective age group. This was augmented by an increased number of 67% of disadvantaged pupils reaching the expected standard in Mathematics. In Year 6, we had one disadvantaged pupil who not only met the expected standard in Mathematics but achieved greater depth in both Reading and Writing.

The overall performance of disadvantaged pupils, based on the aforementioned outcomes, met expectations and, in Key Stage 2 national tests, exceeded them. Taking these insights into consideration, the school is committed to further enhancing the support provided to disadvantaged pupils, particularly in developing their comprehension skills, which is a critical area for educational and personal growth.

In addition to analysing academic outcomes, we have revisited other key aspects of the previous Pupil Premium plan. Below, we summarise the impact of the funding across three critical areas: Teaching, Targeted Support, and Wider Strategies.

In terms of **Teaching**, the school continued to allocate funding for a Speech and Language specialist to assist targeted pupils. This provision was consistent throughout the academic year, enabling the effective implementation of key strategies within the classroom setting, particularly by teaching assistants who were engaged in the one-on-one sessions. The impact of this initiative has been significant, and the school plans to perpetuate this approach for Pupil Premium pupils.

The provision of Continuous Professional Development (CPD) focused on Phonics has been instrumental in the elevation of high-quality phonics instruction within the school. The benefits of this training are evidenced in the phonics results obtained. Additionally, the school invested in purchasing NFER tests for pupils in Years 1, 3, 4, and 5 each term. The results derived from these assessments provided pivotal support for teacher evaluations regarding Pupil Premium attainment and progression. Utilising these assessments, we were able to identify learning gaps, thereby allowing for the timely implementation of relevant interventions.

Staff training was also provided to optimise the use of an updated SEND support format that is shared with parents. Such training ensured that staff were equipped to employ this new format effectively, thereby promoting the progress of several pupils who are not only disadvantaged but also on the SEND register.

The area of **Targeted Support** saw the implementation of various interventions throughout the 2023/24 academic year tailored specifically for Pupil Premium pupils. These interventions varied in frequency; some occurred daily, while others were scheduled several times weekly. Significant emphasis was placed on early morning sessions, particularly for Years 5 and 6, where pupils were invited to attend additional Maths sessions led by a highly skilled teaching assistant. The latter also provided support to these pupils through other intervention activities during the week.

The use of innovative tools such as Seesaw, Purple Mash, and TTRockstars for setting individualised work for pupils proved beneficial. Moreover, targeted phonics support sessions aimed at key disadvantaged pupils yielded substantial improvements in progress and achievement, as reflected in the successful phonics results for 2023/24.

Continuing with targeted support, specific pupils benefitted from school-funded speech and language sessions. The school also endorsed the release time for support staff members to ensure effective follow-up interventions. The provision of release time for teachers enhanced participation in Pupil Progress Meetings alongside the Headteacher, Assistant Head, and SENCO. Discussions during these meetings included an evaluation of current assessment data, identification of pupils who were not on target, and the exploration of strategies to provide additional support. Disadvantaged pupils stood at the forefront of these conversations, with comprehensive analysis undertaken in key areas such as Reading, Writing, Mathematics, and Grammar, Punctuation, and Spelling (GPS).

Furthermore, the school engaged a SEND advisory teacher to conduct critical assessments with targeted pupils. Subsequently, a detailed report was presented to the school outlining key recommendations for further action.

The implementation of **Wider Strategies** also represented a crucial component of our Pupil Premium funding approach. The school leveraged this funding to facilitate key visits throughout the 2023/24 academic year, ensuring that all pupils had access to enriching experiences both on-site and off-site. Where necessary, funding was allocated to support clubs, activities for Pupil Premium pupils, as well as one-on-one music tuition.

Attendance figures for Pupil Premium pupils have shown an encouraging rise, primarily attributed to the strategic initiatives implemented by the school. Strengthened partnerships with

the Education Welfare Officer (EWO) service were further enhanced during 2023/24, resulting in meetings that now occur half-termly.

A summary of attendance results for the 2023/24 academic year is as follows:

- Overall Attendance for All Pupils: 95.3%
- Attendance for Pupil Premium Pupils: 94.3%

Moreover, the Emotional Literacy Support Assistant (ELSA) was allocated release time to support pupils necessitating specific assistance with their emotional development. This support was conducted regularly and positively impacted not only Pupil Premium pupils but the wider school. A new staff member is currently undergoing training to take on the lead ELSA role in the 2024/25 academic year.

Furthermore, one staff member, serving as the school's Mental Health First-Aider, underwent additional training related to mental health and physical education. This individual regularly provided guidance within the school and initiated a Wellbeing Newsletter aimed at supporting pupils and their families at home.

In conclusion, based on the information outlined above, it is evident that the performance of our disadvantaged pupils has overall met expectations but has also achieved the intended outcomes delineated in the previous statement. Continuous evaluation and subsequent adaptations to our Pupil Premium strategies will be crucial as we strive to further enhance educational equity and support for all pupils in our care. Our commitment to fostering an inclusive and supportive educational environment remains steadfast and we look forward to building on the successes achieved in the past academic year.

Externally provided programmes

Programme	Provider
RWI	Ruth Miskin
TTRockstars	Maths Circle Ltd
Mathletics	3P Learning
Purple Mash	2 Simple

