

Garton on the Wolds CE Primary School

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	Garton on the Wolds
Number of pupils in school	89
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mr Baxter Headteacher
Pupil Premium lead	Miss Fox Assistant Head
Governor / Trustee lead	Mike Hood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,035
Recovery premium funding allocation this academic year	£2517
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	£19,192

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 through school led tutoring delivered 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 residential. 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	Internal and external (where available) assessments indicate that attainment is lower among disadvantaged pupils in the core subjects. It is also clear that a number of Pupil Premium pupils have greater difficulties with phonics than their peers and this then impacts upon their reading.
2	Behaviour support for individual children.
3	Some of our Pupil Premium pupils also fit into another vulnerable group such as having an additional Special Educational Need.

4	Some of our Pupil Premium children do not have the same rich and varied experiences as non – pupil premium children.
5	Attendance and punctuality issues for some Pupil Premium pupils.
6	Mental health and wellbeing of Pupil Premium pupils particularly after the national school closures due to the Covid-19 pandemic.

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
1. Pupil premium children will make good or better progress in Reading, Writing, Maths and Science. Pupil Premium pupils will also improve their phonic knowledge through use of in house strategies.	• PP children develop a love of reading and writing. • PP children engage in the reward schemes set. • PP children regularly heard read by an adult at home (filling in logs) and an adult in school • Opportunities are provided for pupils to write for purpose. • Fast Track Tutoring is filling gaps in phonics knowledge. • Improvements in outcomes in Reading, Writing and Maths over time, with an increase in the percentage of PP pupils achieving the expected standard. • The School-Led Tutoring is having an impact on target focused areas for individual need.
2. To provide behaviour support for individual children.	• Outside agencies have been involved to support individual children to help them with their mental health and well-being. • ELSA trained HLTA has delivered emotional and wellbeing sessions to specific Pupil Premium pupils..
3. For Pupil Premium children who have additional SEND need, to receive a tailored curriculum if needed, along with termly support plans and interventions.	• Identified SEND pupils receive interventions, termly support plans and extra support if needed to allow them to develop to their full potential.
4. For Pupil Premium children to enjoy the wide range of enrichment activities we have on offer at Garton School.	• A wide range of extra-curricular activities have been offered to tap into our children's passions

	• Pupil Premium children have chosen to join a club and this has been provided free of charge. • Discounts in line with our charging policy have continued to apply to Pupil Premium families for all enrichment opportunities to include trips and visits, music lessons, residential etc. • Children have been able to learn a new skill or continue playing an instrument they had been learning.
5. Attendance of our Pupil Premium pupils to be no lower than the attendance for our non-pupil premium pupils and to sustain and improve attendance for all pupils.	• School Office have promptly called/text families who have an absent child without reason. • An attendance list has been used by the pastoral team of pupils we know who have historic attendance issues. • Extremely poor attendance (below 90%) has been challenged with communication (in the form of a letter initially) from the Headteacher. • Additional support has been provided by the Education Welfare Service and relevant action plans implemented. • The attendance gap between Pupil Premium and non-pupil premium has narrowed.
6. The mental health and wellbeing of Pupil Premium Pupils to be supported throughout the school year.	• PHSE Scheme has been used to support the mental health and wellbeing of Pupil Premium pupils. • Purchased KS2 Mental Health units have been used to support the mental and health and wellbeing of Pupil Premium pupils. • ELSA used for targeted pupils when and where required; this includes Pupil Premium and non-pupil premium pupils. • Open-door policy promoted and Pupil Premium parents feel they can speak to the school about any concerns, including ones linked with mental health and wellbeing. • Member of senior staff has been trained in Mental Health First Aid.

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: £9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All teachers trained to deliver mindfulness approach to any identified individual children.	Calmness within the classroom helps support mental health which enables the children to learn. This has an impact on the well-being and willingness to learn. EEF(3)	1
Specialised TAs are taught by speech and language therapist to target gaps in pupils' language.	Speech and language are one of the main barriers to pupils progressing in reading, writing, maths and the wider curriculum. EEF (3) 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)	1
All staff trained in RWI along with the tutoring and deliver 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. Training to be	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the	1

provided to ensure assessments are interpreted and administered correctly.	correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	
Teacher appointed to work within Year 4/5 cohort to allow Year 6 and Year 3 cohort to be taught as two small classes.	EEF(+3) As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our KS2 cohorts and have identified that small classes would allow teachers to increase the amount of attention each child will receive.	1,2 and 3
Training provided to all staff on the new termly support plan which encompasses the whole child.	EEF (1) – Treat implementation as a process. This is ongoing and targets are reviewed for all pupils, including those who are Pupil Premium.	3

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

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led 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 low 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

	Having analysed our cohorts, we have identified the children who need support to address gaps. These pupils will access School-Led Tutoring for key areas.	
Quality first teaching for all pupils. TA CPD is ongoing for Maths and English by leads Maths and English are high priority across school.	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Sutton Trust – quality first teaching has direct impact on student outcomes. Training and supporting highly qualified teachers deliver targeted support.	1 and 3
Purchase web-based programs to be used in school and at home: • Seesaw • Purple Mash • Mathletics • TTRockstars	EEF guide to Pupil Premium – targeted academic support EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice.	1 and 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be completed through RWI Fast Track Tutoring.	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 and 3
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) High quality small group interventions Specialist therapists will train up staff they work with in school, therefore upskilling them and increasing their knowledge. Specialists lead CPD sessions and clinics with individual pupils and staff. Proven interventions are used, with evidence supporting the development in	1 and 3

	social skills, speech and language, behaviour and mental health. EEF – social and emotional learning – improves interaction with others and self-management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.	
Identified interventions will take place during Early Morning Maths sessions and throughout the day.	Higher attainment in reading indicates better life chances Reading a wide variety of genres will support vocabulary acquisition Interventions to close gaps.	1 and 3
1:1 pupil progress meetings with teachers and the Headteacher & the Assistant Headteacher.	Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collective responsibility for PP children's progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.	1 and 3

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

Budgeted cost: £4192

Activity	Evidence that supports this approach	Challenge number(s) addressed
Exciting trips and visits will be planned to enhance the curriculum including residential for Year 5 and 6	Children who are exposed to these have an enhanced knowledge and understanding of the world. When finance isn't a factor for families, they almost always want their children to experience these	4
Supporting the funding of musical instrumental lessons	Children who are able to follow their hobbies and passions without finance being a barrier and they will be able to foster their love of music raising their self-esteem.	4
ASC sporting activities will allow all children to be able to access a range of sports.	Children who are able to follow their hobbies and passions without finance being a barrier and they will be able to foster their love of sport raising their self-esteem.	4

Attendance procedures to be reviewed to better support the attendance of Pupil Premium Pupils. School to read and where appropriate embed principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Evidence is clear that children need to be in school to reach their full potential. Children not attending school will be missing out on significant learning and other aspects including social opportunities.	5
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. Additional outside agencies to be used when required.	ELSA used effectively in many schools to support individual need. Will be delivered to children who have an emotional need with the aim to help each child to be happy.	6
Senior member of staff trained in Mental Health First Aid.	Support provided from the DfE to train a member of staff due to the ongoing benefits it will have on pupils in school and on other staff.	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £21,035

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.

The National School Closure due to the Covid-19 pandemic (January 2021 – March 2021) meant a number of children across school accessed remote provision at home. On average, 38% of pupils accessed key worker/vulnerable provision. Pupil Premium Pupils, who were not eligible to access in school provision, were offered a place in school if it was thought it would be beneficial to the child. Weekly phone calls home were made by class teachers to provide support and guidance to parents/pupils. These phone calls were well received by members of the school community.

Remote provision was provided using the Seesaw app and this was in line with the School's Remote Learning Plan. This was successful and provided clear structure for all pupils including those who are Pupil Premium.

Due to the cancellation of statutory tests, there was no national data available. Internal assessments were completed using the school's new online assessment system. NFER Tests were also used by the school across KS1 and KS2 and further assessments were carried out at the end of the academic year.

End of year results for PP:

Year 1 – No PP children

Year 2 – 100% Expected in Reading, Writing and Maths.

Year 3 – 100% Above in Reading, Writing and Maths.

Year 4 - 100% at Expected in Reading and Writing. 33% at Expected in Maths.

Year 5 – 86% Expected or above (43% Above) in Reading. 86% Expected or above (28% Above) in Writing. 86% Expected or above (14% Above) in Maths

Year 6 – 100% Expected Reading. 67% at Expected for Writing and Maths

This has been a challenging year for all schools and the children. However, we have been very successful in the summer term when providing children opportunities to go on educational visits and the Year 6 residential. The school also had visits from Air Ambulance, Police, Islamic Visitor and a Grandma to talk about Florence Nightingale.

ELSA has continued all year for identified children. Work was sent home for children who need extra support due keyworker cover. Identified children received extra phone calls home.

Extremely Vulnerable were invited to attend school. Identified children have also been receiving support from a fully qualified Mental Health Nurse.

The Seesaw app was used effectively throughout the year to support home school learning which enabled the children to make progress. The teachers made sure the work was differentiated so all children could make progress.

All children will have attended an educational visit linked to their topic. All children will have had a visitor to school to enhance the curriculum. 100% of children will have taken part in an enhancement activity provided at school over the year

100% Year 6 children took part in the residential to Spiers Bank House

All classes participated in a visit in the Summer Term. Year 6 children enjoyed a residential too. The children enjoyed a visitor from an Islamic speaker.

Externally provided programmes

Programme	Provider
RWI	Ruth Miskin
TTRockstars	Maths Circle Ltd
Mathletics	3P learning
Purple Mash	2 simple

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Small class sizes ELSA sessions
What was the impact of that spending on service pupil premium eligible pupils?	Good progress has been made for these children.