

Pupil premium strategy statement

Little Gonerby Church of England Primary Academy

This statement details our school's use of pupil premium (and recovery 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	157
Proportion (%) of pupil premium eligible pupils	31.2%
Academic year/years that our current pupil premium strategy plan covers	2024 – 2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2026
Statement authorised by	Joe Hawkins Headteacher
Pupil premium lead	Joe Hawkins Headteacher
Governor / Trustee lead	Emma Twycross

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,660
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£66,660

Part A: Pupil premium strategy plan

Statement of intent

Jesus said 'I have come that you may have life in all its fullness' (John 10:10). He calls us to a full life in mind, body, heart and spirit.

We believe the purpose of education is to nurture and enable every child to thrive and to be the person they are fully capable of being. It is our intention that all pupils, irrespective of their background or the challenges they face, make at least 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 making further progress for those who are already high attainers.

We have identified key barriers to disadvantaged pupils, so this strategy identifies how we intend to tackle them and to ensure our pupils succeed. Our ultimate goal is to ensure that our disadvantaged children close their attainment gap due to quality-first teaching. However, in order to teach children, they need to attend school – one of our key strategies is to continue to raise attendance levels for all children, particularly those who are disadvantaged. We will work with our families to identify any barriers to attending school and find ways to overcome them.

Our strategy will be responsive to common challenges and individual needs, alongside robust diagnostic assessment and engaging with research from the EEF and other agencies. Furthermore, it is important that all children have their emotional needs met so they are in a position to learn. We will work with children to provide opportunities for them to self-regulate and teach them how to identify and manage their feelings.

Our curriculum offer, quality-first teaching and pastoral support will ensure our disadvantaged pupils – and those who are not disadvantaged – make excellent progress.

Challenges

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

Challenge number	Detail of challenge
1	Observations and discussions with pupils & their families indicate that many who are disadvantaged have low self-esteem, poor resilience and need support with their social, emotional & mental health. Over 50% of all disadvantaged pupils are accessing pastoral support. This has also impacted families, who themselves may find their SEMH needs challenging and need support in engaging with school.

2	Observations and discussions with staff, pupils & their families identify that some disadvantaged pupils need support managing their emotions and behaviour. Significant pastoral support is needed to ensure that these pupils are able to self-regulate – this will remove barriers to learning and will therefore impact progress.
3	Although there have been improvements in the previous academic year, attendance for disadvantaged pupils is lower compared to those who are not disadvantaged. In the academic year 2023-24, disadvantaged pupils' attendance was 89.7%. This is considerably lower than other groups of learners and also national figures. By 2024-25, this had risen to
4	Assessments, observations and discussions with pupils across the school indicate underdeveloped communication and vocabulary among many disadvantaged pupils. On entry to Reception, a majority of our disadvantaged pupils were working well below / just below expectations in Reading and Writing.
5	Internal assessments and in school data analysis indicates that Writing attainment is low from Year 1 – Year 4, in particular for many of our disadvantaged pupils. Overall attainment, including in Reading and Mathematics, is also low for some of our disadvantaged pupils.

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
Children's wellbeing enables them to engage fully with learning in the classroom.	Children are ready to learn and are able to display appropriate behaviours in response to different emotions. Children are able to utilise self-regulation techniques.
Families are able to support their child's learning at home and school.	Parents feel more confident in supporting their child's learning at home with strategies to support positive behaviour and using strategies for Reading, Writing and Maths as in school. Increased engagement of families through drop ins, parents' evenings, parent workshops, pastoral/SEND sessions and parent events. Families engage with Early Help.
Increased rate of attendance for disadvantaged pupils so that gap between disadvantaged and non- disadvantaged pupils narrows or closes.	Attendance levels are above 95% for whole school. Increases seen as individual pupils as well as a group as a whole. Persistent absence is in line or better than national figures, particularly for disadvantaged pupils.

	School Attendance Champion, SLT Administrator to monitor weekly, using systems to immediately highlight issues.
Improved speaking & listening, oral language skills and use of vocabulary across the curriculum.	Pupils ask and respond to questions to peers and adults, using full sentences. Pupils are able to communicate their needs and feelings orally. Pupils use their vocabulary and language within play and across different subjects. Pupils will apply their oracy and use of vocabulary in their writing.
Outcomes in Reading, Writing and Maths are closing or are closed to the national average for disadvantaged pupils and non-disadvantaged pupils. Alongside internal data for Writing, this includes: - EYFS – GLD. - Year 1 – Phonics. - Year 2 – Phonics re-take.	Teacher assessment data shows the gaps are beginning to narrow in Reading, Writing and Maths. Quality-first teaching principles implemented in all lessons, including same-day interventions. Children make good or better progress, reflected in our termly assessments.

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: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase additional resources for systematic, synthetic phonics scheme Little Wandle and associated reading schemes. Ongoing training for staff to ensure effective knowledge and delivery of Little Wandle through being a partner school with English Hub.	EEF state phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. This is based on extensive evidence and provides high impact. Phonics EEF (educationendowmentfoundation.org.uk)	4 5
Purchase of standardised diagnostic assessments. Training for staff 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: Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)	4 5
Continuation and embedding of oracy skills through use of Language Link in EYFS, explicit teaching of vocabulary across the curriculum, use of Picture News in Collective Worships.	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Oral language interventions EEF (educationendowmentfoundation.org.uk)	4
Use of SCARF scheme to develop the children's social, emotional and mental wellbeing in PSHE lessons.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers).	1 2 3

Pastoral staff to deliver social and emotional interventions.	NFER research 2015 has identified that addressing attendance and behaviour is a key building block in raising disadvantaged pupils' attainment. EEF Toolkit highlights the use of social and emotional learning can boost progress by an additional +4 months and behaviour interventions and parental involvement can add up to +3 months: Social and emotional learning EEF (educationendowmentfoundation.org.uk) With the additional need for Early Health Assessments and Children's Services involvement to be contacted or written, support is required.	1 2 3
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £15,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional interventions of phonics for disadvantaged groups of pupils.	Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low-attaining pupils or those falling behind (+4 months): Small group tuition EEF (educationendowmentfoundation.org.uk)	4 5
Targeted support for disadvantaged children – and those with lower attainment – through additional interventions in other year groups, focusing on reading & writing skills in particular.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups (+4 months) and can improve the quality of feedback given to make progress (+6 months): Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)	4 5
WellComm programme for Speech & Language.	Individual support targeted at improving pupil's Speech & Language skills can improve communication, leading to progress across the curriculum (+7 months): Communication and language approaches EEF (educationendowmentfoundation.org.uk)	2 3 4

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

Budgeted cost: £23,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour and how best to support children with self-regulating & managing their behavioural needs and for staff to understand root causes of behavioural needs. This will help to develop our school ethos and improve behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects (+4 months): Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1 2
Embedding principles of good practice set out in the DfE's Working Together to Improve School Attendance advice. This will involve training and release time for staff to develop and implement new procedures, as part of their Attendance Champion role.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1 2 3
Pastoral support and interventions in place for children to raise their social and emotional wellbeing, including access to use of the Mental Health Support Team, targeted clubs, use of Hamish & Milo interventions.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers): Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1 2 3
Regular updates with families, workshops, attendance panels, pastoral support for vulnerable families (to include accessing and signposting families to appropriate external agencies)	Supporting families and parents has a positive impact on children's attainment, leading to +3 months in learning gains over the year. Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	1 2 3

Revised positive strategies to improve attendance and links with families, such as class attendance weekly award, Headteacher awards, regular celebrations via ParentHub, Class Dojos and Celebration Worships.	Research suggests that a wider approach to promoting positive experiences At school with improve children's likelihood of attending school, and also parental attitudes: Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)	1 2 3
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Total budgeted cost: £66,660

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Systems that were put in place to track the progress and attainment of PP children were improving with the accuracy of the reported data. Data, particularly Writing, has been moderated and checked against other schools. Regular assessments, use of assessment for learning, and Pupil Progress Meetings have continued to be utilised fully this year.

Changes to the curriculum have been well-researched and embedded to ensure better outcomes for all pupils. One particular area of focus has been developments to the Reading curriculum which has positively impacted on all pupils, including those who are PP. There has been a significant focus on phonics in EYFS and Year 1, for all groups of learners, which is reflected in the overall improving data. The implementation and continuous CPD & monitoring of an SSP has had a significant impact. Phonics data has remained higher than some previous years for PP and non-PP children (Year 1 this year 50% PP vs 72% non-PP). Our school is a 'Partner school' for phonics in September with the local English Hub, so we are looking forward to seeing the positive impact this will bring for the pupils and staff.

Despite there being an attainment gap between PP and non-PP children in some year groups, the in-year progress that the PP children have made is positive, which suggests that they are making in-roads to close the attainment gap. Through quality first teaching (QFT) and CPD provided for staff, gaps in knowledge are quickly identified and closed through same-day interventions. Through analysing the outcomes of the Year 3 and Year 4 NFER tests, it has been clear that the PP children in particular have needed additional support with accessing tests. They have made significant progress with their Reading, Writing & Maths, thus beginning to close the attainment gap.

Meeting the social, emotional and mental health needs of the children has been critical to reducing and removing barriers to learning. Our pastoral team – a Family Support Advisor and a Pastoral Teaching Assistant – have worked closely with external agencies including the Mental Health Support Team (MHST), and the Behaviour Outreach Support Service (BOSS). The MHST have led workshops in school both for children and families, and BOSS have led workshops for parents. Some of our children are now accessing regular MHST support and also that from Healthy Minds – this is helping them to understand and regulate their emotions, improve their learning behaviours and to address worries & anxieties. There has been a continued use of our SEMH intervention package – Hamish & Milo – which has had a positive impact on the pupils too. Regular pastoral interventions, dialogue & meetings with families, and support at playtimes & lunchtimes have supported the more vulnerable pupils. With this support, these children have barriers to learning reduced or removed and are then able to access their learning and make progress.

Where appropriate, children who are PP have been supported to apply for leadership roles across school and also to take part in extra-curricular clubs – internal tracking is showing an increase in PP children who do either of these. We have actively worked to remove barriers for PP children accessing these. Vulnerable groups have also been targeted for local sporting events (such as boccia) which is raising their enjoyment of school and the experiences on offer.

Attendance showed continued improvements from the previous years – the three-year trend for attendance for all groups of pupils is positive and on an upwards trajectory. The attendance of PP children has risen by almost 3% from last year to this year, closing the attendance gap with non-PP pupils. The SLT and Family Support Advisor's continued focus on attendance and supporting families with improving this helped to raise overall figures, as well as a continued high profile of good attendance. Engagement with local attendance clusters, termly targeted attendance meetings, sharing detail

attendance analysis' with families, celebrating good attendance, carrying out attendance/late audits, attendance initiatives, rigorous analysis of attendance & trends, and following DfE attendance guidance have all contributed to these improvements. We will continue to embed the good practice for promoting attendance next year. Persistent absence has also improved from year-on-year and is beginning to close for PP vs non-PP pupils.

A focus on language acquisition has started to improve children's attainment from their starting points, using a language-based programme. This has been particularly beneficial in EYFS so far, where many children (both PP and non-PP) have a weak understanding of vocabulary. The benefits of this have clearly impacted outcomes for both PP and non-PP children. The language programme will continue to be embedded in EYFS next academic year. There is a significant proportion of the EYFS cohort who have SEND, particularly with communication & interaction.

Externally provided programmes

Programme	Provider
WellComm	GL Assessment
Hamish & Milo	Hamish & Milo Wellbeing Resources
LiteracyShed+	EdShed
TT Rockstars	Maths Circle

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
The following support was provided, where appropriate: - Additional pastoral interventions. - Pastoral Teaching Assistant support. - Social skills development. - Pastoral coffee morning. - Additional support during transition. - Lego Therapy sessions (Autumn term).
The impact of that spending on service pupil premium eligible pupils
These pupils had good attendance at school overall and were provided with opportunities to talk & share their feelings/emotions. This meant that they had an increased opportunity to be ready to learn.