

Pupil Premium Strategy Statement 2021-2024 (Year 3)

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Little Gonerby Church of England Primary Academy
Number of pupils in school	119
Proportion (%) of pupil premium eligible pupils	40.3% (Whole school) Y3 40.5% Y2 48.4% Y1 36.7% YR 33.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2024
Statement authorised by	Joe Hawkins (Headteacher)
Pupil premium lead	Joe Hawkins (Headteacher)
Governor / Trustee lead	Clare Allen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,100
Recovery premium funding allocation this academic year	£0
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	£73,100

Part A: Pupil premium strategy plan

Statement of intent

Our intention is 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 progress for those who are already high attainers.

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. Therefore 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. Our curriculum for life in all its fullness is designed to equip children to be curious and confident independent learners but also responsible, resilient and caring citizens in their community.

In order to teach children they need to attend school and one of our school's key strategies is to raise attendance levels for all children, but especially those identified with low attendance and/or lateness. Our family support advisor will work with our families to identify any barriers to attending school and try to find ways to overcome them.

We recognise many of our children will not have experienced visits to places of interest throughout the pandemic as well as prior and since. We want to ensure cultural capital for all our children through the choices of our projects based on the children's interests, launches for our projects, such as trips or visitors into school and hooks to gain children's interests and make learning fun, engaging and memorable for all. This in turn will help children make progress in their learning and will help to close the gap between pupil premium and non pupil premium children.

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. We will work with families to help them support their children's learning.

Challenges

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

Challenge number	Detail of challenge
1	Often, eligible children are coping with difficult circumstances which can affect their emotional wellbeing and resilience/strategies for successful learning and for some this has been exacerbated by the pandemic. Families facing disadvantage can experience challenges to support with home/remote learning and access to cultural enrichment. We acknowledge that increasing numbers of families have adults experiencing mental health difficulties (impacted particularly by the coronavirus pandemic and associated socio-economic impact) which in turn may affect their ability to engage with and support children's learning in and outside of school.
2	A significant proportion of children have missed many months of school over recent years due to the pandemic. Although home schooling was provided throughout and

	school reopened to some children, there has been a significant impact on pupil's attainment based on this.
3	Attendance is weaker for Pupil Premium eligible children compared to non-eligible children - children eligible for FSM (45) had overall attendance 3% lower than non-eligible children in 2022-23. A greater proportion of eligible children also had at least one unauthorised absence during the academic year compared to non-eligible children. As at September 2023 there are 48 children eligible for FSM.
4	Poor language and communication skills can impact upon learning. Oracy skills of speaking, listening & responding, learning to and through talk are important skills which support learning across the curriculum but particularly reading and writing. Reduced access to learning during the pandemic for some children has led to regression or widening gaps in speaking and listening skills, further impacting on reading 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
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 engaged in MHWB daily activities, such as daily mile, mindfulness etc.
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, project exhibitions, FSA sessions and family learning.
All children have equal access to school uniform, milk, fruit and healthy breakfast to start the school day positively and have access to cultural and educational enrichment.	Children are willing to attempt more tasks independently and have the stamina to concentrate and complete learning tasks.
Outcomes in reading, writing and maths are closing or are closed to the national average for PP children and non-PP children.	Teacher assessment data shows the gaps are beginning to narrow in reading, writing and maths. Children make good or better progress against their targets.
Increased rate of attendance for PP children so that gap between PP and non PP children 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. School Attendance Champion, FSA and Administrator to monitor weekly, using systems to immediately highlight issues. Academy Champions to monitor through data and Headteacher reports.
Children have improved oracy skills and a wider understanding of language. Leading to	Increased use of tier 2 and 3 vocabulary in spoken and written English. Individual children have

improved reading and writing outcomes for identified children through targeted questions.	increased confidence to speak clearly and articulately about their work.
Children are confident verbal communicators, speaking to clarify thinking, give feedback, to present learning, to talk about their emotions and resolve disputes.	All children are able to take part in educational activities, including trips and visitors, and can use these experiences in spoken and written communication. Children are emotionally literate and use this to explain how they are feeling.

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: £11,000 (approximately)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Advisor to provide 1:1 support for children and families, accessing parenting programmes including Family Learning, signposting to other support and early help.	Desforges (2003) demonstrates parental engagement has a large and positive impact on children's learning. EEF toolkit highlights that behaviour interventions/parental involvement can add up to +3 months Positive gains in engagement for learning and academic attainment have been evidenced as a result of integrated working (Oliver & Mooney 2010).	1, 3
Cultural capital - ensuring equality of memorable experiences to support knowledge and writing.	EEF Guidance Improving Literacy in KS1 High-quality professional development for all teaching staff to ensure excellent teaching, evidence shows excellent teaching impacts highly on progress for eligible children.	2
Use of pupil talk and self/peer assessment to support children with identifying how to improve their writing through a plan-monitor-evaluate cycle, individually, paired, child-child and child-adult.	Sutton Trust found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teaching.'	2, 4
Purchase additional resources for systematic, synthetic phonics scheme Little Wandle and associated reading schemes. Training for staff to ensure effective knowledge and delivery of Little Wandle.	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.	2, 4
Continuation and embedding of oracy skills through use of talk tactics and vocabulary for each area of the curriculum is taught explicitly.	Speaking and listening skills are at the heart of language, not only as foundations for reading and writing, but also as essential skills for thinking and communication. A focus on developing oral language skills is important for pupils in KS1 - (EEF Guidance improving literacy in KS1) Both early years intervention and oral language interventions can add up to an additional +5 months of progress.(EEF)	4

Key vocabulary for curriculum areas included in planning and knowledge organisers for home. Language mats and key texts related to projects in classes, tier 2 & 3 vocabulary identified and encouraged.	Speaking and listening skills are at the heart of language, not only as foundations for reading and writing, but also as essential skills for thinking and communication. A focus on developing oral language skills is important for pupils in KS1 - (EEF Guidance improving literacy in KS1)	4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £49,000 (approximately)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early interventions e.g. Lego club, ELSA, emotional wellbeing and resilience.	EEF toolkit highlights that offering social and emotional learning can boost progress by an additional +4 months	1
Wave 1 teaching for all children focused on filling gaps in knowledge and understanding, increased frequency of assessment.	Recent EEF reports on using TAs effectively to support progress through improving scaffolding and QFT by an additional +4 months and improving ratios in classrooms, supported by in-school evidence following Mobilise project 2016-18	2
Respond rapidly with small group interventions using catch up funding for children identified as at risk of underachievement.	Sutton Trust found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teaching.'	2
TA interventions, pre-teaching and same day interventions.	Additional adults mean pre-planned intervention groups can take place and also ad-hoc according to need.	2
Targeted interventions including speech and language strategies, Lego therapy to support individual children (additional TA to carry out these interventions).	Both early years intervention and oral language interventions can add up to an additional +5 months of progress. (EEF)	4

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

Budgeted cost: £13,100 (approximately)

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA to deliver nurture sessions weekly to allow children a calm start to the day	EEF toolkit highlights that offering social and emotional learning can boost progress by an additional +4 months and behaviour interventions can add up to +3 months. Children who are worried or sad are less able to concentrate and engage in learning, therefore to focus our energies on addressing	1

	these needs, we enable children to access and engage with learning positively and make better progress.	
Family learning courses	EEF toolkit highlights that behaviour interventions/parental involvement can add up to +3 months	1
TAC process for targeted family support including early help worker support if appropriate.	Increased engagement has been evidenced in school for pupils following FSA input. Research tells us that families and parents are critical to pupils' attainment. Feinstein and Symons (1999) found that parental interest in their child's education was the single greatest predictor of age 16 achievement.	1
Access daily mile, inspiring ambassador visits and extra curricular clubs that promote healthy lifestyles.	Being active has a positive impact on both physical health and mental health and wellbeing. It is important that children understand that good physical health contributes to good mental wellbeing and vice versa. (DfE 2021)	1
Subsidies available for help with uniform, school milk & breakfast bagels.	In order for children to be ready to learn they need to have their basic needs met. By supporting families with the cost of uniform the children feel part of the school. Help with the cost of school milk and breakfast means children's basic needs are being met and this helps with concentration.	1
Family Support Advisor to monitor attendance and engage positively with families to pick up issues early / reduce likelihood of issues arising.	Attendance of below 90% means half a day of school per week missed, coverage of curriculum affected, children need extra catch up work/intervention and progress slows. NFER research (2015) has identified that addressing behaviour and attendance is a key building block in raising disadvantaged pupils' attainment. Addressing any attendance concerns is a key step to improving progress and attainment. Pupils must be in school to access learning and avoid gaps occurring.	3
Revised policy and positive strategies such as class attendance weekly award, social media use, regular communication with ParentMail.	Due to age of children, we know that often children want to get to school but rely on parents so it is essential for parents to understand the importance of good attendance and timekeeping, and that children have positive messages/rewards to encourage them to want to attend 100%	3
Tracking system in office to pick up lates / attendance dropping. Home visits and follow up calls and/or attendance panels. Communication with parents regularly to highlight positives and issues. Attendance panel meetings for families where no improvement.	School Attendance Champion, FSA (with attendance as part of job description) and Administrator will ensure that monitoring is rigorous and issues are picked up quickly and addressed. We know that parents engage well with FSA and give positive feedback on support	3

Total budgeted cost: £73,100

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 2023 – 24 academic year.

Data Outcomes for Pupil Premium (vs non-PP) achieving the expected standard or above:

	Reading	Writing	Maths
EYFS	60% (68%)	60% (68%)	60% (68%)
Year 1	43% (69%) Phonics: 71% (74%)	29% (68%)	43% (58%)
Year 2	25% (78%)	17% (39%)	25% (73%)
Year 3 <i>NFER</i>	14% (70%)	14% (60%)	7% (80%)

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 been utilised fully this year.

There has been a significant focus on phonics in EYFS and Year 1, for all groups of learners, which is reflected in the improvement in data. The implementation and continuous CPD & monitoring of an SSP has had a significant impact. Phonics data for PP and non-PP children is 3% apart, reflecting on how the gap has been closed from previous years. Once the children have improved their reading skills – which they have done in EYFS & Year 1 in particular – this will begin to positively impact their writing.

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 NFER tests, it has been clear that the PP children in particular has needed additional support with accessing tests. This will continue as they enter Year 4.

Meeting the diverse social, emotional and mental health needs of the children has been paramount this year to enable them to access their learning in the classroom – there has been a significant investment in the pastoral support offered by the school. This support has focused on children regulating their emotions, understanding how they feel, improved learning behaviours and dealing with worries & anxieties. Children's perceptions of themselves and their self-esteem has started to improve and, with this focus, it will continue to positively impact outcomes.

Attendance showed improvements from the previous year – therefore it would suggest that the strategies in place were having a positive impact. The SLT and Family Support Advisor's continued focus on attendance and supporting families with improving this helped to raise overall figures. The attendance of PP children have increased this year, however they have lower attendance than other groups of learners despite the huge focus on their attendance this year. Further work with families will take place next year.

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 be rolled out in September across other classes.

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
Literacy Shed +	
PEplanning.org	

