

Pupil premium strategy statement (primary)

1. Summary information					
School	Galley Common Infant School				
Academic Year	2022-23	Total PP budget	Total: 2022-23 £35,380 April 2022 5/12 th £9527.08 April 2023 7/12 £35,380	Date of most recent PP Review	July 2022
Total number of pupils	161	Number of pupils eligible for PP	41	Date for next internal review of this strategy	December 2022

2. Current attainment 2021-22		
	<i>Pupils eligible for PP (your school) Spring 2021 on track EXP or above</i>	<i>Pupils not eligible for PP (national average) 2019</i>
% achieving at least the expected standard in reading at the End of Key Stage 1	(6/11) 55% (Nat 60%)	74%
% achieving at least the expected standard in writing at the end of Key Stage 1	(6/11) 55% (Nat 53%)	74%
% achieving at least the expected standard in maths at the end of Key Stage 1	(7/11) 64% (Nat 61%)	76%
% passing the phonics screen check at the end of Year 1	(7/14) 50% (Nat 50%)	72%
% achieving a good level of development at the end of reception	(6/12) 50%	71.8%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Of the original 10 children in Reception, only 2/10 (20%) were working at the expected level in reading and 2/10 (20%) writing on entry to school and 1/10 (10%) working at expected in maths. More children were added to the register during the year and attendance has also proven problematic with 5/13 (42%) having below 85% attendance.
B.	Phonics screen check – Year 1 children on entry were all working at Phase 1, this increased 2 4/14 children working at age related (Phase 4) on entry to Year 1. Of the 7 children who didn't pass, 5 are on the SEN register. There continues to be a significant number of children in Year 1 with SEMH needs (6 of 14 children receive additional Thrive support for their SEMH needs)
C.	Our Year 2 children have had the most disrupted 3 years of school due to covid, having 2 major lockdowns and absence due to illness. 4/13 children had attendance below 85% and 9/14 had below 90% attendance. 6/14 children were on the SEN register and/or had SEMH needs.

External barriers (issues which also require action outside school, such as low attendance rates)

D.	Overall only 24% of the pupil premium had 96%+ attendance, whilst 26/41 (61%) had 90%+ attendance, whilst average attendance has dropped this year due to illness, this is significantly lower in comparison to the remainder of the school.
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To ensure the gap in reading writing and maths between Pupil Premium and non Pupil Premium children by the end of Key Stage 1, particularly in reading and writing	The gap between school pupil premium and non pupil premium children narrows so at least 70% of children achieve expected or above in reading, writing and maths.
B.	The percentage of Pupil Premium children passing the phonics screen check in Summer 2022 will increase.	At least 70% of Pupil Premium children will achieve the Phonics Screen check.
C.	Pupil Premium children will have access to Learning Mentor and enhanced Thrive provision which will support their social and emotional well-being, particularly in light of the pandemic and likely effect on these children.	Following a period of time in Thrive, pupil premium child will be better equipped socially, emotionally and behaviourally to meet the demands of everyday school life. By the end of Key Stage 1, Pupil Premium children will make the same amount of progress (or more) as non-Pupil Premium children. Families are better supported through Early Help Attendance improves – case study evidence
D.	Improve engagement of parents with their children's learning.	Majority of children can access and complete their learning. Children read regularly at home Parents engage with learning opportunities for children e.g. clubs, parent workshops. Families engage with the Early Help process and receive targeted support from the Learning Mentor

5. Planned expenditure					
Academic year	2022-2023				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A Pupil premium children make at least expected progress from their starting points in Reading, Writing, Maths and Phonics	Timetabled additional support for targeted pupils to improve reading, maths and writing skills through activities dependent on need. Termly monitoring of pupil premium children in reading, maths and writing to intervene if necessary.	Whilst the gap between non pupil premium and Pupil premium has historically been low, due to increasing pupil premium numbers at Galley Common School, it is important that school remains at least in line with National and makes every attempt to give pupil premium the same opportunities as non pupil premium children in all core areas consistently.	Regular checks on progress with intervention groups. Leadership work trawls/planning trawls termly. Pupil Progress meetings termly	K Middleton	Termly and full review in July 2023 4 hours of Teaching Assistant time per year group per week to support Pupil Premium individuals and small groups or allow Teacher time to work with pupil premium children £22,083.88
Total budgeted cost					£22083.88
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>B Pupil Premium children will make improved progress in Phonics so that an improved number of children achieve the Phonics check/recheck</p>	<p>Intervention groups to accelerate progress of children not making sufficient progress in phonics.</p>	<p>2019 data shows a gap of 21.8% between National and Galley Common Infant School in achieving the screen check. However, these children will have missed a lot of phonics learning. Accelerated learning required for pupil premium children.</p>	<p>Phonics to be the first session of each day in all KS1 classes. Phonics homework to include real and pseudo words to be sent home on a weekly basis. Teaching Assistant to pre/post teach those children struggling with particular phonemes. Phonics meeting for parents - Reception Induction meeting June 2022 Reception September 2022 Phonics Screen Check January 2023 Phonics tasks to be recorded in Phonics books as evidence of progress. Phonics Bug books to be completed weekly and children not engaging to be targeted in class and reminders to be sent home to parents. Phonics area for children to access throughout the day in Reception/Year 1. Investment in additional Phonics Bug/Bug Club books in line with Reading scheme/phonics attainment. Introduction of Monster Phonics scheme . Phonics grouping in Year 2 to ensure children are targeted efficiently Homework to reinforce phonics learning.</p>	<p>K Middleton</p>	<p>Planning/work trawl termly Pupil well-being questionnaire on entry/exit – termly Thrive assessments Early Help minutes</p>
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<p>C Pupil Premium children will have access to Learning Mentor and enhanced Thrive provision which will support their social and emotional well-being, particularly in light of the pandemic and likely effect on these children.</p>	<p>Learning Mentor: To follow up attendance issues Carry out Thrive Feedback at least termly to Leadership Team Involve families in Thrive Early Help trained staff capacity to increase Thrive Practitioner training to extend to another member of staff. Thrive Lead to be trained Training Staff</p>	<p>The pandemic has had an impact upon children's social, emotional and behavioural well being. We introduced Thrive last year with positive results. We now want to broaden that support to families, by increasing the capacity for Early help, supporting children with SEMH before and after school and develop relationships with families beyond school.</p>	<p>Timetable of support for children and families Thrive progress feedback termly Thrive lead carries out training Second Thrive practitioner is trained.</p> <p>Noted improvements in attendance for Pupil Premium children Evaluations from parents – Early Help, visits to school, questionnaires</p>	<p>A Salmon E Woodcock</p>	<p>Termly report from Learning Mentor</p>
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D Improve engagement of parents with their children's learning.	Learning Mentor to engage with parents through: Liaison re attendance Early Help Coffee mornings Questionnaires Workshops etc	Family engagement has been challenging due to the pandemic. By involving families in their child's education as much as possible children will make the progress as they will be supported effectively at home and at school. Families need to receive timely support as and when required – Early intervention and support.	Timetable of support for children and families Noted improvements in attendance for Pupil Premium children Evaluations from parents – Early Help, visits to school, questionnaires	A Salmon E Woodcock	Termly report from Learning Mentor Employ a Learning Mentor - £19345 per annum
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Total budgeted cost £19345

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Attendance will improve for those children below 90%	Termly updates from Administrator on attendance for Pupil Premium children (earlier if concerns) Daily contact with family if child is not in school. Support for family struggling with attendance.	If a child is not in school regularly, they will begin to develop gaps in their learning which affects overall progress and attainment. Socially and emotionally children are also affected by absence. Regular communication with school will help to improve attendance.	Attendance is monitored closely for known absenteeism. Regular family meetings/phone calls which are minuted.	K Middleton Administrator	Termly or more regularly if necessary.

	Attendance policy procedures	Early Help will help to support families with any issues preventing children from coming into school.			
D Social and emotional skills supported through access to after school clubs and support for trips and visits.	Inform parents of entitlement for free club up to £50 per term for their child Monitor take up (canvas parents)	Pupil Premium children do not always take up clubs and, cost, when canvased has been one of the key reasons. Giving the families to ability join a club and ensure their child attends trips	Administrator to keep a record of attendance and uptake. Sports Leader to monitor take up of clubs and contact parents to ensure their child has their entitlement. Questionnaire to parents re club take up 32 x £50 x 3 terms = 4800 (Remaining £1222.78 to be used to supplement school trips and equipment)	L Gordon Administrator	Termly – check attendance at clubs Canvas parents
Total budgeted cost					£4800
Overall Total					46228.88

6. Review of expenditure

Previous Academic Year 2021-22

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																				
<p>Improve behaviour for learning through consistent approaches to behaviour management.</p>	<p>Routines are established for behaviour. Behaviour policy and procedures are updated and followed by all staff Reduction in low level behavioural incidents reported by staff Reduction in Behaviour book entries by the end of the year (expectation there may be an increase whilst routines are put in place initially)</p>	<p>Whole staff refresher training September 2021 was carried out by Marie Rooney and subsequent follow up "Practice Perfect" sessions. Staff champion – this role is in place but could be developed further and Thrive "champions" could help to ensure rules and routines continue to be followed. Behaviour Policy has been reviewed.</p> <p>Behaviour Book entries have reduced significantly:</p> <table border="1" data-bbox="689 651 1527 855"> <thead> <tr> <th></th> <th>Summer 2018</th> <th>Summer 2019</th> <th>Summer 2021</th> <th>Summer 2022</th> </tr> </thead> <tbody> <tr> <td>Number of entries</td> <td>22</td> <td>14</td> <td>25</td> <td>7</td> </tr> <tr> <td>Number of children</td> <td>11</td> <td>6</td> <td>15</td> <td>6</td> </tr> <tr> <td>3 or more entries</td> <td>4</td> <td>2</td> <td>2</td> <td>0</td> </tr> </tbody> </table>		Summer 2018	Summer 2019	Summer 2021	Summer 2022	Number of entries	22	14	25	7	Number of children	11	6	15	6	3 or more entries	4	2	2	0	<p>Behaviour approach will need to be disseminated to new staff in 2022.</p> <p>Introduce "Thrive Ambassadors/Champions" to help ensure rules and routines are being followed.</p>	<p>N/A</p>
	Summer 2018	Summer 2019	Summer 2021	Summer 2022																				
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3 or more entries	4	2	2	0																				

<p>Support the mental health, wellbeing and safety of the children using the Thrive approach</p>	<p>Thrive Crisis management and crisis recovery</p>	<p>Thrive data analysis – progress Children meet end of year targets and SATs/Phonics/FS end of year results are not dissimilar to previous years. Early Help meetings have reduced and have a successful conclusion</p> <p>Profiling has been carried out by Lead Practitioner consistently and adaptations to the timetable.</p> <p>Termly staff meetings have included updates on Thrive. The Practitioner shares emails with best practice and newsletter information for parents.</p> <p>Website and social media to contain information regarding Thrive</p> <p>Letters to Thrive children’s parents regarding Thrive support and targets are sent in a timely manner.</p> <p>Targets are in place for children and are reviewed.</p> <p>Timetable of support in place.</p> <p>Thrive targets are included on planning weekly.</p> <p>Thrive Lead Practitioner fed back on the successes of Thrive to Governors in July 2022 using an example of a pupil premium child and the SEMH progress the child had made</p>	<p>Families now need more opportunities to come into school and share the successes of Thrive with their child.</p> <p>Monitor Thrive targets on class planning for impact and progress.</p>	<p>Thrive INSET £760 Resourcing £350 Subscription £2536 Full Time Thrive Practitioner to deliver: £16753 (25 hours per week)</p>
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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																																																												
<p>A To ensure the gap in reading writing and maths between Pupil Premium and non Pupil Premium children by the end of Key Stage 1</p>	<p>Timetabled additional support for targeted pupils to improve reading, maths and writing skills through activities dependent on need. Termly monitoring of pupil premium children in reading, maths and writing to intervene if necessary.</p>	<p>Regular checks on progress with intervention groups took place each term</p> <p>Pupil Premium Progress data 2021-22</p> <table border="1" data-bbox="689 411 1527 646"> <thead> <tr> <th></th> <th colspan="3">Above</th> <th colspan="3">Expected</th> <th colspan="3">Below</th> </tr> <tr> <th></th> <th>R</th> <th>Y1</th> <th>Y2</th> <th>R</th> <th>Y1</th> <th>2</th> <th>R</th> <th>Y1</th> <th>Y2</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>4</td> <td>6</td> <td>4</td> <td>9</td> <td>8</td> <td>8</td> <td>0</td> <td>1</td> <td>0</td> </tr> <tr> <td>Writing</td> <td>5</td> <td>1</td> <td>2</td> <td>8</td> <td>13</td> <td>9</td> <td>0</td> <td>1</td> <td>1</td> </tr> <tr> <td>Maths</td> <td>7</td> <td>4</td> <td>1</td> <td>3</td> <td>10</td> <td>11</td> <td>0</td> <td>1</td> <td>0</td> </tr> <tr> <td>Phonics</td> <td>12</td> <td>10</td> <td>1</td> <td>2</td> <td>4</td> <td>11</td> <td>0</td> <td>1</td> <td>0</td> </tr> </tbody> </table> <p>Reception All children made expected or above expected progress Year 1 All children made expected or above expected progress in all subjects (except for one mobility pupil premium child). Year 2 – All pupil premium children made expected or above expected progress in all subjects (except one child in writing) e.g. 4/12 children made above expected progress in writing Phonics was a particular strength in Year 1 and Reception for Pupil Premium children.</p> <p>Leadership work trawls/planning trawls termly showed progress and differentiation. Pupil Progress meetings termly showed progress was being made and where there were concerns, these children became a focus for the following term.</p>		Above			Expected			Below				R	Y1	Y2	R	Y1	2	R	Y1	Y2	Reading	4	6	4	9	8	8	0	1	0	Writing	5	1	2	8	13	9	0	1	1	Maths	7	4	1	3	10	11	0	1	0	Phonics	12	10	1	2	4	11	0	1	0	<p>Reading standards need to be embedded 2022-23, whilst focusing on Writing as a natural progression from this.</p>	<p>4 hours of Teaching Assistant time per year group per week to support Pupil Premium individuals and small groups or allow Teacher time to work with pupil premium children £22,083.88</p>
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<p>B Pupil Premium children will make improved progress in Phonics</p>	<p>Intervention groups to accelerate progress of children not making sufficient progress in phonics.</p>	<p>Results are promising, as shown above, however only 50% of pupil premium children passed the phonics screen check. These children came into year 1 significantly lower than average, with only 4 children being at the expected level on entering Year 1. We invested in additional reading resources and maintained our addition Bug Club Home resources.</p>	<p>Continue to follow the new scheme. Group Year 2 children so that those who did not achieve the screen check will achieve it in Year 2 (unless SEN)</p>	<p>Phonics Reading Books (FOGC) £2817.84</p> <p>Phonics whole class teaching £109 Grammar and Spelling Bug Infant</p>
<p>C Pupil Premium children will have access to Thrive provision which will support their social and emotional well-being, particularly in light of the pandemic and likely effect on these children.</p>	<p>Thrive</p>	<p>Thrive data analysis – progress Children meet end of year targets and SATs/Phonics/FS end of year results are not dissimilar to previous years. Early Help meetings have reduced and have a successful conclusion</p> <p>Profiling has been carried out by Lead Practitioner consistently and adaptations to the timetable.</p> <p>Termly staff meetings have included updates on Thrive. The Practitioner shares emails with best practice and newsletter information for parents.</p> <p>Website and social media to contain information regarding Thrive</p> <p>Letters to Thrive children’s parents regarding Thrive support and targets are sent in a timely manner.</p> <p>Targets are in place for children and are reviewed.</p> <p>Timetable of support in place.</p> <p>Thrive targets are included on planning weekly.</p> <p>Thrive Lead Practitioner fed back on the successes of Thrive to Governors in July 2022 using an example of a pupil premium child and the SEMH progress the child had made</p>	<p>Families now need more opportunities to come into school and share the successes of Thrive with their child.</p> <p>Monitor Thrive targets on class planning for impact and progress.</p> <p>Employment of a Learning mentor to further support families</p> <p>Train another member of staff in Thrive.</p>	<p>Thrive Practitioner costs</p>
<p>iii. Other approaches</p>				

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost						
D Attendance will improve for those children below 90%	Termly updates from Administrator on attendance for Pupil Premium children (earlier if concerns) Daily contact with family if child is not in school. Support for family struggling with attendance. Attendance policy procedures	Attendance has been significantly impacted by the pandemic and families taking holidays due to holiday companies changing the date of travel to in school time. 61% of children have 90%+ attendance 2021-22, this is lower than in previous years. Letters were sent to parents of children, where attendance was poor/below average. Holidays are not authorised except in particular circumstances.	Continue to monitor and remind parents of attendance and its importance. Learning mentor employed to closely monitor and support families with their attendance.	N/A						
C Social and emotional skills supported through access to after school clubs and support for trips and visits.	Inform parents of entitlement for free club up to £50 per term for their child Monitor take up (canvas parents)	<p>Club uptake figures Monitoring February 2022</p> <p>After School Clubs (inc PP+ chn) uptake</p> <table border="1" data-bbox="689 754 1527 820"> <thead> <tr> <th data-bbox="689 754 983 786">Reception</th> <th data-bbox="983 754 1272 786">Year 1</th> <th data-bbox="1272 754 1527 786">Year 2</th> </tr> </thead> <tbody> <tr> <td data-bbox="689 786 983 820">2/12 children</td> <td data-bbox="983 786 1272 820">6/15 children**</td> <td data-bbox="1272 786 1527 820">8/12*</td> </tr> </tbody> </table> <p>*4 of these children are receiving after school, school led tutoring. ** One child has before school support through Bridge club.</p> <p>Pupil Premium families are approached first with club choices. There were fewer clubs available to Reception in the Autumn term though this improved in the Spring and Summer terms as their stamina for after school clubs grew.</p>	Reception	Year 1	Year 2	2/12 children	6/15 children**	8/12*	Continue to prioritise Pupil premium children to attend at least one club per term 2022-23	Dependent on uptake
Reception	Year 1	Year 2								
2/12 children	6/15 children**	8/12*								

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.