

## Pupil premium strategy statement

Galley Common Infant School

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	168
Proportion (%) of pupil premium eligible pupils	33 children (20%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	January 2023
Date on which it will be reviewed	September 2023
Statement authorised by	Mrs K Middleton
Pupil premium lead	Mrs K Middleton
Governor / Trustee lead	Mrs J Dewis

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,579
Recovery premium funding allocation this academic year	£5,075
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£56,654

## 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 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

### Challenges

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

Challenge number	Detail of challenge
1	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.
2	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)
3	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.
4	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.

### 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 ensure the gap in reading writing and maths between Pupil Premium and non Pupil Premium children by the end of Key Stage 1 narrows, 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.
The percentage of Pupil Premium children passing the phonics screen check in Summer 2023 will increase.	At least 70% of Pupil Premium children will achieve the Phonics Screen check.
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>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.</p> <p>By the end of Key Stage 1, Pupil Premium children will make the same amount of progress (or more) as non-Pupil Premium children.</p> <p>Families are better supported through Early Help</p> <p>Attendance improves – case study evidence</p>
Improve engagement of parents with their children's learning.	<p>Majority of children can access and complete their learning.</p> <p>Children read regularly at home</p> <p>Parents engage with learning opportunities for children e.g. clubs, parent workshops.</p> <p>Families engage with the Early Help process and receive targeted support from the Learning Mentor</p>

### 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: £5089.77

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve metacognition and self-regulation strategies of pupils. We will fund teacher release time to support staff CPD and embed strategies	There is extensive evidence that shows that metacognitive strategies can improve outcomes for all pupils particularly disadvantaged. Metacognition and Self-regulated Learning   EEF ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1, 3
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.	Evidence shows that high-quality teaching is the most important lever schools have to improve outcomes. 1. High-quality teaching   EEF ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1, 2

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

Budgeted cost: £ £22083.88

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and schooled tutoring for pupils.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. A significant proportion of the pupils who receive tutoring will be disadvantaged. One to one tuition   EEF ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> ) Small group tuition   EEF ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1, 2
Pupil Premium children will make improved progress in Phonics so that an improved number of children achieve the Phonics check/recheck	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2
Purchase of resources to be used in interventions to address learning gaps.	Effective small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition   EEF ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1, 2
Timetabled additional support for targeted pupils to improve reading, maths and writing skills through activities dependent on need.	This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be	1,2

Termly monitoring of pupil premium children in reading, maths and writing to intervene if necessary.	used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £29480.35

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our <a href="#">Teaching and Learning Toolkit</a> suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,3,4
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Inform parents of entitlement for free club up to £50 per term for their child Monitor take up (canvas parents)	There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	1,2, 3, 4
Contingency fund for acute or unexpected issues.	A small amount of funding will be set aside to respond quickly to needs that have not yet been identified e.g. external agency support	1, 2, 3, 4

**Total budgeted cost: £56,654**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Quality of Teaching

- 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.

Behaviour Book entries have reduced significantly:

	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

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
- Profiling has been carried out by Lead Practitioner consistently and adaptations to the timetable.
- Termly staff meetings have included updates on Thrive. The Practitioner shares emails with best practice and newsletter information for parents.
- Website and social media to contain information regarding Thrive
- Letters to Thrive children’s parents regarding Thrive support and targets are sent in a timely manner.
- Targets are in place for children and are reviewed.
- Timetable of support in place.
- Thrive targets are included on planning weekly.
- 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.

#### **Targeted Support**

Regular checks on progress with intervention groups took place each term

Pupil Premium Progress data 2021-22

	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

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.
- 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.

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.

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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.

Club uptake figures Monitoring February 2022

After School Clubs (inc PP+ chn) uptake

Reception	Year 1	Year 2
2/12 children	6/15 children**	8/12*

\*4 of these children are receiving after school, school led tutoring.

\*\* One child has before school support through Bridge club.

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.

**Externally provided programmes**

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Thrive	Thrive
White Rose	White Rose
Monster Phonics	Monster Phonics