

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	165
Proportion (%) of pupil premium eligible pupils	23 children (14%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mrs K Middleton
Pupil premium lead	Mrs K Middleton
Governor / Trustee lead	Mr J Scott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,132 (estimate)
Recovery premium funding allocation this academic year	£5,003
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£54,135

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 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	On entry to their year groups 17/32 (53%) were working below in reading. Similarly 16/32 Pupil Premium children were working at expected in phonics on entry to their year group in September 2022. 9/15 (56%) achieved the phonics screen check in June 2023, which was only a slight improvement on 2022 data (54%)
2	There continues to be a significant number of Pupil Premium children with SEMH needs. Last year 6 of 14 Year 2 Pupil Premium children receive additional Thrive support for their SEMH needs, this reduced the time available to Year 1 and reception pupils. The employment of a learning mentor has been instrumental in supporting these children
3	Attendance remains a concern for Pupil Premium children. Summer 2023 data shows 23/38 (61%) children had below 96% attendance. 26/38 (68%) had an overall attendance below 96%. Compared with non Pupil Premium the attendance rate was lower by 2.24% for Pupil premium children in 2022-23.
4	Pupil Premium children working at greater depth remains lower than non pupil premium children. Year 1 and 2 data for July 2023 shows 23% working above in reading, 10% working above in writing and 16% in Maths.

5	There is an increasing number of families requiring Early Help. In July 2023, of the 4 Early Help available, 2 were pupil premium families. There are more pupil premium families who could benefit from Early Help, with the introduction of the learning mentor, capacity has increased.
6	The school has given opportunities for Pupil Premium children to have funded trips and clubs to develop their wider opportunities, however, club take up for pupil premium is lower than non-pupil premium in Spring and Summer terms at around 3-4% lower uptake.

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, phonics, writing and maths between Pupil Premium and non-Pupil Premium children by the end of Key Stage 1 narrows, particularly in writing and phonics.	The gap between school pupil premium and non-pupil premium children narrows so at least 70% of Pupil Premium children achieve expected or above in reading, phonics, writing and maths.
Increase the number of Pupil Premium children working at greater depth so that Maths and Writing is more in line with Pupil premium children.	At least 23% of pupil premium children to achieve greater depth in Maths and Writing in Year 1 and 2 combined.
The percentage of Pupil Premium children passing the phonics screen check in Summer 2023 will increase.	At least 75% of Pupil Premium children will achieve the Phonics Screen check (6/8 children)
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 – successful feedback from families.
Attendance improves for pupil premium children.	Attendance improves so that it is in line with non pupil premium children by July 2023. Attendance intervention at the earliest point – Learning mentor intervention, target setting, raising the importance of attendance with children and parents
Improve engagement of parents with their children's learning: Workshops Reading diaries Early Help	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

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: £2000 training/£2000 10 days non contact = £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve metacognition and self-regulation strategies of pupils. We will fund teacher release time to support staff CPD and embed strategies.</p> <p>Non teaching staff to be trained along with teaching staff.</p>	<p>There is extensive evidence that shows that metacognitive strategies can improve outcomes for all pupils particularly disadvantaged. Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 4
<p>Timetabled additional support for targeted pupils to improve reading, phonics, maths and writing skills through activities dependent on need.</p> <p>Termly monitoring of pupil premium children in reading, maths, phonics and writing to intervene if necessary.</p>	<p>Evidence shows that high-quality teaching is the most important lever schools have to improve outcomes. 1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 4

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

Budgeted cost: £ £7992 (6.5 hours per week of non-teaching staff support))

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and schooled tutoring for pupils.</p>	<p>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.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 4
<p>Pupil Premium children will make improved progress in Phonics so that an improved number of children achieve the Phonics check/recheck</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,

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 (educationendowmentfoundation.org.uk)	1, 2, 4
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.	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 used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	1,2, 4

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

Budgeted cost: £37211

(£31768 Support/£3450 Clubs = £35218/£1922 Contingency)

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 Teaching and Learning Toolkit 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: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5, 6
Embedding principles of good practice set out in the DfE's Improving School Attendance 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.	5
Inform parents of entitlement for free club up to £50 per term for their child	There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1,2, 3, 4, 5, 6

Monitor take up (canvas parents)		
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, 5, 6

Total budgeted cost: £56,654

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Quality of Teaching									
Year group	Reading			Writing			Maths		
	Em	Exp	Exc	Em	Exp	Exc	Em	Exp	Exc
Reception	1	6		1	6		0	7	
Year 1	4	8	3	6	7	2	5	7	3
Year 2	5	6	5	6	9	1	3	11	2
Total	10	20	8	13	22	3	8	25	5
%	26%	53%	26%	34%	58%	10%	21%	66%	16%

Data is pleasing for pupil premium children, where 74% are working at or above in reading, 66% are working at or above in writing and 79% are working at or above in Maths.

Pupil Premium/Non Pupil Premium comparison

Reception

	Reading		Writing		Maths		RWM	
Reading	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP
EXC							35 78%	6
EXP	35	6	35	6	38	7		
WT	12	2	12	2	9	1	10 22%	2
EXP+	35 74%	6 75%	35 74%	6 75%	38 81%	88%	35 78%	6 75%

Year 1

	Reading		Writing		Maths		RWM	
Reading	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP
EXC	17 40%	1 7%	6 14%	2 15%	16 38%	1 7%	32	9
EXP	18 83%	9 77%	27 89%	8 77%	20 86%	7 62%		
WT	7 17%	3 23%	9 21%	3 23%	6 14%	5 38%	10	6
EXP+	83%	77%	79%	77%	86%	62%	76%	60%

There is a noted gap between pupil premium and non pupil premium at expected+ in all reading and maths, with maths being the most significant.

Year 2

	Reading		Writing		Maths		RWM	
Reading	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP
EXC	10 23%	5 29%	2 5%	1 6%	8 19%	3 18%	25 56%	9
EXP	21 49%	5 29%	25 58%	8 47%	29 67%	9 53%		
WT/EM	12 28%	7 42%	16 37%	8 47%	6 14%	5 29%	20 44%	6
EXP+	72%	58%	63%	53%	86%	71%	25 56%	60%

A gap remains in reading, writing and maths in Year 2 with writing having the narrowest gap of 10%

Term	PP	Non PP
Autumn	90.5% (1.69% unauthorised)	93.68% (0.83% unauthorised)
Spring	92.6% (1.41% unauthorised)	94.38% (0.4% unauthorised)

Autumn + Spring	91.51% (1.56% unauthorised)	94.01% (0.62% unauthorised)
Summer	92.48%	94.20%
Autumn + Spring + Summer	91.84%	94.08%

There remains an attendance gap between pupil premium and non-pupil premium children termly and for the year. Attendance remains below pre covid expectations (96%+)

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

