



Gamston St Peter's CofE Primary School Pupil Premium Strategy 2021-2024

This statement details our school's use of pupil premium funding to help improve the attainment of our PP 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	Gamston St Peter's CofE Primary School
Number of children in school	114
Proportion (%) of pupil premium eligible children	9%
Academic year/years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Chris Edwards Headteacher
Pupil premium lead	Chris Edwards Headteacher
Governor lead	Carol Singh – Pupil Premium lead

At Gamston we recognise that Ofsted uses the phrase 'Disadvantaged Pupils' for what we at Gamston refer to as Pupil Premium (PP) children because we recognise that not all children in receipt of the funding are 'disadvantaged' and we recognise the stigma that might be attached to this phrase by parents. Where the phrase 'disadvantaged pupils/children' is used in this strategy, it is used to refer to national guidance, research or external documentation.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15508
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£15508

Part A: Pupil premium strategy plan - Statement of intent

At Gamston St Peter's CofE Primary School, our intention is that all children, irrespective of their background or the challenges they face, make good progress and achieve highly across all subject areas. The focus of our pupil premium strategy is to support PP (disadvantaged) and vulnerable children to achieve that goal, including progress for those who are already high attainers.

We aim to maximise the use of our resources to impact positively on the outcomes of Pupil Premium (PP) children. We recognise that although all children have had their learning disrupted by the Covid-19 pandemic, the negative impact on PP pupils (as recognised in the Social Mobility Commission in its annual State of the Nation report in July 2021) has been more severe. Research suggests that the disruption to learning is likely to have at least reversed the progress made in closing the 'disadvantaged' gap over the past decade.

Our ultimate aim is to implement a sustained response for all children, but particularly for those from socio-economically 'disadvantaged' backgrounds. Within the PP Strategy, we will also consider how to align chosen approaches with PP spending and broader school improvement priorities. The PP Strategy is cyclical and embedded within a broader strategic implementation cycle.

The strategy will be sustained over a three-year period, including ongoing monitoring and evaluation in an annual cycle.

In order to develop an effective PP strategy, we have developed an in-depth understanding of the challenges that our PP children are facing. This involved diagnostic assessments of academic challenges and the assessment of wider barriers to learning. This strategy has been developed to address these key challenges.

At Gamston we have adopted the 3-tiered approach recommended by the Education Endowment Fund (EEF), the DfE and Ofsted, to support Pupil Premium children in order to balance approaches to:

improving teaching; targeting academic support and implementing wider strategies

The 3-tiered approach will ensure the school focuses on a small number of strategies that are likely to make the biggest difference. Within this tiered model an evidence-based approach has been adopted.

Quality first teaching is one of the biggest drivers of pupil attainment, particularly for those from 'disadvantaged' backgrounds. This is underpinned by high quality professional development for teachers and teaching assistants delivered through an instructional leadership model of observation, feedback and coaching.

Evidence consistently shows the positive impact of targeted academic support. Therefore, the strategy includes structured one-to-one support or small group intervention as an addition to classroom teaching. This is underpinned by high quality professional development for all classroom-based staff, linked to identified strategies.

Wider strategies designed to overcome specific social and emotional barriers to learning have also been identified and planned for with professional and policy development in specific areas of behaviour, wellbeing, nurture, and self-regulation strategies.

High-quality teaching is at the heart of our approach, with a focus on areas in which PP children 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-PP children in our school. Implicit in the intended outcomes detailed below, is the intention that non-'disadvantaged' children's attainment will be sustained and improved alongside progress for their 'disadvantaged' peers.

Our strategy is also integral to wider school plans for education recovery, 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 shared 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 PP children are challenged and expectations of their achievement are high
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for 'disadvantaged' children's outcomes and raise expectations of what they can achieve

School leaders will continually monitor the progress of the PP Strategy, adapting approaches when and where appropriate as the year proceeds. As actions and approaches are implemented support will be provided for staff so that they can take ownership of them and deliver them successfully.

As challenges (barriers to achievement) emerge these will be addressed through flexible and motivating leadership. We aim to respond to implementation data to tailor and improve approaches. Our intention is that all children, 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 PP children to achieve that goal, including progress for those who are already high attainers.

Challenges

This details the key challenges to achievement that we have identified among our 'disadvantaged' (PP) children.

Challenge number	Detail of challenge
1	Communication and language skills: Assessments, observations, and discussions with children indicate underdeveloped oral language skills and vocabulary gaps among many PP children. These are evident from Reception through to KS2 and in general, are more prevalent among our PP children than their peers.
2	Phonics and reading: Our Assessments, observations, and discussions with children provide evidence that our PP children generally have greater difficulties with phonics and reading than their peers. This negatively impacts their development as readers.
3	Writing Internal and external (where available) assessments indicate that writing attainment among PP pupils is below that of non-PP pupils.
4	Wellbeing and self-regulation: Our assessments and observations indicate that the wellbeing of many of our PP children has been affected by the partial school closures to a greater extent than for other children. These findings are supported by national studies.
5	Attendance: Whilst attendance at Gamston St Peter's CofE Primary School is good, our data shows that a very small number of PP children are persistently absent or persistently late. We must ensure that our overall attendance rate for all children (including PP children) continues to meet our 96/97% target.

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
Communication and language skills: Improved oral language skills and vocabulary among PP children.	Assessments and observations indicate significantly improved oral language among PP children. Increased focus on vocabulary teaching (and pre-teaching) is evident in children's independent writing.
Phonics and reading: Accelerated progress in reading	Children entitled to support from the pupil premium develop a love of reading. Phonics screening check in 2024/25 shows that more than 85% PP children met the expected standard. KS1 reading outcomes in 2024/25 show that more than 85% of PP children met the expected standard. KS2 reading outcomes in 2024/25 show that more than 85% of PP children met the expected standard.
Writing Accelerated progress in Writing	An increased percentage of children entitled to support from the pupil premium achieve age related expectations (ARE) in writing. KS1 writing outcomes in 2024/25 show that more than 85% of PP children met the expected standard. KS2 writing outcomes in 2024/25 show that more than 85% of PP children met the expected standard.
Social, emotional and behavioural needs Positive attitudes and commitment to their education.	Sustained improvement in behaviour positive interactions and confidence from 2024/5 demonstrated by: <ul style="list-style-type: none">• A range of extra-curricular activities will be offered to tap into our children's interests;• A continued participation in enrichment activities, particularly among PP pupils;• Increase in participation in collaborative community, inter-school, public speaking events;• Financial support can be applied to families for enrichment opportunities including trips and visits and access to certain resources.

<p>Wellbeing and self-regulation</p> <p>Improved motivation, application to learning and strategies for self-directed learning</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Pupil survey data, parent surveys and teacher observations evidence accelerated progress as a result of increased motivation and application.
<p>Attendance: Maintain good attendance for all children, particularly our PP children.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for PP children continues to meet our 96/97% target.

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: CPD, recruitment and retention

Budgeted cost: **£9,263**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of NFER standardised tests and QLA Hub (£750)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Training for staff, followed by intervention sessions bespoke to the children's needs.</p>	<p>Interventions are signposted based on individual results.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<p>Purchase Literacy Shed Plus with training for teachers (£100).</p>	<p>Reading comprehension strategies Education Endowment Foundation EEF</p>	<p>1, 2, 3</p>
<p>Purchase further resources for our DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils (£500).</p> <p>Additional Teaching Assistant release for daily phonics, same day catch up sessions & S&L intervention (£1220)</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 PP pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 4</p>

<p>Purchase of high-quality texts to support newly implemented English scheme of work (£500).</p> <p>Fund half-a-day-a-fortnight reading leader release time to embed key elements of guidance in school, provide CPD and coaching (£2,250).</p>	<p>Explicit teaching or reading comprehension strategies - EEF teaching and learning toolkit – very high impact for very low cost. +6 months.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF Improving-literacy-in-key-stage-2-report-Second-edition.pdf</p>	<p>2, 3</p>
<p>Training for Teaching Assistants to deliver structured interventions out of class</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA Guidance Report Making</p> <p>BestUseOfTeachingAssistants</p> <p>Printable_2021-11-02-162019_wsqd.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1, 2, 3, 4</p>
<p>Enhancement of our teaching of writing and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access CPD.</p>	<p>drawing on evidence-based approaches:</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p> <p>The EEF guidance is based on a range of the best available evidence.</p>	<p>3</p>

<p>Improve the quality of social and emotional learning.</p> <p>Social and emotional approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Time for our school based Emotional Literacy Support Assistant to deliver 1:1 and small group interventions (ELSA) (£5,658)</p> <p>Train children as Take 5 Breathing Ambassadors (£85)</p>	<p>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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>4, 5</p>
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Targeted academic support: tutoring, one-to-one support structured interventions

Budgeted cost: **£4,720**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training provided to TAs/Class Teachers responsible for delivering pre-teach vocabulary interventions</p>	<p>Oral language interventions can have a positive impact on children' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4</p>
<p>Teaching Assistants trained to provide additional same day catch up phonics sessions targeted at PP children who are identified as needing further phonics support. This will be delivered through us Little Wandle SSP programme 1:1 session to close individual gaps in learning (£1000)</p> <p>Purchase of books for early fluent readers, early EYFS readers and KS2 catch-up (£3,000).</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on children, particularly from 'disadvantaged' backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>2, 4</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for children whose education has been most impacted by the pandemic.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining children or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation </p>	<p>1, 2, 3</p>

<p>A significant proportion of the children who receive tutoring will be PP children:</p> <p>1 group UKS2 – TA x 2 sessions weekly for 15 weeks</p> <p>KS1 – TA x 1 session weekly for 12 weeks</p> <p>KS2 – TA x 1 session weekly 1:1 for 12 weeks (£720)</p>	<p>EEF</p>	
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Wider strategies: attendance, behaviour, wellbeing

Budgeted cost: **£1,525**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of a daily Breakfast and After School Club with funded places for PP children. (£925)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5
Provide educational visits (non-residential) for each child in receipt of Pupil Premium funding, at a 50% reduction. £600	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1, 3, 4, 5
Provide additional enrichment clubs and activities		

Total budgeted cost: £15,508

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 children in the 2023 to 2024 academic year.

Progress and Attainment

We have analysed the performance of our school's PP pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Whilst schools are required to publish their 2023 key stage 2 results, our results have been published under our previous school following academy conversion in March 2023.

To help us gauge the performance of our PP pupils we compared our results to those for PP and non-PP pupils at a national and regional level. We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our PP pupils has changed during this period. Data from tests and assessments:

- Y1 Phonics Screening – N/A, no pupils in receipt of PPG;
- End of KS1 Assessments - N/A, no pupils in receipt of PPG;
- End of KS2 Assessments – 50% (1 of 2 children in receipt of PPG) achieved the expected standard in R/W/M;
- Internal assessments and data show that all children in receipt of PPG make good progress with 50% of these children currently working at the expected standard in R/W/M

However, this data must be interpreted with caution, given the low numbers of children.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- A reviewed Marking and Feedback Policy with a focus embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for children, particularly PP children.
- Offering a range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. PP children will be encouraged and supported to participate.
- Development of pupil responsibility and social action groups in school (School Council, Worship committee, Eco-committee, Choir, Sports Leaders...) leading on whole school initiatives e.g.: fundraising for school and charities

Planning, implementation, and evaluation

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by PP children.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on PP children.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for children.