



Pupil Premium Strategy 2021-2024



This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged children. 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 C of E (Aided) Primary School
Number of children in school	106
Proportion (%) of pupil premium eligible children	7% (7 children)
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Helen Thomas Executive Headteacher
Pupil premium lead	Karen Slater Executive Assistant Headteacher
Governor lead	Lucy Vernon- lead for PP children

At Gamston we recognise that Ofsted uses the phrase ‘Disadvantaged Pupils’ for what we will refer to in our strategy 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.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,415
Recovery premium funding allocation this academic year	£1,015
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£10,430

Part A: Pupil premium strategy plan - Statement of intent

At Gamston C of E Primary School 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 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 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 disadvantaged 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 disadvantaged pupils is below that of non-disadvantaged 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.

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 disadvantaged children.	Assessments and observations indicate significantly improved oral language among disadvantaged children. Increased focus on vocabulary teaching (and pre-teaching) is evident in children’s independent writing. Increase in standard scores from the British Picture Vocabulary Scale (BPVS)
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 100% 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.

<p>Social, emotional and behavioural needs</p> <p>Positive attitudes and commitment to their education.</p>	<p>Sustained improvement in behaviour positive interactions and confidence from 2024/5 demonstrated by</p> <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 disadvantaged 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:</p> <p>Maintain good attendance for all children, particularly our disadvantaged 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: **£ 8,770**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of diagnostic assessments. (£230)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>L’Explore diagnostic reading assessment analyses eyes movements to measure reading ability precisely – based on 30 years of research. 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>

Training for staff, followed by intervention sessions bespoke to the children's needs		
Purchase and implement Lancashire Key Learning Indicators of Performance (KLIPs) and Learning and Progress Steps (LAPs) with training for teachers (£150)	Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Training for all classroom-based staff (£5,000) Additional Teaching Assistant release for daily phonics and same day catch up sessions (£272)	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Purchase of high-quality texts to support newly implemented Lancashire English scheme of work (£250) Bespoke CPD to be provided by Lancashire consultant to all teachers as part of a whole CPD package of 6 sessions. We will fund teacher release time to embed key elements of guidance in school (£850) Purchase of books for early fluent readers, colour banded for orange and beyond and multiple copy sets for Reciprocal Reading (£1,000)	Explicit teaching or reading comprehension strategies - EEF teaching and learning toolkit – very high impact for very low cost. +6 months https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf	2,3
Reciprocal Reading training for all classroom-based staff from EEF (£500)	Explicit teaching of reading comprehension strategies - EEF teaching and learning toolkit – very high impact for very low cost. +6 months	1, 2

	<p>EEF: Reading comprehension can be improved by teaching specific strategies that pupils can apply both to monitor and overcome barriers to comprehension. These include:</p> <ul style="list-style-type: none"> • prediction; • questioning; • clarifying; • summarising; • inference; • activating prior knowledge. <p>The potential impact of these strategies is very high, but can be hard to achieve, since pupils are required to take greater responsibility for their own learning.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p>	
<p>Embedding dialogic activities across the school curriculum. to support children to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Purchase resources and fund ongoing teacher training and release time.</p> <p>Little Wandle training for all staff (6hrs)</p> <p>NELI programme has been implemented with diagnostic tool for early identification and training for 3 staff members (4 hours)</p> <p>Picture News – for key stage and class worship</p> <p>Philosophy for Children training for staff</p> <p>(£100)</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Supporting oral language development.pdf</p> <p>Additional teaching assistant to deliver the Early Years NELI programme</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1, 4
<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 BestUseOfTeachingAssistants-Printable 2021-11-02-162019 wsqd.pdf</p>	1,2,3,4

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	
<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>	3
<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 (ELSA) (£418)</p> <p>Train children as Take 5 Breathing Ambassadors</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>	4, 5

Targeted academic support: tutoring, one-to-one support structured interventions

Budgeted cost: **£ 980**

Activity	Evidence that supports this approach	Challenge number(s) addressed
BPVS screening to identify children who will benefit from additional vocabulary pre-teaching.	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:	1, 4

<p>Training provided to TAs/Class Teachers responsible for delivering pre-teach vocabulary interventions</p>	<p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</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 our Little Wandle SSP programme 1:1 sessions to close individual gaps in learning (£260)</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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>2, 4</p>
<p>Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for children whose education has been most impacted by the pandemic. A significant proportion of the children who receive tutoring will be disadvantaged: 3 groups UKS2 – TA x 2 sessions weekly for 15 weeks KS1 – TA x 1 session weekly for 12 weeks KS2 – TA x 1 session weekly 1:1 for 12 weeks (£720)</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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2, 3</p>

Wider strategies: attendance, behaviour, wellbeing

Budgeted cost: **£680**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff engagement in developing a new relationships and behaviour policy</p> <p>Staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p>Implement strategies informed by the Know me to Teach me approach to behaviour management</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	4
<p>Provision of a daily Breakfast and After School Club with funded places for disadvantaged children</p> <p>(£400)</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	5
<p>Develop homework policy to include ‘flipped learning’ (home preparation for class-based learning) and a Homework Club</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	1,2,3
<p>Provide 3 educational visits per year for each child in school, free of charge.</p> <p>£280</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	1,3,4,5
<p>Provide additional enrichment clubs and activities</p>		

Total budgeted cost: £ 10,430

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 2020 to 2021 academic year.

Progress and attainment Teacher Assessments were made at the end of the academic year, following a significant second period of lockdown. Pupil Premium funding was used to provide personalised support for families of children entitled to Pupil Premium funding and to providing additional nurture and wellbeing support for all children. Targeted interventions were implemented which made a positive impact on behaviour and wellbeing.

Although the low numbers make comparisons difficult, our internal assessments during 2020/21 suggested that performance of PP children is in line with or above their non-PP peers.

EYFS: Intervention programmes achieved gains when operating in school, once reopen. Speech and Language assessments were carried out using the SALT tool.

The SALT programme produced improved data outcomes.

Good Level of development:

Phonics Screening Check Autumn 21 outcomes: 92% children met expected standard which included 100% PP children

KS1 100% of the Y2 cohort entitled PP funding met the expected standard in reading, writing and maths. Of the children eligible for the Pupil Premium, 7/11 made good or better progress in reading, 5/11 in writing and 7/11 in maths over the course of the Key Stage, this despite the two national lockdowns.

KS2 Year 6 progress and attainment: Where intervention programmes were operating in school, children made strong progress. Of the 3 children entitled to PP funding, 100% met expected standard in maths. 2 out of 3 (67%) met the expected standard in reading and writing.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our PP children. School offered places to all PP children during school closure

The impact was mitigated through these initiatives:

- Provision of all families with access to technology and data through distribution of computers and free data.
- Maintenance of a high-quality curriculum, including during periods of partial closure, supported through use of online resources, the implementation of a new communication platform, recorded and live lessons and daily curriculum timetables with links to online resources such as those provided by Oak National Academy

- Daily wellbeing check-ins, Wellbeing Wednesdays, whole school worship and delivery of food parcels

Overall attendance in 2020/21 was consistent with the previous 2 years at 96% and was 1% higher for PP children (97%). This is consistent with the previous 2 years where PP children's attendance is in line or higher than for non-PP children. Discussions with parents suggest that the wrap around care arrangements make a positive impact on PP children's attendance.

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 disadvantaged 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 disadvantaged 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 disadvantaged 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.