

Pupil premium strategy statement – Garrick Green 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	132
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Rebecca Dewing Headteacher
Pupil premium lead	Rebecca Dewing
Governor / Trustee lead	Jason Tipple, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37 830
Recovery premium funding allocation this academic year	£3 770
Pupil premium funding carried forward from previous years	0
Total budget for this academic year	£41 600

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 from their starting point, whatever that may be, and achieve their full potential. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

We will consider the challenges faced by vulnerable pupils such as those who have a social worker, young carers and those with a challenging home life. 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 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 appropriately
- deliver intervention as soon as the 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	Assessments, observations, and discussions with children indicate underdeveloped oral and written language skills and vocabulary gaps. This impacts on writing attainment. These gaps are evident in each year group and include disadvantaged children.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. This has an impact on writing attainment.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.
5	<p>Our attendance data over the last few years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <p>A higher percentage of disadvantaged pupils have been 'persistently absent' their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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
Improved receptive and expressive oral and written language skills and attainment among disadvantaged children and narrow the gap between pupil premium and non-pupil premium pupils	Assessments and observations indicate significantly improved oral language and written language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

Improved reading attainment among disadvantaged pupils.	KS1 reading outcomes in 2023/24 will show that more than 70% of disadvantaged pupils met the expected standard. Discussions and observations will show that more children are choosing to read and have an increasing interest in a range of books
Improved maths attainment for disadvantaged pupils at the end of KS1.	KS1 maths outcomes in 2023/24 will show that more than 70% of disadvantaged pupils met the expected standard.
To achieve and sustain improved emotional wellbeing and mental health for all pupils in our school, particularly our disadvantaged pupils.	Disadvantaged children will be enjoying participating in enrichment clubs and educational visits Decrease in number of EHAPs and FSPs Less time will be needed to work with children and families who have been referred Pupil voice will be more positive
To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.	Sustained high attendance in 2023/24 demonstrated by: <ul style="list-style-type: none"> the overall attendance rate for all pupils being 95% +, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. the percentage of all pupils who are persistently absent (including being late after registers close) being below 5% and the figure among disadvantaged pupils being in line with their peers.

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: **£5080**

£180 maths resources, £900 teacher release for maths hub £2000 SaLT, £2000 books for library

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a SaLT to assess and review children's expressive and receptive	Oral language interventions can have a positive impact on pupils' language skills. Approaches that	1

speech and language, and to support staff in the implementation of interventions (£2000)	focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (education endowment foundation.org.uk)	
Enhancement of our maths teaching and curriculum planning through work with Angles Maths Hub and implementing the Mastering Number programme. (teacher release time £900 and purchase of resources £180)	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2	3
Engage in Transforming School's Reading Culture CPD run by Wensum English Hub (fully funded CPD, £2000 for books)	There is evidence to prove that reading for pleasure is a strong predictor of reading attainment. Studies have shown that reading for pleasure also has a positive impact on vocabulary, general knowledge, imagination and narrative writing https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy https://www.nate.org.uk/wp-content/uploads/2020/03/4-Reading-Communities-Teresa-Cremin.pdf	2,4

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

Budgeted cost: **£16 419.39**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support for children who have gaps in learning to ensure they make good progress and achieve expected outcomes.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	1,2,3

<p>S&L intervention: Working with 9 children delivering S&L interventions, in line with recommendations from SaLT (£6514.35)</p> <p>Additional reading - volunteers working with 25 children from KS1 each week (no cost) and TA working with 7 children from Y1 (£375.15)</p> <p>Working Memory intervention with 3 children (£784.56)</p> <p>Additional phonics with 2 children in KS1 (£171.57)</p> <p>Additional support for cognition and SEMH in mixed Y1/2 class (£8573.76)</p>	<p>One to one tuition EEF educationendowmentfoundation.org.uk</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
--	---	--

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

Budgeted cost: **£20 100.61**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family Support Worker in place 1.5 days a week supporting parents and children with a range of issues including behaviour, sleep, routines, bereavement, separation, trauma and attachment. This involves being a DSL, leading EHAPs and FSPs, signposting parents to additional support, therapeutic play with children 1:1 and in small groups, seeking pupil voice (£8450)</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 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	4

Funding for school uniform, school trips and an enrichment club each half term (£2400)	https://www.webmd.com/parenting/benefits-extracurricular-activities-kids	4
Sensory circuit sessions for 7 children (£7322.76)	Sensory circuits are designed to facilitate sensory processing and are a great way of stimulating children's sensory motor skills ready for learning, as well as regulating them so they are prepared for the transition from school to home https://www.childrenschoicetherapy.co.uk/sensory-circuits/	2,3,4
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance . (£1927.85 staff cost)	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

Total budgeted cost: £41 600

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022-23 academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at a national level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

GARRICK GREEN					NATIONAL		
	ALL	PP	NON-PP		ALL	PP	NON-PP
R	73	55	78		68	54	73
W	58	36	65		60	44	65
M	71	64	73		70	56	75
Phonics	94	83	100		79	67	83
GLD	75	63	77		TBC	TBC	TBC

The data demonstrates that our disadvantaged pupils had lower outcomes than our non disadvantaged pupils in all areas, following the national pattern of outcomes.

Our disadvantaged pupils performed better than disadvantaged pupils nationally in reading, maths and phonics.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that attendance of disadvantaged pupils was slightly lower than whole school attendance for 2022-23 and PA was higher.

Based on all the information above, the performance of our disadvantaged pupils did not meet the expectation of performing as well as non-disadvantaged pupils, however they exceeded the target that we set for attainment in Y1 phonics, reading and maths at end KS1 and GLD at end EYFS..

Our evaluation of the approaches delivered last academic year indicates that funding allocated to uniform, clubs and school trips was successful in terms of being fully inclusive. Funding allocated to academic support had a positive impact on

disadvantaged and non-disadvantaged children, as did funding allocated to SEMH support.