

Pupil premium strategy statement – Garrick Green Infant School

This statement details our school's use of pupil 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	139
Proportion (%) of pupil premium eligible pupils	13.6
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-25
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Rebecca Dewing Headteacher
Pupil premium lead	Rebecca Dewing
Governor / Trustee lead	Jason Tipple

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33 648
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£33 648

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, leading to challenging behaviour. They also do not experience as many enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Our attendance data over the last few years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. This also includes punctuality. A higher percentage of disadvantaged pupils have been 'persistently absent' than their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress

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 2024/25 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 2024/25 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

	<p>Decrease in number of EHAPs and FSPs</p> <p>Less time will be needed to work with children and families who have been referred</p> <p>Pupil voice will be more positive</p> <p>Behaviour will be less challenging</p>
<p>To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance in 2024/25 demonstrated by:</p> <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 funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 4320

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of a SaLT to assess and review children's expressive and receptive speech and language, and to support staff in the implementation of interventions</p>	<p>Oral language interventions can have a positive impact on pupils' 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 (education endowment foundation.org.uk)</p>	<p>1</p>

Cost £990		
Enhancement of our maths teaching and curriculum planning through work with Angles Maths Hub and embedding the Mastering Number programme. £1000	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 the Talk Through Stories programme for children in EYFS to extend children's vocabulary £200 release for teacher to do training £150 subscription £150 Cost of books	Evidence from schools who have engaged in this programme https://www.ruthmiskin.com/ofsted-reports/case-studies/	1
Whole staff Jolly Phonics and Jolly Grammar refresher training (£900) (£130 overtime)	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
Jolly Phonics additional resources (£800)	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

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

Budgeted cost: £ 17065

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Afternoon provision for SEMH – 5 afternoons a week with focus on SEMH activities</p> <p>£17,065 staffing</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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	<p>4</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 12 263

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</p> <p>£9033</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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	<p>4</p>

4 DESTY licences £240		
Funding for school uniform, school trips and an enrichment club each half term £990	https://www.webmd.com/parenting/benefits-extracurricular-activities-kids	
Sensory circuit sessions for 4 children £2000	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/	
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance e.g. termly attendance mtgs, Trust attendance network mtgs	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

Total budgeted cost: £ 33 648

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 2023-24 academic year, drawing on national assessment data for Y1 phonics and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those achieved by our non-disadvantaged pupils.

GARRICK GREEN			NATIONAL			
	ALL	PP	NON-PP	ALL	PP	NON-PP
R	82	58	89			
W	69	50	76			
M	80	58	87			
Phonics	88	75	93			
GLD	74	50	75	80	68	84
				68	TBC	TBC

The data demonstrates that our disadvantaged pupils had lower outcomes than our non disadvantaged pupils in all areas, following the previous pattern of outcomes nationally, with our smallest gap being in Y1 phonics.

Our disadvantaged pupils performed better than disadvantaged pupils nationally in 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 2023-24 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 reading, writing and maths at end KS1 and met the target we set for 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.

Specific Impact

SaLT – twice termly visits from an experienced SaLT gave staff the confidence to deliver S&L interventions at the appropriate level, resulting in children making good progress in these areas.

Angles Maths Hub – regular training for staff through the Maths Hub and for Mastering Number resulted in strong outcomes in maths, and increased fluency with number. All year groups have a daily Mastering Number session and this is now embedded in the curriculum.

Reading for Pleasure CPD – this CPD and purchase of additional books helped staff with ideas and strategies to help children develop a love of reading. Several of our PP children joined the weekly after school book club free of charge.

Targeted interventions - additional phonics, working memory, additional reading, S&L -all of these have helped children make good progress. Provision mapping and pupil progress meetings with the SENCo have helped ensure that children are getting the right interventions for their needs, not just 'more phonics'.

FSW – Time with our FSW has helped both children and parents. Parents are feeling more empowered to deal with routines and boundaries and children are feeling listened to and have benefitted from having ringfenced time to work on developing their social and emotional skills.

Sensory Circuits – this intervention was successful in supporting children with transitions and helped to avoid heightened behaviours

Uniform, trips and clubs – funding for these helped all children be included and to give them opportunities and experiences they may not have had otherwise.