

Great Sankey Primary School

Pupil Premium Strategy 2021/22- 2023/24 & Previous Review



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 pupils.

It outlines our pupil premium strategy, how we intend to spend the funding over the coming years and the effect that last year's spending of pupil premium had within our school.

School overview

Detail		Data
School name	Great Sankey Primary School (TCAT)	
Number of pupils in school	343 (inc. Nursery)	
Proportion (%) of pupil premium eligible pupils	41 Pupils – 12% (5/41 = 11% are also SEND)	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2023/24	
Date this statement was published	October 2021	
Date on which it will be reviewed	July 2022 (Interim Reviews) Full Review at end of academic year 2023/24	
Statement authorised by	V. Briggs (EHT)	
Pupil premium lead	Tom Gawne (AHT) / Vicky Briggs (EHT)	
Governor / Trustee lead	John Carlin	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,040 (£63,240) Inc additional £20,200 LAC funding.
Recovery premium funding allocation this academic year	£5,800 (41 Pupils PP)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 – No Carry Forward
Total budget for this academic year	£48, 840

Part A: Pupil premium strategy plan

Current Attainment (Published)

Current attainment		
End of Key Stage Two 2018/19 (No data for previous two years reported due to pandemic)	<i>% Disadvantaged pupils at GSP (no. of eligible pupils)</i>	<i>% Non-disadvantaged pupils 2018/19 results (National in brackets)</i>
% achieving expected standard or above in reading, writing & maths	77.8 (9)	77.8 (64.8)
% achieving expected standard or above in reading	88.9 (9)	86.7 (73.2)
% achieving expected standard or above in writing	77.8 (9)	84.4 (78.5)
% achieving expected standard or above in maths	88.9 (9)	86.7 (78.7)
End of Key Stage One 2018/19 (No data for previous two years reported due to pandemic)	<i>% Disadvantaged pupils at GSP (no. of eligible pupils)</i>	<i>% Non-disadvantaged pupils 2018/19 results (National in brackets)</i>
% achieving expected standard or above in reading	80 (5)	82.2 (74.9)
% achieving expected standard or above in writing	89 (5)	77.8 (69.2)
% achieving expected standard or above in maths	60 (5)	82.2 (75.6)
Y1 Phonics Screen	100 (2)	91.1 (81.9)
EYFS % of pupils attaining a Good Level of Development	50% (2)	84.1 (71.8)

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

At Great Sankey Primary School we firmly believe that every child should be given every opportunity to reach their full potential, whatever their background or circumstance. We hold high aspirations for all our children and believe that no child should be left behind. As a school all teachers acknowledge the importance of diminishing differences between varying groups of pupils. Members of staff take time to understand the barriers to learning that these pupils may be facing and plan and teach accordingly. All staff are accountable to ensure that they constantly review, adapt and improve practices to ensure effective impact on pupil's experiences and outcomes. Through quality first teaching, an ambitious curriculum, carefully planned interventions, regular retrieval practice and wider support (including pupil emotional health and wellbeing), we hope to be able to diminish the gap between disadvantaged pupils and their peers and ensure all children, regardless of their starting points, make good progress.

How does your current pupil premium strategy plan work towards achieving those objectives?

To ensure we meet our objectives, the school adopts the three tiered by the EEF which recommends the greatest focus is placed upon promoting High Quality Teaching supported by academic interventions and wider non-teaching strategies. Underpinning the plan is the commitment to delivering high quality first teaching and the development of CPD opportunities to ensure pupils have the best chance of success first time around. Over time, we recognise that our pupils need to know and remember more. Throughout each subject, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas. Teaching is delivered on a 'small steps' scale allowing gaps to be identified and plugged. Retrieval practice is an embedded approach seen at the start of every lesson to support pupils key learning. As pupils know and remember more, their enjoyment and engagement in learning grows.

In addition to quality first teaching, carefully planned and targeted intervention is used to support pupils at risk of not fulfilling their potential or who are displaying key gaps in learning. Specialist support from qualified staff support pupils in interventions across the core subjects of Maths and English (Speech and Language, Reading etc) as we recognise the importance these subjects play in ensuring pupils can successfully access the wider curriculum.

Pastoral and wider non-academic support also help to ensure our pupils, particularly those who are LAC and Post LAC, have their needs met.

What are the key principles of your strategy plan?

Key principles of our approach are all underpinned by the EEF three-tiers: Quality First Teaching, Targeted Support and Wider Approaches. Approaches follow the implementation process of Explore, Prepare, Deliver and Sustain to ensure that they continue to be effective and have the desired impact.

As a school, we ensure the following principles apply to our spending plan:

- We promote an **ethos** that embodies the school motto of 'Together We Learn and Grow' alongside the school Curriculum drivers of '**Growth, Mindfulness and Community**'. Ensuring these drivers are applied, children, **regardless of need or disadvantage**, will make progress, be resilient and grow to become valued and important members of the **school community**.
- That we are an **evidence-based school** and that decisions and interventions are based on research and data.
- That the most effective way of addressing disadvantage is through a strong focus on **improving teaching and learning**.
- That **developing literacy** skills of pupils, particularly in reading, speech and language are essential to ensure pupils can access their **wider curriculum**.
- That a robust monitoring system with a **focus on outcomes (academic and non-academic)** can identify barriers and effectively inform and evaluate interventions to ensure maximum impact of funding.
- That any **specific interventions** should be based upon **identified need**.
- That PP funding is leveraged to benefit **as many pupils as possible**, including those described as non-PP.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Gaps in knowledge and basic skills due to school closure and lack of home support.
2	Social and emotional challenges / self-esteem / resilience / separation anxiety / attachment
3	Reading (phonics, fluency, attitudes and comprehension)
4	Speech and language – including early communication and language skills (EYFS)
5	Understanding of key maths strategies, linked to fluency, varied fluency and application – KS2
6	Access to extra-curricular and enrichment activities
7	Special Educational Needs for some pupils (SEN – 5 pupils – 11%)
8	Small proportion receive limited amount of support for learning from home – including access to technology to support learning.
9	Low levels of attendance of some disadvantaged pupils

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
Reduce gaps in basic skills across both Maths and English for disadvantaged children and those significantly affected by COVID.	Attainment and progress of disadvantaged and identified children more in line with those of their peers in reading, writing and maths. Tracking of pupils through school catch up shows good uptake of school led tutoring offer.
Improved self-esteem leading to a more positive approach to school-work, school life resulting in good and better progress.	Disadvantaged pupils and those who are experiencing SEMH needs have fewer / limited incident reports through CPOMS and make progress in line with / above their peers across RWM. Improves social, emotional, resilience needs etc. Identified KS1, UKS2 pupils well prepared for transition into next key stages.
All disadvantaged pupils will read frequently, leading to increased fluency, stamina and an improved progress	School reading records demonstrate that pupils are reading frequently (at least 3x per week). Reading fluency, reading age improved and outcomes from NFER scores remain consistent / improved. School engagement in trust wide 'TCAT Reads' initiative.
Improved progress by our disadvantaged pupils in all areas of speech and language and general oracy skills. Including early language and communication at EYFS.	Disadvantaged pupils make improved progress in language and communication, successfully complete speech and language programmes and Early Talk boost interventions, alongside early language interventions in EYFS. Significant

	difference in pre and post COVID early language skills on entry.
Strong progress in maths, demonstrating secure fluency and application for disadvantaged pupils	Increased progress and attainment for disadvantaged pupils in line with and / or above their peers in maths – particularly from their starting points and COVID Catch Up needs.
Improved holistic development of disadvantaged pupils	All pupils, including disadvantaged pupils will have access to all enrichment activities and external trips, including across school and TCAT.
Improved outcomes and support for disadvantaged pupils who are also SEN	All disadvantaged pupils who are also SEN make good and better progress from their starting points.
Increased parental / carer involvement and support for disadvantaged pupils with pupils able to access and engage with learning via technology at home.	Families will be engaged in school, attend open evenings, respond to workshops, guidance and support. Families engaging with school online offer as and when needed / appropriate.
Attendance levels are high for identified disadvantaged pupils. (Excluding COVID Isolation)	<p>Disadvantaged and other identified pupil attendance is improved / improving and support is in place to swiftly support families and children where attendance is not in line with their peers.</p> <p>Close monitoring of disadvantaged pupils where attendance drops due to COVID Code X – ensuring teaching staff make regular phone calls and monitor online engagement; liaising closely with LA attendance support where necessary.</p>

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: £ 25 540 (£22 500 support staff allocation)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in staff CPD through coaching accreditation in conjunction with Leeds Beckett Collective Ed program. £500.	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/Professional-Development-Summary.pdf</p> <p>Evidence suggests and shows that supporting staff through high quality, collaborative CPD is pivotal in promoting and improving children's outcomes and can narrow the disadvantage gap.</p>	1,3,4,5,7
Additional teaching assistant for LKS2 to support in the delivery of class support with 1:1 and small groups – in particular addressing identified support needs within Y3; running small group interventions with identified pupils SEND programmes – NESSY. (Inc. of £22,500 support staff budgets)	<p>Research has shown that when TAs are trained and supported to provide intensive support (1:1 or in small groups) they can make a difference to a pupils' learning of up to four months over the course of a year.</p> <p>Major, LE&Higgins,S.,(2019), <i>What Works? Research and Evidence for successful teaching</i>. Bloomsbury Education. Ltd.</p> <p>EEF Teaching and Learning Toolkit. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Rowland, M., editor (2021), <i>Addressing Educational Disadvantage In Schools and Colleges: The Essex Way</i>, John Catt Educational Ltd.</p>	1,3,5,7
Subsidised purchase costs of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.	1,3,5

	<p>https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1</p> <p>https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</p>	
<p>Investment in the Mastery Maths Teacher Programme to develop and further enhance the teaching of Maths across the school. £1500</p>	<p>Developed and delivered by the local NW Maths Hub we are a part of, the subject lead will be trained as part of the local network to be a Maths Specialist teacher with core CPD training across the year. The expectation is for this to be disseminated to both teaching and support staff in the delivery of a Maths Mastery curriculum which will have a lasting impact on future learning for children in Maths.</p>	1,5
<p>Continued and renewed investment into RWI phonics scheme and any additional CPD needs across the year. (£1000)</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>School evidence and impact over previous years.</p>	1,3,8
<p>School to review and explore possible investment in The Global Metacognition Institute to support teaching and support staff in fostering metacognition and self regulated learning strategies amongst pupils.</p> <ul style="list-style-type: none"> - Staff CPD - Educational Resources - Research Articles 	<p>Professional development on metacognition and scaffolding techniques for our teaching assistants so they have a better understanding of how they can develop children's self-regulated learning. EEF evidence (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation) demonstrates this has significant benefits for all, but disadvantaged pupils in particular.</p>	2

<p>Investment and purchase of Giglets online reading resource to support the teaching of high quality reading lessons, deliver interventions and support home reading. Costing over 3 years - £1800.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Recommendations from the Improving Literacy at KS2 guidance report find that teaching comprehension and fluency through guided practice and modelling are key – these are also key aspects of the programme. Wider research tells us that reading is key to academic success so ensuring children have access to these online libraries as well as physical books are crucial. Ensuring we can support our disadvantaged children at home with access to a wide range of texts is important in ensuring they are not disadvantaged compared to their peers.</p>	<p>3,8</p>
--	---	------------

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

Budgeted cost: £ 14 800 (Including Subsidy of Catch Up Funding £5800)

Inc. Additional £20,200 funding to support with Early Speech and Language Development in EYFS. Additional adult to support in speech and language interventions.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivery of early language interventions and SALT interventions with training of dedicated member of staff to support language, literacy & oracy development across school. Including Early Talk Boost language interventions – staff training implications (£4000)</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>1,4,7</p>
<p>Engaging with the National Tutoring Pro-gramme (school-led tutoring) for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged. (£5800 subsidised in addition to £4400 from PP) (NG employed to deliver catch</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Evidence indicates that small group tuition is effective – often the case that the smaller the group the better the progress made in terms of average months' progress.</p>	<p>1,2,3,5,7</p>

up and RK supporting with interventions)		
<p>Dedicated UKS2 teaching support through HoS, particularly in Mathematics to groups of UKS2 pupils at risk of not meeting targets. Evidence over previous years has shown by targeting our children at the end of KS2 we can help them to make accelerated progress. (£10,000 as part of £22,500 support staff budgeting)</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Evidence indicates that small group tuition is effective – often the case that the smaller the group the better the progress made in terms of average months’ progress.</p>	1,5,7
<p>Purchasing, and delivery of NESSY English, Reading and Spelling (including Spelling Frame) interventions to support with groups of SEND and disadvantaged pupils. Training implications for staff inclusive of costs. £600.</p>	<p>These programmes allow children to be supported in developing and mastering essential skills and can be utilised in school and at home.</p> <p>https://www.nessy.com/en-us/shop/research/the-effects-of-the-nessy-reading-and-spelling-program-used-in-a-general-educational-setting</p> <p>Recommendations from Educational Psychologist reports to support children identified with different and appropriate strategies both in school and at home.</p>	1,3,4,7,8
<p>Additional deployment and recruitment of a L2 TA to support with early speech and language interventions in EYFS – Early Talk Boost, Oracy.</p> <p>Specific targeting of those children entering the school further behind those of their peers in relation to speech and language development.</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>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Evidence indicates that small group tuition is effective – often the case that the smaller the group the better the progress made in terms of average months’ progress.</p>	1,4,7

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

Budgeted cost: £ 8500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engage with the Progressive Sports Mental Health & Wellbeing to support identified pupils in school. (£5000)	Supporting work in the personal development & PSHE curriculum and research completed by ViaVita where it is found that 1 in 10 children have a mental health condition.	2,6
Subsidised funding towards the cost of educational visits and wider enrichment opportunities. (£2800)	Ofsted research (Webinar, 2019) places an emphasis on improving cultural capital, particularly for disadvantaged pupils and it is important that all children are able to take a full part in school life.	6
School Uniform Subsidy (£700)	Ofsted research (Webinar, 2019) places an emphasis on improving cultural capital, particularly for disadvantaged pupils and it is important that all children are able to take a full part in school life.	9
Dedicated pastoral support lead across 5 afternoons to support with pupil's social, emotional and mental health needs – including some pupils with SEND and early help family support.	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Parental engagement, including through wider school engagement activities, show that when effective can lead to learning and progress gains of +3 months over the course of a year.</p>	2,8,9
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This involves the role of a dedicated HLTA to support in leading pastoral, DSL support and daily attendance monitoring / procedures.</p> <ul style="list-style-type: none"> -first day response -letters / nudges -attendance awards -key children identified, fortnightly review -focused conversations with pupils and families 	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Children and young people at risk of future educational disengagement need to be identified at an early age, and their positive engagement with education effectively promoted and attendance improved.</p> <p>https://www.bps.org.uk/news-and-policy/behaviour-change-school-attendance-exclusion-and-persistent-absence</p>	9

Total budgeted cost: £ 48 840

Part B: Review of outcomes in the previous academic year 2020-2021

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Please see Pupil Premium Report – 2020-2021 on School Website. This details a review of intervention, including the use of some Catch Up Funding from the previous academic year and a breakdown analysis of PP performance data across the school from the Autumn to the Summer Term. Summary Headline figures included below.

PP Report – Snapshots:

Pupil Premium Report – 2020/21

September Return to School

In the Autumn term of 2020, we had 47 pupils on our Pupil Premium Register that amounted to 10% of our school population. Of these 47, 10 (21%) of these pupils are also on the SEND register.

On the return to school in September, all PP children returned and broadly presented well and close with their peers. In most classes, there was no gap between different year levels and all children were able to access the curriculum. In some classes, children have come back to school very anxious and struggling with the COVID-19 restrictions and anxiety. We support for these pupils has been in the form of regular discussions and sessions with a range of staff, including pastoral support, mental health support and individual support.

In some cases, pupils struggled with their routine to work and had to be given extra support in getting their feet back in a routine despite work to support staff to ensure that children were able to access the curriculum. In some cases, children were anxious and nervous about returning to school. In some cases, children were anxious about returning to school. In some cases, children were anxious about returning to school.

During the initial school holidays, many of our vulnerable PP children were visited into school to support with anxiety and to encourage them to return to school. In some cases, children were anxious about returning to school. In some cases, children were anxious about returning to school.

Year	PP	SEND	PP & SEND
Year 1	10	10	10
Year 2	10	10	10
Year 3	10	10	10
Year 4	10	10	10
Year 5	10	10	10
Year 6	10	10	10

Current

100% of PP children met their ELO in the autumn term. Of these 100%, 100% were also expected to meet their ELO at the end of the academic year.

Class teachers report that PP are performing well and are close with their peers and that parents support at home. In some cases, children were anxious about returning to school.

Year	PP	SEND	PP & SEND
Year 1	10	10	10
Year 2	10	10	10
Year 3	10	10	10
Year 4	10	10	10
Year 5	10	10	10
Year 6	10	10	10

Year	PP	SEND	PP & SEND
Year 1	10	10	10
Year 2	10	10	10
Year 3	10	10	10
Year 4	10	10	10
Year 5	10	10	10
Year 6	10	10	10

Year	PP	SEND	PP & SEND
Year 1	10	10	10
Year 2	10	10	10
Year 3	10	10	10
Year 4	10	10	10
Year 5	10	10	10
Year 6	10	10	10

Year	PP	SEND	PP & SEND
Year 1	10	10	10
Year 2	10	10	10
Year 3	10	10	10
Year 4	10	10	10
Year 5	10	10	10
Year 6	10	10	10

Year	PP	SEND	PP & SEND
Year 1	10	10	10
Year 2	10	10	10
Year 3	10	10	10
Year 4	10	10	10
Year 5	10	10	10
Year 6	10	10	10

Year	PP	SEND	PP & SEND
Year 1	10	10	10
Year 2	10	10	10
Year 3	10	10	10
Year 4	10	10	10
Year 5	10	10	10
Year 6	10	10	10

Year	PP	SEND	PP & SEND
Year 1	10	10	10
Year 2	10	10	10
Year 3	10	10	10
Year 4	10	10	10
Year 5	10	10	10
Year 6	10	10	10

Year	PP	SEND	PP & SEND
Year 1	10	10	10
Year 2	10	10	10
Year 3	10	10	10
Year 4	10	10	10
Year 5	10	10	10
Year 6	10	10	10

Year	PP	SEND	PP & SEND
Year 1	10	10	10
Year 2	10	10	10
Year 3	10	10	10
Year 4	10	10	10
Year 5	10	10	10
Year 6	10	10	10

Year	PP	SEND	PP & SEND
Year 1	10	10	10
Year 2	10	10	10
Year 3	10	10	10
Year 4	10	10	10
Year 5	10	10	10
Year 6	10	10	10

Year	PP	SEND	PP & SEND
Year 1	10	10	10
Year 2	10	10	10
Year 3	10	10	10
Year 4	10	10	10
Year 5	10	10	10
Year 6	10	10	10

Year	PP	SEND	PP & SEND
Year 1	10	10	10
Year 2	10	10	10
Year 3	10	10	10
Year 4	10	10	10
Year 5	10	10	10
Year 6	10	10	10

Year	PP	SEND	PP & SEND
Year 1	10	10	10
Year 2	10	10	10
Year 3	10	10	10
Year 4	10	10	10
Year 5	10	10	10
Year 6	10	10	10

Targeted Support

Targeted support was provided to PP children in the form of small group sessions and individual support. In some cases, children were anxious about returning to school.

Targeted support was provided to PP children in the form of small group sessions and individual support. In some cases, children were anxious about returning to school.

Targeted support was provided to PP children in the form of small group sessions and individual support. In some cases, children were anxious about returning to school.

Targeted support was provided to PP children in the form of small group sessions and individual support. In some cases, children were anxious about returning to school.

Targeted support was provided to PP children in the form of small group sessions and individual support. In some cases, children were anxious about returning to school.

Targeted support was provided to PP children in the form of small group sessions and individual support. In some cases, children were anxious about returning to school.

Targeted support was provided to PP children in the form of small group sessions and individual support. In some cases, children were anxious about returning to school.

Targeted support was provided to PP children in the form of small group sessions and individual support. In some cases, children were anxious about returning to school.

Targeted support was provided to PP children in the form of small group sessions and individual support. In some cases, children were anxious about returning to school.

Targeted support was provided to PP children in the form of small group sessions and individual support. In some cases, children were anxious about returning to school.

Targeted support was provided to PP children in the form of small group sessions and individual support. In some cases, children were anxious about returning to school.

Targeted support was provided to PP children in the form of small group sessions and individual support. In some cases, children were anxious about returning to school.

Targeted support was provided to PP children in the form of small group sessions and individual support. In some cases, children were anxious about returning to school.

Targeted support was provided to PP children in the form of small group sessions and individual support. In some cases, children were anxious about returning to school.

Targeted support was provided to PP children in the form of small group sessions and individual support. In some cases, children were anxious about returning to school.

Targeted support was provided to PP children in the form of small group sessions and individual support. In some cases, children were anxious about returning to school.

Targeted support was provided to PP children in the form of small group sessions and individual support. In some cases, children were anxious about returning to school.

Targeted support was provided to PP children in the form of small group sessions and individual support. In some cases, children were anxious about returning to school.

Targeted support was provided to PP children in the form of small group sessions and individual support. In some cases, children were anxious about returning to school.

Targeted support was provided to PP children in the form of small group sessions and individual support. In some cases, children were anxious about returning to school.

EOY Headline Figures Below:

Year 1

2% PP
 Reading 100% ARE+
 Writing 100% ARE+
 Maths 100% ARE+
 Combined 100% ARE+

Year 3

14% PP
 Reading 83% ARE+ 33 % GDS
 Writing 83% ARE+ 0 % GDS
 Maths 83% ARE+ 33 % GDS
 Combined 83 % ARE+ 0% GDS

Year 2

12% PP
 Reading 20% ARE+ (1/5)
 Writing 20% ARE+ (1/5)
 Maths 0% ARE+
 Combined 0% ARE+ (No GDS)

Year 4

15% PP
 Reading 71% ARE+ 0 % GDS
 Writing 43% ARE+ 0 % GDS
 Maths 86% ARE+ 0 % GDS
 Combined 29% ARE+ 0 % GDS

Year 5

27% PP
 1 x service
 4 x adopted
 Reading 92% ARE+ 42% GDS
 Writing 92% ARE+ 8% GDS
 Maths 83% ARE+ 25% GDS
 Combined 83% ARE+ 8% GDS

Year 6

9/45 (20%)
 Reading: **78% ARE+** (44% GDS)
 Writing: **67% ARE+** (22% GDS)
 Maths: **56% ARE+** (22% GDS)
 EGPS: **67% ARE+** (33% GDS)
 RWM Combined: **56% ARE+** (22% GDS)

Many of the barriers our children faced last year, continue to remain prevalent in the current academic year due to the ongoing pandemic and partial school closures from January to March of last year. Gaps in basic skills continue to be plugged through interventions and you can see through our outline of recovery funding spending that this continues to be a focus this year, despite our outcomes last academic year.

Our work towards supporting SEND children shifted an awful lot last academic year and the introduction of a new SENDco has really helped to ensure that this remains a priority of the school. Record numbers of ASD referrals and diagnoses were made following the lockdowns at home and the SEND register grew, with just over 11% of these pupils now also being eligible for pupil premium. 1 child in receipt of PP was accepted by panel for an EHCP referral at the end of the academic year and was successfully on a transitioned move to SEMH DP provision.

Early language and SALT intervention continued to be delivered and this has become an even more prominent need this academic year, particularly within the EYFS department as children are experiencing greater difficulties with early communication and language than we have seen previously.

Wider enrichment and parental involvement in school was much harder to target due to the nature of restrictions and bubbles but resumed in the Summer term with a host of opportunities for our children. This continues to remain a focus as we try to ensure that our disadvantaged and wider pupils have the experience of a curriculum beyond just the academics and are not at a disadvantage compared to their peers with things that they are able to / have opportunity to experience.

The use of technology at home remains pertinent as we Invest in school to ensure that our online learning platform (Google Classroom) is still utilised post COVID to support learning at home. This is a go to platform for parents and provides information that can support with home learning, reading tips and parental engagement at home. We will continue to review our entitlement to DfE devices and work to ensure all children across the school have access to suitable technology at home and that this is not seen as a barrier.

PP attendance data overview for previous academic year:

(For some and for a breakdown of specific children, individual case studies are kept to support with the context and to provide greater detail for attendance figures where there may be areas of concern.)

Academic Year 2020-2021 (1st September – EOY)	Pupils In Group	Attendance	Authorised Absences	Unauthorised Absences
Pupil Premium	51	92.66	3.69	1.08
Not Pupil Premium	301	86.09	1.53	0.45

Attendance of PP children compared to that of their peers is above, however is below where we would have liked it to be. For the current year to date (January 2021), PP data is improved at just under 95%. We will aim to sustain and progress upon this over the course of the year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
A programme of mindfulness and wellbeing to support young children with pastoral and mental health needs during lockdown.	Progressive Sports
Early Language Intervention	NELI Talk Boost
Phonics – Targeted Teaching	RWI (Ruth Miskin)
Play Therapy	LA Behavioural Support Team
Learning By Questions (Online Home Learning Support – Used Wider In School)	Learning By Questions

Further Information: (Optional)

We have a robust and thorough system to monitor the needs and progress of all children across the school and we discuss pupil premium children regularly so that necessary adaptations can be made quickly as well as ensure all staff are aware of the individual challenges of these pupils. These challenges have been identified in this strategy and are discussed in termly pupil premium data review/pupil progress meetings with SLT and teachers.

We use evidence from multiple sources: lesson visits, book scrutiny and conversations with pupils and teachers as well as internal data. We use reports, studies and research papers about effective use of pupil premium, the impact of disadvantage and how to address challenges to learning presented by pupil disadvantage. Studies about the impact of the pandemic on disadvantaged pupils have also been considered.

Work within the trust also allows us to conduct reviews of our pupil premium spending to ensure effective use of funds and targeting of pupils on education outcomes.

This Pupil Premium Strategy will be closely monitored over the three years to ensure we are targeting our most vulnerable children with the greatest impact. This strategy is also informed by the latest evidence-based research and published reports, such as from the EEF and Sutton Trust.

We follow the EEF three-tiered approach: Quality Teaching For All, Targeted Support, Additional Approaches and all strategies are underpinned by the EEF implementation process of Explore, Prepare, Deliver, Sustain.

An identified governor with responsibility for overseeing provision for disadvantaged pupils makes visits to monitor and discuss provision and reports directly to governors.

The school is part of the Trust's Disadvantaged Hub, led by the EHT of GSP. We look at Trust wide strategies to narrowing the disadvantaged gap.

Disadvantaged pupils have made good progress at GSP from their starting points across the school. This is to the bespoke approach we lead on PP.