

## Pupil premium strategy statement

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 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	St. Gilbert of Sempringham C of E Primary School
Number of pupils in school	83
Proportion (%) of pupil premium eligible pupils	43% (36/83)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022 and annually
Statement authorised by	Full Governing Body
Pupil premium lead	Emma Hunt
Governor / Trustee lead	Matt Timings

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 32,159
Recovery premium funding allocation this academic year	£ 3,690
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 122
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 35,971

# Part A: Pupil premium strategy plan

## Statement of intent

At St. Gilbert of Sempringham C of E Primary School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and back-ground
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

Our context:

- ✓ IDACI Decline 2.53 (Band E) indicates St. Gilberts has a relatively low level of deprivation.
- ✓ 43% of pupils are eligible for Pupil Premium Funding in comparison to 23% national.

Achieving our objectives:

- ✓ In order to achieve our objectives and overcome identified barriers to learning we will:
- ✓ Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- ✓ Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- ✓ Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- ✓ Provide opportunities for all pupils to participate in enrichment activities including sport and music
- ✓ Provide where appropriate nurture support to enable pupils to access learning within and beyond the classroom.
- ✓ This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning, and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

## Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health
2	Gaps in reading, writing, maths and phonics
3	Speech, language and communication
4	Attendance and punctuality
5	Access to wider opportunities
6	Parental engagement
7	Pupils arrive at school unprepared for learning

## 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
Reading, Writing and Maths	Achieve outcomes in-line with, or above, national average by the end of KS2.
Phonics	Achieve at least 90% of pupils in Y1 pass the PSC
Attendance	Ensure attendance of disadvantaged pupils is at least 96%

## 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: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally Increased reading at home	1, 2, 3, 6 & 7
RWI CPD	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally	1, 2, 3 & 5
Maths, number and sequence of teaching training	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally	1, 2, 3 & 5
Thinking Matters training	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally Increased self-reflection and critical thinking	1, 2, & 5
SALT training	Early intervention and assessment of speech and language acquisition. Improved speech and language for pupils. Pupils speak to a wide range of audiences with confidence.	1, 2, 3 & 5

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

Budgeted cost: £ 28,971

Activity	Evidence that supports this approach	Challenge number(s) addressed
Numeracy 1:1 and small group interventions	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally. Gaps are filled	1, 2, 3 & 5
Reading interventions including RWI 1:1 tutoring, comprehension, pre-reading, daily reading	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally. Gaps are filled	1, 2, 3 & 5
TA support for targeted groups (FSM and SEND)	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally. Gaps are filled	1, 2, 3 & 5

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

Budgeted cost: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free/Subsidised Breakfast club School to provide uniform School to provide resources for learning	All pupils have a settled start to the school day. No pupil starts the day hungry. All pupils have the necessary equipment.	1, 4, 5, & 7
Behaviour reward system	Behaviour, including learning behaviour, is good. Pupils make good progress in learning.	1, 4, 5, & 7
Dedicated Pastoral/Attendance Lead	Rewards for good attendance and punctuality Pupils are safe and are confident in themselves and can manage their emotions effectively. Strengthened partnership with parents/carers. Parents/Carers regularly support pupils with home	All areas of challenge
Wider curriculum opportunities	Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.	1, 4, 5, & 7
Parent workshops, stay and play, etc	Strengthened partnership with parents/carers. Parents/Carers regularly support pupils with home	All areas of challenge

**Total budgeted cost: £ 35,971**

## 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 pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Key areas of impact

- ✓ 2020 Autumn Term Phonics screening test (Y2) results 82% all pupils, 83% PP pupils achieved the pass mark.
- ✓ 2021 Year 1 Phonics screening teacher assessment PP children: 75% predicted Autumn 2022. Currently 75% on track for all pupils. 83% achieved the pass mark for the PSC - TA assessed June 2021
- ✓ PP attendance figures for end of 2020-2021: 96.1% Above national (92.2% FSM)
- ✓ Teacher assessed end of KS2 results continue to improve and remain in line with national
- ✓ Raised attainment in Arithmetic for PP pupils in Year 5 as an impact of targeted intervention

### 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
TT Rockstars	play.ttrockstars.com
RWI Portal	Ruth Miskin and RWI