

Pupil premium strategy statement – Gnosall St Lawrence CE Primary Academy

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Gnosall St Lawrence CE Primary Academy
Number of pupils in school	270
Proportion (%) of pupil premium eligible pupils	11.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Kirsten Sweet
Pupil premium lead	Kirsten Sweet
Governor / Trustee lead	Mary Witts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,245
Recovery premium funding allocation this academic year	£4,350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£54,595

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Reading: low vocabulary development leads to difficulties with inference and deduction skills
2	Reading: low phonic knowledge on entry to school
3	Writing: quality of content and application of spelling patterns
4	Maths: difficulty in instant recall of number facts for all four operations
5	Maths: level of comprehension when reading limits understanding when problem solving and reasoning
6	Disadvantaged children do not have the same breadth of experience as non-disadvantaged children.

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
<p>Improve the attainment of PP children to close the gap with their non-PP peers at ARE in core subjects at the end of KS1 and KS2 by:</p> <p>Improve the vocabulary development of disadvantaged children. Improve disadvantaged children's reading comprehension skills. Improve content of disadvantaged children's independent writing. Improve disadvantaged children's application of spelling patterns when working independently. Improve disadvantaged children's instant recall of number facts. Improve disadvantaged children's problem solving and reasoning skills.</p>	<p>Close the attainment gap between disadvantaged pupils and their non-disadvantaged peers so that in end of Key Stage assessments, disadvantaged pupils in our school achieve in line with their non-disadvantaged peers. Progress scores for disadvantaged children will be positive at the end of Key Stage 2.</p>
<p>Ensure that children are not disadvantaged by the financial income of their family in terms of breadth of experience by providing personal development opportunities. Pay for all educational visits for disadvantaged children. Pay for disadvantaged children to participated in extra-curricular activities.</p>	<p>Disadvantaged children have access to the same level of personal development as their non-disadvantaged peers.</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: £42,581

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Rigorous phonics teaching through the Read, Write, Inc programme.</p> <p>Children are placed in homogenous groupings relevant to their current phonic knowledge.</p> <p>Staff delivering the RWI programme receive 3 half-hour coaching sessions per half term, have access to an online CPD platform that can be accessed at any time and receive two RWI development days per year.</p>	<p>EEF states that phonics has a high impact on outcomes for disadvantaged children (+5 months) when taught explicitly and systematically, and when targeted to develop their current level of phonic knowledge.</p>	<p>2</p>
<p>Explicit teaching of vocabulary and comprehension through Read, Write, Inc programme and through English journeys with specific focus on reading domains.</p>	<p>EEF research on individualised instruction shows that it can have an impact of +4 months.</p> <p>All reading tasks are delivered at an appropriate level of cognitive challenge to ensure that disadvantaged learners' needs are met.</p> <p>EEF research on direct teaching of reading comprehension strategies shows an impact of +6 months.</p> <p>Alongside phonics teaching, it is a crucial component of early reading instruction.</p>	<p>1 5</p>
<p>Daily story-time led by the class teacher with a focus on vocabulary development. Texts are chosen carefully to ensure that they are high quality with a breadth of vocabulary, but which will also foster a love and enjoyment of reading.</p>	<p>EEF guidance reports on 'Improving Literacy in KS1' and 'Improving Literacy in Key Stage 2' both refer to the importance of developing children's language skills.</p>	<p>1 5</p>
<p>Explicit teaching of spelling patterns with opportunities to apply this in extended written tasks.</p> <p>This takes place in RWI lessons through Fred Fingers, Hold a Sentence, Build a Sentence, Proofread and the long writing task.</p>	<p>EEF research on individualised instruction shows that it can have an impact of +4 months.</p> <p>All spelling tasks are delivered at an appropriate level of cognitive challenge to ensure that disadvantaged learners' needs are met.</p>	<p>3</p>

Once children complete the RWI Phonics programme, they follow the RWI Spelling programme which covers all aspects of spelling from the National Curriculum. Spelling is a focus of direct feedback within the lesson.	EEF research on direct feedback shows an impact of +6 months.	
Opportunities to practice instant recall of number facts through 'speedy morning maths' activities and use of iPads to access relevant apps.	EEF report, 'Improving Mathematics in KS2 and KS3' details the importance of children developing a fluent recall of facts as part of a rich network of mathematical knowledge.	4
Explicit teaching of problem solving and reasoning in maths with a focus on identifying key vocabulary.	EEF report, 'Improving Mathematics in KS2 and KS3' details the importance of direct teaching of problem solving and reasoning to allow children to develop these skills.	5

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

Budgeted cost: £6,514

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant support within the whole-class lesson to support disadvantaged children in accessing the learning tasks. This allows the children to 'keep up, not catch up'. Teaching Assistants are trained to deliver RWI to the same level as teachers. They lead groups supported by the Reading Leader.	EEF research shows that TAs working with targeted groups can have an impact of +4 months.	1 2 3
Teaching Assistants deliver structured interventions within the school day, working on specific barriers to learning as identified by assessment.	EEF research shows that small group tuition can have an impact of +4 months. EEF research on one-to-one tuition shows that it can have an impact of + 4 months.	1 2 3 4 5
Teaching Assistants deliver the NELI programme in YR to identified children.	EEF research on one-to-one tuition shows that it can have an impact of + 4 months. EEF research shows that oral language interventions can have an impact of +6 months.	1 5

Identified disadvantaged children will receive one-to-one or small group tutoring outside of the school day to close attainment gaps.	EEF research shows that small group tuition can have an impact of +4 months.	1
		2
		3
	EEF research on one-to-one tuition shows that it can have an impact of + 4 months.	4
	EEF research on extending school day shows an impact of +3 months	5

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

Budgeted cost: £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
All educational visits are funded for disadvantaged children.	EEF research shows that arts participation and physical activity can have an impact on the development of disadvantaged children.	6
All disadvantaged children are offered funded extra-curricular activities such as sports clubs and peripatetic music lessons.	EEF research shows that arts participation and physical activity can have an impact on the development of disadvantaged children.	6

Total budgeted cost: £54,595

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.

Impact of Pupil Premium expenditure 2020-2021

Quality First Teaching				
Desired outcome	Strategy / intervention	Impact	Next steps	Cost
Improve the progress made by PP children so that it closes the attainment gap between them and their non-PP peers.	Teachers work with Teaching Assistants to provide support in class, in small groups and through one-to-one interventions to address barriers/gaps to learning.	SLT used data to monitor attainment and progress of PP children. See table below for internal teacher assessment data.	Continue to focus on progress from starting points with the addition of improving attainment at end of each Key Stage.	£38,710
Targeted support				
Desired outcome	Strategy / intervention	Impact	Next steps	Cost
Improve the progress made by PP children so that it closes the attainment gap between them and their non-PP peers.	Teaching Assistants to work with all PP children, either one-to-one or in small groups, on intervention work on identified targets.	SENCO and SLT used data to monitor progress of PP children. From their individual starting points, 87% of PP children made at least expected progress in reading, writing and maths.	Continue to focus on progress from starting points with the addition of improving attainment at end of each Key Stage.	£4,800

Support pupils' self-esteem, confidence and well-being	Provide financial support via full payment of all residential trips, educational visits and two extra-curricular activities in order to ensure full exposure to the enrichment, as well as the entitlement, of the wider curriculum.	PP children benefited from the full breadth of the curriculum in school as well as extra-curricular opportunities. Pupil questionnaires in whole school forum showed that children feel happy and enjoy school.	Continue to ensure that PP children benefit from the same breadth of life experience as non-PP children.	£4,800
			Total expenditure	£48,310

Disadvantaged pupil uptake of extra-curricular clubs: 62%

Externally provided programmes

Programme	Provider
Nuffield Early Language Intervention (this was funded by the DfE)	Nuffield

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	£300
What was the impact of that spending on service pupil premium eligible pupils?	Very low amount so not possible to identify impact of this funding alone.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Attainment and progress of disadvantaged children is tracked carefully throughout the school year. This group is the focus of discussions within pupil progress meetings between SLT and class teachers to identify barriers to learning and plan how to address them.

The Pupil Premium link governor meets with the Pupil Premium Lead each term to discuss progress against this strategy.