

# Pupil premium strategy statement Gastrells Primary 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 the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended – you must still publish an updated statement each academic year)</b>	Sept 2024 (carried from Sept 2022)
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Kate Merriman
Pupil premium lead	Kate Merriman
Governor / Trustee lead	Rhian Evans

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 34690
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 5,207
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 38,204

# Part A: Pupil premium strategy plan

## Statement of intent

At Gastrells Community Primary School we have high expectations for all pupils in our school, and believe that with great teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can fulfil their individual potential, both academically and socially. In order to do this, we engage in a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning. We provide a rich and varied curriculum, which makes an exceptional contribution to pupils' outcomes so that children are engaged and achieve well. Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium.

Our ethos is built around the core values of P.R.I.D.E.:

- **Positivity:** We approach every day with a positive mindset, encouraging students to embrace challenges and celebrate their successes.
- **Respect:** We show respect for ourselves, others, and our environment, creating a safe and supportive community for all.
- **Inclusivity:** We welcome and value diversity, ensuring that everyone feels a sense of belonging and has equal opportunities to succeed.
- **Determination and Challenge:** We are committed to helping students develop resilience and a growth mindset, empowering them to overcome obstacles and reach their full potential.
- **Excellence:** We strive for excellence in all aspects of school life, from academic achievements to personal development, inspiring students to aim high and achieve their best.

Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or catch-up funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who not eligible for the Pupil Premium. School leaders at Gastrells Community Primary School are committed to ensuring that all of our disadvantaged pupils, including those who are able, gifted and talented, receive high quality teaching in every lesson and that disadvantaged children who have 'fallen behind' their peers with similar starting points receive frequent intervention and daily support. Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating our Pupil Premium Funding, we have

analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation and The Sutton Trust.

## Challenges

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

Challenge number	Detail of challenge
1	A percentage of our pupil premium children have additional needs (some are in the communication and interaction centre.) These children have additional support needs. 19% of our PP children have EHCP (87.5% are on the SEND register)
2	Since Covid has many children have begun school and are not as school ready, this is particularly with those who are entitled to Pupil Premium. (this continues to be the case in reception children 2024) Many of these children missed out on important developmental interaction in the early years of their lives. This is still impacting on children in different year groups in different ways.
3	Poor language skills. This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary. (see above)
4	Risk of pupils in receipt of pupil progress making less than expected progress than their peers with similar starting points, especially in Writing.
5	Many of the children on PP have ACEs which includes cost of living is affecting many families at Gastrells – this can mean that schooling and education is not at the forefront of priorities.

## 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
Improve phonics knowledge – especially in y1 and those who did not achieve the expected level in y2.	Children 'pass' the phonics testing and can use phonics to support their reading and writing. (increase the trend from 2022 onwards)
Improve the children's writing skills from their initial starting points to be in line with peers of a similar ability.	Children's writing skills are in line with their peers from the same 'starting point' and make the same progress.

Improving language skills and varied vocabulary, through intervention including Speech and Language intervention	Children have a widened vocabulary.
All pupils will have good self-organisation skills, resilience and determination. They will be able to work independently with confidence	<p>Children know and understand the meaning of positive learning behaviours. Teachers teach and model these behaviours. Children demonstrate these behaviours throughout the school day and in their lives outside of school. (this can help children at home as well in school and allow them better skills when they move on to secondary school)</p> <ul style="list-style-type: none"> <li>• Monitoring tasks, such as learning walks and discussions with children show that they have appropriate aged self-organisation and are being encouraged to be independent by all staff.</li> <li>• Pupils show that they are resilient and able to learn from mistakes. Teachers are modelling this behaviour when they are 'thinking out loud.'</li> <li>• Support staff are used effectively to challenge and guide children without creating an over reliance on adult support.</li> <li>• Forest school sessions and the wider curriculum are used effectively to develop these learning behaviours</li> </ul>

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

Budgeted cost: £ 27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Appoint appropriate member of staff</i>	EEF (Education Endowment Fund) one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas	2,3,4
	Small group support	2,3,4

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>One to one interventions</i>	One to one is very effective at improving pupil outcomes. One to one support might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.	2,3,4
<i>Oral language interventions</i>  <i>(communication and language project app £500 as part of the project and supply)</i>	These are thought to be very high impact – and additional S & L training and implementation for all KS1 teachers  <i>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress</i>  <a href="https://educationendowmentfoundation.org.uk"><u>Oral language interventions   EEF (educationendowmentfoundation.org.uk)</u></a>	1,2,3,4,5
<i>Small group support</i>	Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.	2,3,4
<i>Continue to fully implement our</i>	Phonics approaches have a strong evidence base that indicates a positive	2,3,4

<p><i>synthetic phonics approach – Little Wandle and ensure that the SEND element of the programme is delivered for many of our PP children.</i></p>	<p>impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="https://www.eef.org.uk/resource/phonics-toolkit-strand-education-endowment-foundation-eef">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="https://littlewandlelettersandsounds.org.uk/intro-to-send-21_08_22.pdf">INTRO-TO-SEND-21_08_22.pdf</a> (littlewandlelettersandsounds.org.uk)</p>	
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## **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA / Nurture groups</i>	Nurture UK <a href="https://nurtureuk.org/the-eef-toolkit-and-nurture-groups">The EEF Toolkit and Nurture Groups   nurtureuk</a>	1,2,3,4,5
<i>Forest schools</i>	Forest Research <a href="https://forest-schools.org.uk/forest-schools-impact-on-young-children-in-england-and-wales-forest-research">Forest Schools: impact on young children in England and Wales – Forest Research</a>	1,2,3,4
<i>Drumming</i>	<p><a href="https://www.mewsicmoves.com/blogs/5-benefits-of-drumming-for-children-with-special-needs">https://www.mewsicmoves.com/blogs/5-benefits-of-drumming-for-children-with-special-needs</a></p> <p><a href="https://enablingdevices.com/blog/drum-therapy-the-many-benefits-of-drumming/">https://enablingdevices.com/blog/drum-therapy-the-many-benefits-of-drumming/</a></p> <p><a href="https://www.pas.org/docs/default-source/idc-articles/1707-40-41.pdf?sfvrsn=a15c93a_0">https://www.pas.org/docs/default-source/idc-articles/1707-40-41.pdf?sfvrsn=a15c93a_0</a></p>	1,2,3,4,5

	Impact of music on vulnerable children is very positive.	
<i>Trips and residential</i>	Many of the outdoor adventure companies, including the Field Studies Council state many of the social and emotional benefits	2,3,5
<i>Judo</i>	School games and DfE research show the positive impact on education as well as mental health and well being.	1,2,3,4,5
<i>Sporting fixtures &amp; transport to attend</i>		

**Total budgeted cost: £ 8000 + £28000 = £35000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Internal assessments show that the performance of disadvantaged pupils was lower than the national in key areas of the curriculum for children within KS1 however 2/5 (40%) have an EHCP and 4/5 (80%) are on the SEND register.

In KS2 SATs assessments 4/4 children who had pupil premium were on the SEN register and 50% of them had an EHCP. These children all made individual progress but did not reach the expected standard.

Although overall attendance in 2023-24 was 92.2%. The attendance of PP children was lower than the targeted 95%. We had one child who was a non attender (also on a My Plan+) – without their data in the data set the attendance was 86.6%.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly improved from the previous year following on from a year significantly impacted by COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We continued to use pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. Children completed questionnaires, and those on PP overall did not have higher mental health and wellbeing issues.

### Review from last year:

Intended outcome	Success criteria	Impact
Improve phonics knowledge – especially in y1 and those who did not achieve the expected level in y2.	Children ‘pass’ the phonics testing and can use phonics to support their reading and writing. (increase the trend from 2022 onwards)	50% children on PP passed the phonics screening in year 1. 100% children on PP passed the phonics screening y2’s – had already achieved.
Improve the children’s writing skills from their initial starting points to be in line with peers of a similar ability.	Children’s writing skills are in line with their peers from the same ‘starting point’ and make the same progress.	80% children on PP have SEND
Improving language skills and varied vocabulary, through intervention including Speech and Language intervention	Children have a widened vocabulary.	Children are able to articulate a wider vocabulary.

<p>All pupils will have good self-organisation skills, resilience and determination. They will be able to work independently with confidence</p>	<p>Children know and understand the meaning of positive learning behaviours. Teachers teach and model these behaviours. Children demonstrate these behaviours throughout the school day and in their lives outside of school. (this can help children at home as well in school and allow them better skills when they move on to secondary school)</p> <ul style="list-style-type: none"> <li>• Monitoring tasks, such as learning walks and discussions with children show that they have appropriate aged self-organisation and are being encouraged to be independent by all staff.</li> <li>• Pupils show that they are resilient and able to learn from mistakes. Teachers are modelling this behaviour when they are 'thinking out loud.'</li> <li>• Support staff are used effectively to challenge and guide children without creating an over reliance on adult support.</li> <li>• Forest school sessions and the wider curriculum are used effectively to develop these learning behaviours</li> </ul>	<p>Children continue to develop learning behaviours.</p> <p>PP children have been monitored during learning walks and lesson observations. Some children with PP find this more difficult as they have additional SEND needs, which includes delayed development.</p> <p>Support staff continue to work with all children to reduce the over reliance on adult support.</p> <p>All children with PP funding have attended forest school sessions and for all children except 1, this has ensured school attendance at this time.</p>
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## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Talk Boost	I Can
TTRS	Maths Circle
Little Wandle Phonics programme	Little Wandle
Ed Shed	Education Shed
Can Do	Buzzard Publishing

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year*

None allocated (once it is received we will have 3 children who receive service premium funding)

### **The impact of that spending on service pupil premium eligible pupils**

Not applicable