

## 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	Gatten & Lake Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	59 pupils (28.1%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 2022/23 2023/24
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Rebecca Day
Pupil premium lead	Jon Kirby
Governor / Trustee lead	Rob Woodley-Thompson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,690 (2022/23)
Recovery premium funding allocation this academic year	£0 (2022/23)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£85,690

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim is to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally, irrespective of background. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

As a school, we follow the EEF 3-tiered approach to pupil premium, and high-quality teaching is at the heart of our pupil premium strategy, with a focus on areas in which disadvantaged pupils require the most support and providing timely intervention. This is proven to have the greatest impact on closing the disadvantage attainment gap as detailed by EEF and at the same time will benefit the non-disadvantaged pupils in our school.

Within the intended outcomes detailed below, is the intention that the attainment of all pupils will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Plan 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.

Our intention at Gatten & Lake Primary school is that all pupils, irrespective of background or the challenges they face, become strong, competent and happy readers. This will enable them to read to learn, access the broad curriculum we offer and be equipped with the essential literacy skills needed to lead fulfilling lives. We also intend to deliver a broad and balanced curriculum which all children can access.

Almost 29% of our pupils in receipt of pupil premium have identified special educational needs and 10% are looked after children. As a school, 36% of our pupil premium children are double disadvantaged, equating to 18 children and our strategy for 2021-25 also focuses on the needs of this group.

Lockdown has seen an increase in pupils' emotional and social needs that impact on learning with increases in both pupil and adult mental health and wellbeing needs. At Gatten & Lake Primary School, we understand that children must be ready to learn so we intend to ensure their personal, social, emotional and developmental needs are met. We aim to ensure the well-being needs of all pupils in receipt of pupil premium

funding are met to ensure they are on track to make or exceed expected progress and attainment.

To ensure the effectiveness of our strategy we will therefore:

- Provide opportunities to develop our staff to ensure quality first teaching is prevalent throughout the school to challenge all children to attain above national average.
- Act early to intervene at the point need is identified and provide targeted support to individuals and groups of children.
- Provide wider opportunities, experiences and support for children to be able to achieve at our school and beyond.

## Ultimate Objectives:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

## 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 pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments and observations suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Internal assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
5	Observations have shown that a small minority of disadvantaged pupils have challenges in regulating their behaviour (SEMH needs).

6	Internal assessments and pupil conversations indicate that double disadvantaged pupils generally have greater difficulty in accessing the wider curriculum than their peers.
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## 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 phonics outcomes for disadvantaged children across KS1 and KS2 and to improve reading outcomes for disadvantaged children from Y1-6.	Phonics scores across KS1 to be in line with national average by 2023/24. By 2023/24, all pupils will pass the phonics screening check by end of Y3. KS1 and KS2 outcomes in line with national average for all pupils by 2023/2024
Improved maths outcomes for disadvantaged children from Y1-6	KS1 and KS2 outcomes in line with national average for all pupils by 2023/2024
Improved writing outcomes for disadvantaged children from Y1-6	KS1 and KS2 outcomes in line with national average for all pupils by 2023/2024
Improved reading outcomes for disadvantaged children from Y1-6 - Specific focus on children's reading fluency and vocabulary.	KS1 and KS2 outcomes in line with national average for all pupils by 2023/2024
Improved behaviour for the majority of children finding behaviour management a challenge.	All children, irrespective of background or circumstance, to be able to explain their emotions and use strategies effectively to self-regulate and use safe spaces.
Improved outcomes for double disadvantaged.	Children will be able to access the whole curriculum and progress in all subjects, irrespective of disadvantage by 2023/24.

## 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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuous professional development and monitoring of KS1 and KS2 phonics by DHT. DHT to allocate time to monitor weekly and provide CPD where required. DHT to lead assessment half termly. Additional phonetically decodable books to be purchased.</p>	<p>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.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/phonics-eeef/">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2</p>
<p>English and maths lead to have leadership time once a week to monitor and develop their subjects and staff.</p> <p>HIAS maths and English support in place to improve quality first teaching of</p>	<p>By providing cover teacher for the English and maths lead to develop their subjects, areas for development are observed and plans put in place to develop their subjects with internal and external support. Bought in support from HIAS, allow quality first teaching of reading, writing and maths to be developed and reviewed.</p> <p>‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’</p> <p><a href="https://www.educationendowmentfoundation.org.uk/high-quality-teaching-eeef/">1. High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2, 3, 4</p>

English and maths.		
Providing CPD to subject leaders to guided them to develop their subject and to enhance QFT through training, monitoring and feedback cycles.	<p>‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’</p> <p><a href="https://www.educationendowmentfoundation.org.uk">1. High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a></p>	2, 3, 4, 5
Continuous professional of SENCO to help double disadvantaged pupils attain. HIAS support provided.	<p>Continuous development of the SENCO with a distributive model, allows training of how to best teach double disadvantaged to be implemented across the school.</p> <p>EEF states: ‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’</p> <p><a href="https://www.educationendowmentfoundation.org.uk">1. High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a></p>	6

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Giving access to NFER standardised testing and regular arithmetic assessments to pupils to allow diagnostic assessment on individual and class level for targeted intervention.	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. The standardised tests also allow teachers to assess progress and impact of intervention. Regular use of arithmetic assessment and teaching in KS2 is also a useful diagnostic tool.	2, 3, 4

	<a href="https://d2tic4wvo1iusb.cloudfront.net/documents/news/Diagnostic_Assessment_Tool.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/news/Diagnostic_Assessment_Tool.pdf</a> <a href="#">National Foundation for Educational Research Key Stage 1 Assessments   Attainment Measures   Education Endowment Foundation   EEF</a> <a href="#">National Foundation for Educational Research Key Stage 2 Assessments   Attainment Measures   Education Endowment Foundation   EEF</a>	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions:</p> <p><a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	2

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

Budgeted cost: £16,335

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of SCARF PSHE Scheme to teach learning behaviour alongside managing them.</p> <p>MAYBO Training for all staff: Maybo helps organisations reduce the risk of behaviours of concern and workplace violence through the provision of engaging, outcome-focused training programmes designed around the service being provided. This also de-escalates behaviours</p>	<p>EEF research shows that teaching learning behaviours will reduce the need to manage misbehaviour.</p> <p><a href="#">Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net)</a></p> <p>EEF research shows that teachers should be trained in specific strategies if supporting pupils with high behaviour needs.</p> <p><a href="#">Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net)</a></p>	5

to reduce impact on others.		
Allocation of SENCO and experienced teacher to target teach children with additional needs.	EEF gives evidence based recommendation to ensure all pupils can access the best possible teaching; and adopt a positive and proactive approach to behaviour, as described in the EEF's Improving Behaviour in Schools guidance report.  <a href="https://www.eef.org.uk/~/media/EEF/Reports/2018/Special-Educational-Needs-in-Mainstream-Schools-Recommendations/d2tic4wvo1iusb.cloudfront.net">Special Educational Needs in Mainstream Schools— Recommendations (d2tic4wvo1iusb.cloudfront.net)</a>	6
Family liaison officer in place to provide children and families with support.	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.  <a href="https://www.eef.org.uk/~/media/EEF/Reports/2018/Behaviour-interventions-EEF/educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	5
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified	

**Total budgeted cost: £85,690**



## 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 2021 to 2022 academic year.

	Cohort		Reading		Writing		Maths		Combined	
Y1 Disadvantaged (PPI)	5	17%	5	100%	5	100%	5	100%	5	100%
Not Disadvantaged	24	83%	22	92%	22	92%	18	75%	18	75%
Gap				-8%		-8%		-25%		-25%
Y2 Disadvantaged (PPI)	11	37%	5	45%	3	27%	3	27%	3	27%
Not Disadvantaged	19	63%	14	74%	12	63%	14	74%	12	63%
Gap				28%		36%		46%		36%
Y3 Disadvantaged (PPI)	11	37%	5	45%	3	27%	7	64%	3	27%
Not Disadvantaged	19	63%	17	89%	15	79%	17	89%	14	74%
Gap				44%		52%		26%		46%
Y4 Disadvantaged (PPI)	9	30%	7	78%	5	56%	5	56%	5	56%
Not Disadvantaged	21	70%	18	86%	15	71%	17	81%	15	71%
Gap				8%		16%		25%		16%
Y5 Disadvantaged (PPI)	9	31%	3	33%	3	33%	4	44%	3	33%
Not Disadvantaged	20	69%	16	80%	11	55%	16	80%	11	55%
Gap				47%		22%		36%		22%
Y6 Disadvantaged (PPI)	9	30%	4	44%	6	67%	6	67%	4	44%
Not Disadvantaged	21	70%	19	90%	19	90%	18	86%	17	81%
Gap				46%		24%		19%		37%
<b>AVERAGE GAP</b>				<b>27%</b>		<b>23%</b>		<b>21%</b>		<b>22%</b>

*NOTE: Year 6 assessments were based upon reported SATS*

Pupil Premium data Overview – Based on 2021 Summer term teacher assessments

	Cohort		Reading		Writing		Maths		RWM	
	No	%	No.	%	No.	%	No.	%	No.	%
Y1 Disadvantaged (PPI)	10	33%	5	50%	5	50%	5	50%	4	40%
Y1 Not Disadvantaged	20	67%	15	75%	15	75%	15	75%	15	75%
Gap				25%		25%		25%		35%
Y2 Disadvantaged (PPI)	10	33%	2	20%	2	20%	3	30%	1	10%
Y2 Not Disadvantaged	20	67%	17	85%	15	75%	17	85%	14	70%
Gap				65%		55%		55%		60%
Y3 Disadvantaged (PPI)	6	22%	4	67%	2	33%	4	67%	2	33%
Y3 Not Disadvantaged	21	78%	15	71%	14	67%	17	81%	13	62%
Gap				5%		33%		14%		29%
Y4 Disadvantaged (PPI)	10	31%	6	60%	3	30%	3	30%	3	30%
Y4 Not Disadvantaged	22	69%	20	91%	16	73%	15	68%	14	64%
Gap				31%		43%		38%		34%
Y5 Disadvantaged (PPI)	8	27%	4	50%	4	50%	6	75%	2	25%
Y5 Not Disadvantaged	22	73%	19	86%	19	86%	17	77%	15	68%
Gap				36%		36%		2%		43%
Y6 Disadvantaged (PPI)	9	31%	7	78%	7	78%	6	67%	4	44%
Y6 Not Disadvantaged	20	69%	14	70%	13	65%	14	70%	13	65%
Gap				-8%		-13%		3%		21%
<b>AVERAGE GAP</b>				<b>26%</b>		<b>30%</b>		<b>23%</b>		<b>37%</b>

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in core subjects. However, in the 2021/22 academic year, we have started to reduce the gap in pupil premium attainment – particularly in combined outcomes (Reading, writing and maths).

The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 (predominantly improving outcomes for disadvantaged children) were not realised as we wanted. Our assessment of the reasons for these outcomes point primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees and had a greater impact upon disadvantaged pupils. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of closure, which we maintained a delivered strong model of blended learning to allow the curriculum to continue to be taught.

Regular interventions continued and pupil premium children, as well as SEN & LAC (And therefore double disadvantaged) were a focus for targeted support with regular phone conversations and Teams meetings to continue curriculum delivery.

In the 2021/22 year, inclusive quality teaching has been a focus, with a range of CPD opportunities put in place to develop staff to teach to minimum of 'good' standard.

### Review of 2021/22 Activities

#### Teaching

**Staff across KS1 and KS2 trained to deliver a new synthetic phonics scheme for a consistent approach across both key stages.** Year 1 outcomes at the end of the year were 90%, which was a great result. 50% of children failing to meet the required standard for phonics in Y1 passed the Y2 assessment.

**English and maths lead to have leadership time once a week to monitor and develop their subjects and staff. HIAS maths and English support in place to improve quality first teaching of English and maths.** Monitoring and working with HIAS has allowed the English and maths lead to develop their respective subjects, working with HIAS and the HT to improve the teaching of learning journeys for increased future outcomes.

**Introducing memory joggers for teaching and recapping of wider curriculum subjects.** Pupil voice, staff feedback and HIAS visits all show positivity about the use of memory joggers across each year group and this model has proven to be a real benefit for PP children. Memory joggers are continuing to provide children with lower attainment in reading/writing the opportunity to participate in well structured child focused lessons without the barrier to reading and writing (both of which are PP foci).

**Providing CPD to subject leaders to guided them to develop their subject and to enhance QFT through training, monitoring and feedback cycles.** Developing subject leaders has been a focus for whole school improvement as part of a distributive leadership model – giving leaders the opportunity to develop each curriculum subject for the benefit of all pupils – including pupil premium children.

### **Targeted Support**

**Payment of additional 25% from use of the national tutoring program, in which the school is provided with 75% of funding to provided 1 to 1 and small group intervention.** Targeted intervention was provided for a range of SEMH and academic support for PP children not making ARE or where a need was identified.

**Giving access to NFER standardised testing and regular arithmetic assessments to pupils to allow diagnostic assessment on individual and class level for targeted intervention.** NFER assessments have been used to corroborate teacher assessment and to inform planning and intervention. This data has also formed part of the handover to current classes for a smooth transition.

**Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.** Children were provided with 2 phonics sessions a day, where needed, to allow them to reach their full potential.

### **Wider Strategies**

**Development of zones of regulation in classes. Providing timely behaviour interventions and play therapy for individuals.** By investing in CPD and class time, behaviour in classes has been managed with children being able to recognise their emotions and use strategies to regulate effectively. This, in turn, has reduced disruption in classes.

**Family liaison officer in place to provide children and families with support.** As above, by maintaining behaviours in the class, disruptions to individuals, as well as the class are minimised. By working with a triangulated view with Family Liaison, parents and children, behaviour has been noted internally, as well as by LLPs to be of a good standard.

## 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

## 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

**Further information (optional)**

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