

Pupil Premium Strategy Statement Review 2019-2022

School overview

Summary information			
Academy	William Gilbert Endowed (Church of England) Primary School and Nursery		
Pupils in school	255	Number of pupils attracting funding	23
Proportion of disadvantaged pupils	9%	Pupil premium allocation this academic year	£31,555
Academic year or years covered by statement	2019-22	Statement authorised by	Sue Whyld
Publish date	01 December 2019	Review date	13 September 2022
Pupil premium lead	Emily Davies	Governor lead	Liz Shepherd

Disadvantaged pupil performance overview for last academic year (where available) and targets for 2021-2022

Measure	2022 Disadvantaged pupil scores		2022 Non-disadvantaged pupil scores	2022 National Non-disadvantaged pupil scores	Target	Target date
Reading progress	-1.1		+2.8		Achieve FFT prediction	July 2022 - Achieved
Writing progress	+4.6		+3.6		Achieve FFT prediction	July 2022 - Achieved
GPS Progress	+2.8		+3.9		Achieve FFT prediction	July 2022 - Achieved
Maths progress	+2.7		+4.7		Achieve FFT prediction	July 2022 - Achieved
Meeting expected	Reading	50%	85%	60%	Achieve FFT Prediction	July 2022 - Achieved
	Writing	100%				

standard at KS2	GPS	100%				
	Maths	100%				
Achieving high standard at KS2	Reading	0%	35%	7%	Achieve FFT Prediction	
	Writing	0%				
	GPS	0%				
	Maths	50%				
Phonics	100%		89%	82% (2019)	Achieve national average expected standard in PSC	
Attendance	96%		96%	94.9% (July 2022)	Improve attendance of disadvantaged pupils to Trust average (98.5%)	

Review: last year's aims and outcomes

Intended outcomes for 2019-2022

This explains the aims we planned for 2019-2022, and the progress we have made towards achieving the outcomes.

Aim	Outcome
Accelerate progress in reading and promote a love of reading to reduce the attainment gap between disadvantaged pupils in school and non-disadvantaged peers nationally	<ul style="list-style-type: none"> Reading INSET training days delivered by Beth Fawkes 27/5/22, developed teaching staff CPD. Leadership implementation day 25/5/22 focused on the overview of RWI, the daily lessons, expectations of the progress. Read, Write Inc parent meetings so all parents know how to support their pupils. Focus of lowest 20% and one-to-one tutoring in the Summer Term 2022.

- One-to-one tutoring delivered by a trained teacher up to three times a week during the summer term.

Reading End of Year Attainment July 22		
	Achieving expected standard	Achieving high standard
Reception	50% (1/2)	0% (0/2)
1	100% (1/1)	0% (0/1)
2	66% (4/6)	0% (0/6)
3	80% (4/5)	40% (2/5)
4	100% (3/3)	33% (1/3)
5	100% (3/3)	33% (1/3)
6	50% (1/2)	0% (0/2)

Ongoing target implementing Read Write Inc in homogeneous groups and Review the teaching and learning of these groups and its impact.

Develop cultural capacity of those pupils identified to make accelerated progress in their vocabulary, reducing the gap between disadvantaged pupils and their peers nationally.

- NELI programme delivered throughout the year. NELI training for all staff involved who deliver the intervention.
- All pupils who were involved in the intervention have made the expected progress linked to the outcomes identified. NELI assessments demonstrate this.
- Class and School workshops, opportunities for debates, trips to enhance cultural capital.
- Parental meetings face to face, to supporting understanding on enriching children's language.

Accelerate progress in maths to reduce the attainment gap between disadvantaged pupils in school and non disadvantaged peers nationally.

- Subject leaders, throughout the year, conducted learning walks with link governor/DDAT to review the progression of maths across the school.
- Following our most recent visit on 9th September 2022 Maths Walk – positive feedback focused on the pupils' engagement with the maths curriculum, positive attitudes and leadership of the subject.
- Early Years Training for all curriculum subject leaders.
- Power Maths has now been implemented into Reception Maths Curriculum and Ten Town into Nursery.
- Maths Whizz is continuing to be implemented as learning at home to embed maths knowledge and application of skills. Parents

Meeting has been organised to enhance parents knowledge and understanding in supporting their child.

Maths End of Year Attainment July 22		
	Achieving expected standard	Achieving high standard
Reception	50% (1/2)	0% (0/2)
1	0% (0/1)	0% (0/1)
2	50% (3/6)	0% (0/6)
3	60% (3/5)	20% (1/5)
4	100% (2/3)	33% (1/3)
5	100% (3/3)	33% (1/3)
6	100% (2/2)	50 % (1/2)

Target: Continue to review key knowledge components and how they are supporting later learning in the maths curriculum.

Accelerate progress in writing to reduce the attainment gap between disadvantaged pupils and non-disadvantaged pupils nationally.

- Phonics Intervention has been successful and phonics assessment has demonstrated good progress.
- 100% Year 2 pupils passed phonics screener following phonics intervention.
- Physical Literacy delivered by PE specialist, improved handwriting and writing posture
- Subject leaders, throughout the year, conduct learning walks with link governors to check the implantation of their subject is consistent across the school.

Target: Monitor and provide personal intervention for pupils who have no met the phonics screener.

To support disadvantaged pupils with social, emotional and behavioural needs through a nurture approach

- A range of enrichment opportunities provided for all PP across each year group.
- Nurture room is working progress, building work begun in the summer term. Building delay due to air conditioning unit, building materials and roofer capacity. Awaiting building work to be completed on the roof.
- Pastoral Lead appointed September 2022 to support the social, emotional and behavioural needs of pupils and their families.

Target: complete building the nurture room, plan and implement resources for the nurture room by December 2022. Plan training

	opportunities for Pastoral Lead to complete SEMH activities eg: Behaviour Box, Nurture Network, Lego Therapy.
Extend the curriculum beyond the academic, vocational or technical and provide pupils' broader development	<ul style="list-style-type: none"> 100% disadvantaged children took part in at least 2 extracurricular activities and 2 enrichment opportunities/visits per year by July 2022. Target achieved. <p>Target: Re-establish pupil voice through class councillor opportunities, discussions and debates, led and supported by the pastoral lead. Provide opportunities for the pupils to plan extended curriculum opportunities.</p>

Tier 1: Teaching priorities for current academic year

Measure	Activity	Challenge	Mitigating Action
Priority 1	<p>Ensure all relevant staff implement the Read Write Inc scheme effectively</p> <p><i>Focussed support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1</i></p>	<p>Facilitating identified pupils to join homogeneous groups and staffing to follow up in the afternoon 1:1 tutoring.</p> <p>Ensure enough time is provided for staff professional development, implementation of the scheme and effective 1:1 tutoring.</p>	<p>Observe good practice in the delivery of RWI.</p> <p>Reading and Phonics Assessment</p> <p>Learning Walks being delivered to measure the success.</p>
Priority 2	<p>Embedding retrieval strategies across the curriculum to revisit and consolidate prior learning.</p> <p>Develop and apply a range of strategies to embed 'sticky' knowledge. Plan enrichment activities to secure memorable learning experiences.</p>	<p>Developing the use of technology to enhance prior learning opportunities eg: the use of Ipads across the school</p>	<p>Observe good practice in the application of retrieval strategies.</p> <p>Learning Walks being delivered to measure the success.</p>
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions		
Projected spending	£12,900		

Tier 2: Targeted academic support for current academic year

Measure	Activity	Challenge	Mitigating action
Priority 1	<p>Targeted support across all year groups to increase reading for pleasure</p> <p>Continue to develop reading areas across the school</p>	<p>Ensure use of the library are maximised throughout the school day.</p> <p>Providing opportunities for pupils in KS2, to read to younger pupils. Reading Buddies.</p>	<p>Reading Lead to monitor Pupil Voice on the effective use of Reading Buddies, reading opportunities in the library.</p>
Priority 2	<p>Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations</p> <p>Provide opportunities for pupils who are not completing maths homework to do so in school.</p>	<p>Ensuring enough time for staff to support small groups</p>	<p>Maths lead to monitor Teacher to plan target work linked to gaps in learning.</p>
Barriers to learning these priorities address	<p>Encouraging wider reading and providing catch-up in mathematics for those pupils who are not making expected progress.</p>		
Projected spending	£9,000		

Tier 3: Wider strategies for current academic year

Measure	Activity	Challenge	Mitigating action
Priority 1	<p>Re-establish pupil voice through class councillor opportunities, discussions and debates, led and supported by the pastoral lead.</p>	<p>Ensure enough time is provided for staff professional development, implementation of effective provision or strategies.</p> <p>Plan upcoming training for Pastoral Lead (linked to availability)</p>	<p>Pastoral Lead to monitor meetings and share findings with staff, pupils and families.</p>

	Continue to build face to face meetings with parents, to enhance partnership with the school community. Embedding role of pastoral lead with support from SLT and SENCo.	Behaviour Box, Lego Therapy, Nurture Network etc.	
Priority 2	Use the nurture room to enhance emotional, social and mental health provision for pupils and their families.	Currently, the nurture room is working progress, building work begun in the summer term 2021. Building delay due to air conditioning unit, building materials and roofer capacity.	Meet with Nursery Team to plan and order appropriate resources.
Priority 3	Improve gross motor skills in the Nursery. Develop flooring in the soft play and outdoor equipment to maximise learning opportunities.	Space in the Nursery Setting may impact what resources are purchased.	Nursery teacher to assess pupils' progress in their gross motor skills.
Barriers to learning these priorities address	Building works that are currently impacting on progress. However, nurture provision is currently provided in alternative rooms.		
Projected spending	£12,000		