



# Gerrans School

## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils. This is part of a 3-year strategy, running up to 2026.

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	Gerrans School
Number of pupils in school	66
Proportion (%) of pupil premium eligible pupils	18.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Mrs Kate Douglass
Pupil premium lead	Mrs Laura Read
Governor / Trustee lead	Lisa Michell

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,160
Recovery premium funding allocation this academic year	£2000
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	£21,160

# Gerrans School Pupil Premium Strategy Plan

## Statement of intent

We recognise that not all children who receive the Pupil Premium Grant will be socially disadvantaged and we also recognise that not all children that are disadvantaged are eligible for free school meals. As a result, we allocate some pupil premium money to ensure that all children have their needs met. We organise teaching and learning at Gerrans School in a way that meets the individual needs of all children.

When making decisions about using Pupil Premium funding, the school considers the context of the school and the consequent challenges faced. Using knowledge of the school, its context and situation, along with research conducted by the EEF, supports the strategy to be developed. EEF research states that, “The attainment gap is the most stubborn test facing English schools”. The impact of the pandemic also suggests that “primary aged pupils have significantly lower achievement in both reading and maths as a likely result of missed learning and in addition, there is a large and concerning attainment gap between disadvantaged pupils and non-disadvantaged pupils”. Pupil Premium funding provides funding, with a focus on improving the achievement of children from disadvantaged backgrounds.

For disadvantaged pupils at Gerrans Primary School, our aim is to ensure their needs are identified and fully met. This includes their social and emotional needs, which is paramount in allowing pupils to make good progress with their learning. Our current pupil premium strategy works towards achieving this objective as it identifies our priorities for PP pupils. Each member of staff knows who the PP pupils are in each class and closely monitors their progress. The progress of PP children is overseen by our Assistant Headteacher, SENDCo and Pupil Premium Leader, in collaboration with the Deputy Headteacher and Executive Headteacher. Timely support, whether it is academic or emotional, is provided. Our approach is flexible, depending on an individual child’s needs. We work hard to establish good relationships with parents and carers to ensure we can offer support when necessary.

### **The key principles are:**

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- To ensure that Pupil Premium funding identifies priority classes, groups or individuals and is used to address disadvantages.
- To close the attainment gap between disadvantaged and non-disadvantaged pupils through the school and at the end of Key Stage Two.
- To aspire to disadvantaged pupils exceeding nationally expected progress rates to reach Age Related Expectation at the end of Year 6 so they are ready to access the next stage of their education successfully.

## Challenges

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

Challenge number	Detail of challenge
1	Analysis of data has shown that many of our disadvantaged pupils have greater difficulty with phonics, vocabulary and reading comprehension
2	A number of disadvantaged pupils have additional Special Educational Needs
3	Assessment and analysis of data suggests that some disadvantaged children do not achieve the expected standard in reading, writing and maths at the end of KS2.
4	Through close relationships with our families, we have identified a need to support development of children's cultural capital
5	Recent changes in the school's leadership structure has created an opportunity to establish new relationships with families and to enhance parental support in children's education.

## 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
Disadvantaged pupils' speaking, vocabulary and reading skills will improve.	<ul style="list-style-type: none"> <li>KS1 Phonics results will be in line with national expectations or above</li> <li>Speech and Language training will enable staff to provide high quality support in the classroom</li> </ul>
Disadvantaged pupils with additional SEN will be identified quickly and appropriate intervention will be put in place to support learning. Interventions will be monitored regularly and outcomes assessed for impact.	<ul style="list-style-type: none"> <li>Disadvantaged pupils with additional SEN will make accelerated progress from their individual start points.</li> <li>Evidence of EEF's 'Five-a-Day' approach in classrooms, to support disadvantaged pupils</li> </ul>
Increased levels of parental engagement and support with children's learning	<ul style="list-style-type: none"> <li>Parents will attend family learning sessions</li> <li>Parents will attend parents' evenings</li> <li>Parents will feel welcome within the school and will actively approach for support</li> </ul>
Raised aspirations due to funding to support families with clubs/residential/trips as well as workshops and professional visitors to school.	<ul style="list-style-type: none"> <li>All pupils have the opportunity to take part in enrichment activities as part of the school's wider curriculum</li> </ul>
Disadvantaged children will achieve improved reading, writing and mathematics outcomes	<ul style="list-style-type: none"> <li>More disadvantaged pupils will achieve at least the expected standard in Reading, Writing and Maths at the end of KS2.</li> <li>The 'gap' between disadvantaged children's achievement and non-disadvantaged peers will be narrowed or closed.</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)

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Regular CPD for all staff. All pupils have access to quality first teaching.</p> <ul style="list-style-type: none"> <li>● Retrieval techniques</li> <li>● Questioning</li> <li>● Cold Calling</li> <li>● Knowledge Organisers</li> <li>● Live Marking</li> </ul>	<p>Large body of research evidence that quality first teaching has a major impact on pupils' progress and has the most impact on the most disadvantaged pupils, including from the Education Endowment Foundation: <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a>. The work on CPD will be supported by renowned training materials such as Walkthrus <a href="https://walkthrus.co.uk/">https://walkthrus.co.uk/</a></p>	1, 2, 3
<p>A new curriculum has been implemented this academic year and rigorous monitoring of the opportunities within it will ensure it is accessible to all, broad and balanced.</p> <p>To support wider opportunities and aspiration, a list of key experiences for children to complete before leaving the school will be established.</p>	<p>The Ofsted Inspection Framework assesses whether <i>'the curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents'</i> and <i>'the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy'</i>. <a href="https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework-for-september-2023">https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework-for-september-2023</a></p>	1, 2, 3, 4
<p>Develop the implementation of the new curriculum to ensure that small steps of learning are planned and sequenced for progression.</p>	<p>Research by Rosenshine demonstrates that curriculum being broken into smaller parts make learning more accessible to all children. <a href="https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Instruction-Rosenshine.pdf">https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Instruction-Rosenshine.pdf</a></p> <p>The work of Rosenshine, which is further endorsed by Tom Sherrington, will support development of curriculum planning and delivery.</p>	1, 2, 3, 4

<p>Continued, comprehensive training in validated phonics scheme (Read Write Inc.)</p> <p>Regular monitoring and work with the English Hub will ensure that there is high quality whole staff training and coaching.</p> <p>Regular work with RWI consultant to ensure the scheme continues to be implemented with fidelity, monitored closely and that pupils making below expected progress are identified in target setting meetings.</p>	<p>Based on EEF research, high quality phonics teaching makes high impact for low cost (+5 months).</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. Develop continued family learning to support parents.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>1, 2, 3, 5</p>
<p>Create and resource a carefully planned, long-term reading rolling programme for each class, to ensure all children are exposed to a range of high-quality texts</p>	<p>Evidence from a range of sources suggests that reading for pleasure has greater impact on children's future success than their socio-economic background or previous life experiences.</p> <p><a href="https://assets.publishing.service.gov.uk/media/5a7c18d540f0b61a825d66e9/reading_for_pleasure.pdf">https://assets.publishing.service.gov.uk/media/5a7c18d540f0b61a825d66e9/reading_for_pleasure.pdf</a></p>	<p>1, 2, 3, 4</p>

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI phonics interventions	There is a variety of evidence to support and is an EEF recommendation. The national Tutoring programme suggests that 1 to 3 is an effective ratio. Use of RWI portal and resources for home learning on an individual basis.	1, 2, 3, 4, 5
Provide additional individual/small group support from Parent Support Adviser to support pupils with a range of emotional challenges.	EEF's evidence is that high quality one to one support that is purposeful and focused has a high impact on raising attainment. Anecdotal evidence from previous years of using this strategy shows that children and parents feel positive about the impact of this support on children and families.	1, 2, 3, 4, 5

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

Budgeted cost: £3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Education Welfare Officer employed to support the implementation of our new attendance policy and to offer support in improving attendance with a focus on pupil premium children.	Children's attendance has a huge impact on their education.  <a href="https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence">https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence</a>	1, 2, 3, 4, 5
Offer a range of after school activities, in-school experiences, trips and visits linked to learning, a broad assembly plan, additional music tuition, sporting activities, links with MAT schools (secondary and primary) and a range of	The work of Bourdieu and other sociologists report on the impact of developing cultural capital for children. <a href="https://www.culturallearningalliance.org.uk/what-is-cultural-capital/">https://www.culturallearningalliance.org.uk/what-is-cultural-capital/</a> EEF - evidences the positive impact of outdoor and enrichment activities on well-being.	4

activities that enhance cultural capital.		
Explore the setup of a wraparound facility (breakfast and/or after school club)	<p>A small number of families have enquired about the possibility of setting up a wraparound facility.</p> <p>The school will survey parents and decide on the viability of this. A wraparound facility has the potential to support some disadvantaged families with breakfast and after school care.</p> <p>A wraparound facility could support attendance, timely arrival to school and readiness for learning.</p>	1, 3, 4, 5

**Total budgeted cost: £20,500**

## 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 2022-2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils, we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with extreme caution given the very small size of the cohorts).

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 was below our expectations. Our analysis suggests that the reason for this may be due to the ongoing impact of COVID-19 and the effect of disruption during the children's Y3 and Y4 learning, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The recent implementation of strategies such as RWI, White Rose Maths and Mastering Number have not yet had time to make a sustained impact which could have reflected positive progress in formal assessments. This will, however, be measurable during the next academic year.

Not all outcomes from a survey of parents suggested that communication and engagement with parents had improved over the academic year 22-23 (Although there has been noted improvement in the first three weeks of the 23-24 academic year).

In summary, the consideration of impact from last year means that we are not at present on course to achieve the outcomes that we set out to achieve, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and plan to make changes to how we intend to use some of our budget this academic year. The school's new Pupil Premium leader will attend EEF training (November 2023) and will undertake a full review of the intended outcomes by December. This will also include full consideration of required actions based on the recommended 3-year plan.



## 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

## 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.*