

## School overview

| Detail                                                                                                          | Data                   |
|-----------------------------------------------------------------------------------------------------------------|------------------------|
| School name                                                                                                     | Gerrans Primary School |
| Number of pupils in school                                                                                      | 70                     |
| Proportion (%) of pupil premium eligible pupils                                                                 | 19%                    |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022-2023              |
| Date this statement was published                                                                               | September 2022         |
| Date on which it will be reviewed                                                                               | December 2023          |
| Statement authorised by                                                                                         | Julie Elvy Headteacher |
| Pupil premium lead                                                                                              | Julie Elvy             |
| Governor / Trustee lead                                                                                         | Lisa Michell           |

## Funding overview

| Detail                                              | Amount                                                                                |
|-----------------------------------------------------|---------------------------------------------------------------------------------------|
| Pupil premium funding allocation this academic year | £ Pupil premium funding allocation this academic year<br>£13,380 - provisional figure |

|                                                                                                                                                                             |                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                             | <a href="https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2022-to-2023">https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2022-to-2023</a> |
| Recovery premium funding allocation this academic year                                                                                                                      | £145 per pupil, or min £2,000 ( last year 9 eligible pupils). PP allocation statement states 6 therefore min of £2,000 expected.                                                                                                  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | £0                                                                                                                                                                                                                                |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £15,380                                                                                                                                                                                                                           |

## Part A: Pupil premium strategy plan

### Statement of intent

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 headteacher. The progress and intervention for each pupil is evaluated by all staff at termly pupil progress meetings. 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. Interventions and support are made subtle and inclusive so that these pupils are not singled out.

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 disadvantage.
- To narrow 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.
  - All children including those from disadvantaged groups have the opportunity experience a full and enhanced school life.

## Challenges

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

| Challenge number | Detail of challenge                                                                              |
|------------------|--------------------------------------------------------------------------------------------------|
| 1                | A number of Pupil Premium Pupils have additional Special Educational Needs                       |
| 2                | Enhancement of parental support with reading and all aspects of school life including attendance |
| 3                | Enhancement of cultural capital                                                                  |
| 4                | To raise resilience and emotional regulation                                                     |

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|---|----------------------------------------------------------------------------------------|
| 5 | Raise standards in achieving the expected standard in reading, writing and mathematics |
|---|----------------------------------------------------------------------------------------|

## 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                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| Timely identification and intervention for PP pupils with SEN needs                                                                       | Pupils with additional SEN make accelerated progress                                                 |
| Further improve parental engagement, support, and expectations including attendance                                                       | All pupils are supported with reading at home and attend school in line with government expectations |
| Raised aspirations to include and support families with clubs/residential/trips as well as workshops and professional visitors to school. | All pupils have the opportunity to take part in enrichment activities                                |
| Emotional resilience and self-regulation addressed through TIS practitioners, a strong PSHE curriculum and good classroom practice.       | Pupils are emotionally equipped in order to be able to learn                                         |
| Improved mathematics and reading outcomes                                                                                                 | Pupils make expected or more than expected progress                                                  |

## 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)

| Activity                                                                                                                                                                                                                                                                                                         | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Regular CPD for all staff. All pupils have access to quality first teaching.                                                                                                                                                                                                                                     | 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 EEF.                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1,2,4 and 5                   |
| Implementing a well-structured curriculum that is accessible to all and is broad and balanced. As part of this a list of key experiences we would like all children to have whilst at the school.                                                                                                                | Ofsted Developing cultural capital influences long term life opportunities Children need exposure to what is on offer in life including a range of careers.                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 1,3,4 and 5                   |
| Implementation of a curriculum that identifies the small steps of learning                                                                                                                                                                                                                                       | One of Rosenshine's Principle and endorsed by Tom Sherrington Breaking the curriculum down into smaller steps makes it more accessible to all children                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 1,4 and 5                     |
| Comprehensive training in new, validated phonics scheme (Read Write Inc.) - ensure that there is high quality whole staff training, new resources so that the phonics scheme is introduced with fidelity, monitored closely and pupils making below expected progress are identified in target setting meetings. | EEF – phonics has high impact for very low cost, based on very extensive evidence - +5 months 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 | 1,2 and 5                     |
| Creating and resourcing a carefully planned long term class novel and non-fiction rolling programme for each class, plus 10 recommended reads per year group so that all children are exposed to a range of high-quality texts                                                                                   | This develops cultural capital-high quality texts lead to children being aware of the wider world and opportunities on offer, as well as exposing them to challenging vocabulary. Evidence shows that prolific readers are better writers                                                                                                                                                                                                                                                                                                                                                                         | 1,4 and 5                     |
| Develop teaching and learning through CPD and amend expectations to reflect new practices. This will include: Training linked to Rosenshine's Principles of instructions. Reviewing learning becoming a key feature of lessons and learning,                                                                     | There is a lot of evidence e.g. Rosenshine's Principles paper, research included in books such as, 'Make it Stick' by Brown, Roediger and McDaniel and it is also recommended by EEF.                                                                                                                                                                                                                                                                                                                                                                                                                             | 1,3,4 and 5                   |

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| Training linked to metacognition so staff can effectively promote metacognition and growth mind-set with pupils. |  |  |
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ *[insert amount]*

| Activity                                   | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                           | Challenge number(s) addressed |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Individual, group and class interventions. | EEF evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is a key component of an effective Pupil Premium strategy.               | 1,5                           |
| 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.                                                                                                                                                                                                                                                                                            |                               |
| In class adult support                     | Evidence shows that it is not always best to take children out of class but instead every interaction can be seen as an intervention, the TA can scaffold learning and help make it accessible for all so all children are exposed to the challenging work.                                                                                                                                                                                    | 1,5                           |
| Mastering Number programme from NCETM      | This project from NCETM aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future | 1,5                           |

|                                                                                                                                       |                                                                                                                                                                                                                                                                                                                             |           |
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| 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. EEF analysis of results comparing Autumn 2019 and 2020 1,2,5 6 indicates that pupils from socioeconomically deprived backgrounds have fallen further behind since the start of the pandemic. | 1,2,3,4,5 |
| NELI- speech and language intervention programme for early years training and delivery                                                | DfE backed programme Having good language skills is a key requirement to succeed at school and beyond                                                                                                                                                                                                                       | 1,3,5     |

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

Budgeted cost: £ *[insert amount]*

| Activity                                                                                                                                                                                                                                                                              | Evidence that supports this approach                                                                                                                                                                                                                                | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| EWO 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. This is recognised by OfSTED.                                                                                                                                                                           | 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 school both secondary and primary and a range of activities that enhance cultural capital. | The work of Bourdieu and other sociologists on the impact of developing cultural capital. EEF - evidences the positive impact on well-being on outdoor and enrichment activities.                                                                                   | 3                             |
| Encourage support from external services such as PSA                                                                                                                                                                                                                                  | EEF's evidence is that high quality one to one support that is purposeful and focused has a high impact on raising attainment. EEF analysis of results comparing Autumn 2019 and 2020 indicates that pupils from socioeconomically deprived backgrounds have fallen | 1,2,4,5                       |

|  |                                                                                                                                |  |
|--|--------------------------------------------------------------------------------------------------------------------------------|--|
|  | further behind since the start of the pandemic. Support 4 7 from the PSA includes one to one sessions with pupils and parents. |  |
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## Part B: Review of the previous academic year (2022-2023)

### Outcomes for disadvantaged pupils

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.