

Pupil premium strategy statement - Garras Primary School

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	Garras Primary School
Number of pupils in school	63 pupils
Proportion (%) of pupil premium eligible pupils	19% (8% Pupil Premium, 11% Service Premium)
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Linda May
Pupil premium lead	James Sturges
Governor / Trustee lead	Laura Murgatroyd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,708
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£11,708

Part A: Pupil premium strategy plan

Statement of intent

It is our intention for all pupils to make good progress and achieve high levels of attainment across all areas of the curriculum regardless of the challenges they face, their background or starting point. It is this strategy that will help us to achieve that goal, including those who are more able or have special educational needs. We include those who have additional challenges, such as those with a social worker, service children or young carers.

Our strategy has wider plans for education recovery; is responsive to need and rooted in diagnostic assessment. We aim to offer ambitious learning for those from lower starting points or with SEND, raise levels of numeracy, literacy and oracy, pursue a rich, joyous use of words to create successful, ambitious and confident young people, give access to powerful knowledge and cultural capital, increase retrieval and retention, challenge negativity regarding education and school experience and care for those with mental health anxieties.

The activities outlined in this statement are also intended to support the needs of all children by preparing them well for secondary education, increasing future employability, positive community engagement and globally responsible citizens. It is important to us that we prepare children for a life in modern Britain and, for an exciting future and changing world.

Developing and maintaining high quality teaching is at the heart of our approach, with a focus on the areas which our disadvantaged children require the most support.

We will:

- address low levels of numeracy, literacy and oracy and prepare children for the next phase of their learning; acting early to intervene to ensure pupils make accelerated progress so that the vast majority achieve Age Related Expectations
- target poor attendees and persistent lateness
- adopt a whole-school approach in which staff take responsibility for disadvantage outcomes and have high expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessment, observation, and discussion with pupils tells us that oral language skills are under-developed and there are vocabulary gaps among many disadvantaged children.
2	Early reading assessments and observations suggest that generally disadvantaged children have greater difficulties with phonics than their peers. This impacts negatively on their development as readers. Assessment and classroom observations of reading tells us that not reading fluently impacts negatively on children's ability to comprehend. Assessment in writing and discussions with pupils tells us that writing was the least engage in activity during online learning and school closure. This has

	negatively impacted on basic grammatical structures, stamina for writing and creativity.
3	Assessment and observations indicate that the education of many disadvantage children has been impacted by partial school closure. These findings support the national picture. There are gaps in learning Mathematical fluency and automaticity leading to pupils falling further behind.
4	Children and families tell us that the social emotional well-being of children is a factor for many pupils. This is also observed in classroom behaviour for learning with children either being passive or dysregulated. A small group require bespoke intervention to help them to access learning positively. Service children can be negatively affected by mobility and/or the deployment of a parent.
5	Our attendance data indicates that disadvantage children's' attendance is lower than that of non-disadvantaged. Our assessments and observations confirm that this negatively impacts on progress.

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
Gaps in early reading, fluency and comprehension are closed; accelerated progress is made. Ensure all disadvantage children achieve expected outcomes in the phonics check at the end of year 1 and the Autumn term assessment in Year 2. Reduce the gap between disadvantage and non-disadvantage by improving children's vocabulary through sequential teaching.	85%+ achieve age related expectations in reading. Year 1 phonics check is achieved by the vast majority of children. Year 2 phonics target 100% achieve pass. <ul style="list-style-type: none"> Children are increasingly fluent, read widely and take pleasure from books. Intervention aids 'keep up' so that all achieve equally well.
Accelerate progress in writing and increase stamina. Reduce the gap between disadvantage and non-disadvantage by improving children's vocabulary through sequential teaching. Behaviour for Learning is excellent.	85%+ achieve age related expectations in writing. <ul style="list-style-type: none"> Children produce high quality writing. Writing is vocabulary rich. Stamina for writing is improved over time. Observations show that B4L is excellent, as are pupil attitudes to learning
Reduce the gap between disadvantage and non-disadvantage and develop fluency and automaticity in mathematics. Behaviour for learning is excellent.	85%+ achieve age related expectations in mathematics. <ul style="list-style-type: none"> The implementation of MathsWhizz secures accelerated progress.

	<ul style="list-style-type: none"> Observations show that B4L is excellent, as are pupil attitudes to learning
Children attend school regularly and on time. Families facing the greatest challenges to be engaged and supportive.	<p>To achieve 96+% attendance.</p> <ul style="list-style-type: none"> The family is positively engaged and aspirational for education and learning. Children attend school and arrive on time so that no learning is lost.

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: £ 4.750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement CPPD and appraisal for teachers and leaders</p> <p>Whole school BIG SHIFT x3</p> <ul style="list-style-type: none"> Questioning & feedback Explaining & Modelling Practise & retrieval <p>Implement 'Accelerated Reader' diagnostic reading and gap analysis, Mastering Number, Maths Whizz, Number Sense, X Tables Rock Stars</p>	<p>Incremental coaching model and evidence informed practice.</p> <p>Phonics approaches have strong evidence that indicates positive impact on the accuracy of word reading (EEF)</p> <p>Evidence suggests high quality oral language interventions and high-quality classroom discussions have a positive impact on reading (EEF)</p> <p>Evidence based approaches 'Maths guidance KS1 and KS2 publishing.service.gov.uk'</p> <p>Fluency Reading classroom strategies are supported by EEF interventions, data suggests accelerated progress (average 2 yrs 1 month progress)</p>	1,2,3
<p>Embed oracy across the curriculum:</p> <p>Plan for talk- Talk tasks, performances, debated,</p>	<p>Education Endowment Foundation IMPROVING LITERACY Supporting oral language development</p>	1,2

<p>problem solving, book talk, poetry slams etc.</p> <p>Functional Language Talking Toolkit with progressive sentence stems.</p> <p>Low level communication skills. Pupils scaffolded in lessons. Interventions where needed.</p> <p>Displays promote oracy, tiered vocabulary for subject specific words.</p>	<p>Communication and language provide the foundations for learning, thinking, and wellbeing.</p> <p>A child's core language acquisition occurs between one and four years old, with children acquiring basic phonology, syntax, and vocabulary during this period. Evidence indicates that success in literacy relies on the secure development of language, and that these skills are amongst the best predictors of educational success.</p> <p>Effective environments for supporting oral language</p> <p>There is evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them, and that the quality of this input is likely to be more important than the quantity. Ensuring all children experience effective language support requires a considered approach appropriate to the needs of individual children as well as staff training for good implementation.</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure Teaching Assistants are equipped to support targeted interventions using assessments and data by delivering high quality training.</p>	<p>Education Endowment Foundation - 'MAKING BEST USE OF TEACHING ASSISTANTS'</p> <p>Recommendation 7 - Ensure explicit connections are made between learning from everyday classroom teaching structured interventions.</p> <p>Interventions are often quite separate from classroom activities. Lack of time for teachers and TAs to liaise allows relatively little connection between what pupils experience in, and away, from,</p>	<p>1, 2, 3, 4</p>

	<p>the classroom. The key is to ensure that learning in interventions is consistent with, and extends, work inside the classroom and that pupils understand the links between them. It should not be assumed that pupils can consistently identify and make sense of these links on their own.</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p>	
<p>Deliver the NELI programme in EYFS to identify and improve early language.</p>	<p>Education Endowment Foundation IMPROVING LITERACY 'Supporting oral language development'</p> <p>Communication and language provide the foundations for learning, thinking, and wellbeing.</p> <p>A child's core language acquisition occurs between one and four years old, with children acquiring basic phonology, syntax, and vocabulary during this period. Evidence indicates that success in literacy relies on the secure development of language, and that these skills are amongst the best predictors of educational success.</p> <p>Effective environments for supporting oral language</p> <p>There is evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them, and that the quality of this input is likely to be more important than the quantity. Ensuring all children experience effective language support requires a considered approach appropriate to the needs of individual children as well as staff training for good implementation.</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p>	1, 3
<p>Use high quality Interventions to accelerate progress, ensuring all pupil achieve equally well.</p>	<p>Education Endowment Foundation - Small group tuition</p> <p>Small group tuition teaching strategy from the EEF teacher toolkit. The average impact of the small group tuition</p>	1, 3

	<p>is four additional months' progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,958

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Alongside whole school work on SEL offer bespoke SEL interventions to pupils.</p> <p>TIS practitioners used strategically to support individuals with their emotional development and focus on their wellbeing.</p>	<p>Education Endowment Foundation -</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p>	2
<p>Continue to improve home school liaison by developing trusted relationships with parents of PP students. Ensuring that they feel safe and confident engaging with school.</p> <p>Take action to ensure attendance of PP parents/carers at Parents' Evenings is at or above that of non-disadvantaged learners.</p> <p>Hold coffee mornings/ drop ins / 'teacher meet and greet' for parent /carers to understand their views and act upon feedback given.</p> <p>Hold parent workshops on the school 'big ideas & interventions' – e.g</p>	<p>Education Endowment Foundation -</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	1,2, 3, 4, 5

RWI, MathsWhizz, Fluency.		
<p>Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.</p>	<p>Social Mobility Commission research. “Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school).</p> <p>We found from our analysis that extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling.”</p> <p>Evidence on life skills and enrichment from the Teaching and Learning Toolkit alongside the findings from recent EEF projects. “At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as “arts for arts’ sake”). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p> <p>However, many go beyond this and argue that enrichment approaches can directly improve pupils’ attainment and it is this link that EEF is particularly interested in.”</p>	5

Total budgeted cost: £11,708

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.

Review: last year's aims and outcomes (2022-2023)

Pupil survey questionnaire May 2023	
I enjoy school	85.7%
My teachers give me work that challenges me	93.9%
I enjoy learning at this school	85.7%
The behaviour of other pupils in my lessons is good	93.9%
I feel safe when I'm at school	89.7%
My school encourages me to look after my physical health	87.9%
My school encourages me to be independent and to take on responsibilities	85.8%
My school encourages me to respect people from other backgrounds and to treat everyone equally	85.7%
I would recommend this school to a friend moving to the area	89.8%

Attendance for PP:	The attendance of Pupil Premium pupils for the academic year 2022-2023 (93.6%) and the attendance for all pupils (96.01%). 0% of pupil premium children met the persistent absence criteria (90% and below) compared to 3% of all other pupils.
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Social, Emotional and Mental Health needs:	<p>Interventions have been in place to support pupils' wellbeing and mental health. PP pupils have benefitted from pastoral support from school staff or working with outside agencies. Pupils and parents have shared that the support in place is effective.</p> <p>The school is continuing to work with Innate Connection (Wellbeing coach). They have provided additional support for some pupils with wellbeing needs. Innate Connection works with the pupils 4 times over a term. Feedback from pupils and parents showed that this had a positive impact on pupils' wellbeing.</p>
Pupils access wider opportunities offered by the school:	<p>Trips and residential are subsidised so that all pupils can attend. Music lessons are free for disadvantaged pupils.</p> <p>The school has worked creatively to accommodate PP children to ensure they take priority for attendance.</p>

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
Times Tables Rockstars	TT Rockstars
Accelerated Reader	Raintree
Maths Whizz	Whizz Education Ltd

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?	<p>We use our SPP to contribute towards the following:</p> <ul style="list-style-type: none"> € monitoring of service children's progress compared to the wider school population to ensure that they learn, develop and achieve their own expected level of progress € intervention strategies and support are put into place to support their learning. € the provision of a trained Teaching assistants to provide pastoral support and guidance for pupils and their families.

	<ul style="list-style-type: none"> € resources to support the pastoral support: Emotional Kimochis with 'I would like my teacher to know' worry pots. € forest/beach school activities to provide a different experience: the children have really enjoyed being able to learn outdoors and this has provided great chances to develop children's self-esteem and confidence. It also provides an outlet to provide emotional support for children who need it. € after school provision with clubs to support learning and social engagement with extra-curricular activities.
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>There was little deployment last year but support was in place for individuals where needed.</p> <p>Children were settled in class.</p> <p>In-school data (Sonar) shows that Service pupils made:</p> <ul style="list-style-type: none"> ● 100% at or above expected progress in Reading. ● 78% at or above expected progress in Writing. ● 78% at or above expected progress of Service pupils in Maths. <p><i>(KS1&2 data)</i></p> <p>Reading attainment 100% of Service pupils working at Expected with 33% working at Greater Depth.</p> <p>Writing attainment 78% of Service pupils working at Expected with 22% working at Greater Depth.</p> <p>Maths Attainment 100% of Service pupils working at Expected with 33% working at Greater Depth.</p>

