

Pupil premium strategy statement



This statement details our school's use of pupil premium 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	William Gilpin CE Primary
Number of pupils in school	81
Proportion (%) of pupil premium eligible pupils	11.1% (9 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	November 2023 (reviewed & updated October 2024)
Date on which it will be reviewed	October 2025
Statement authorised by	S. Croutear (HT)
Pupil premium lead	S. Croutear
Governor / Trustee lead	V. Van der Hoven

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,840
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	£19,840

Part A: Pupil premium strategy plan



Statement of intent

Our intent is to ensure that the gap between the attainment and progress of pupil premium and non-pupil premium pupils both within school and nationally is closed.

To ensure that pupil premium children gain the social and emotional skills to access the curriculum and develop a love of learning.

To identify the challenges that our pupil premium children face and the ways that these will be addressed, using research on the most effective strategies provided by the Education Endowment Foundation (EEF).

Our objectives are to:

- ✓ Remove barriers to learning created by social and economic background
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to nurture their social and emotional wellbeing and to develop resilience
- ✓ Access a wide range of enrichment opportunities to enhance their knowledge and understanding of the world and raise aspirations.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- ✓ Provide all teachers with high-quality CPD to ensure that pupils access effective quality first teaching
- ✓ Provide targeted support to quickly address identified gaps in learning
- ✓ Target funding to ensure that all pupils have access to trips, residential visits and first-hand learning experiences
- ✓ Provide opportunities for all pupils to participate in enrichment activities, including sport and music
- ✓ Provide nurture to support pupils in their emotional and social development

Challenges

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

Challenge number	Detail of challenge
1	44% of the PP children also are also on the SEND register
2	For some PP children, there are less opportunities outside of school to regularly rehearse and consolidate learning

3	For some PP children, complex personal circumstances (e.g. early life experiences leading to attachment difficulties) result in emotional and social challenges
4	Reduced access to enrichment experiences
5	Behaviour issues, caused by SEMH, are prevalent with 44% of the PP group

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
For PP children to achieve at least equally to children who do not receive PP support	<ul style="list-style-type: none"> As a group, the % of non-SEND PP children achieving ARE for RWM will be above, or equal to, the % of non-PP children PP children who are SEND will make accelerated progress
All PP children access and engage with a varied and enriching curriculum	<ul style="list-style-type: none"> All trips are attended by PP children PP books demonstrate evidence of a varied and enriching curriculum
PP children have access to emotional and social wellbeing support when needed which leads to greater self-regulation and improved behaviour	<ul style="list-style-type: none"> Positive impact on SDQ and Boxall scores (or similar) for relevant PP children engaging with specific therapeutic programmes Attendance of the PP group is at least in line with the attendance of all External providers progress reports
For PP children to have access to wider opportunities	<ul style="list-style-type: none"> Children will take part in enrichment experiences, music lessons if requested, school trips/residential experiences and access to extracurricular activities

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Impact Review Team (release time, overtime cost, etc) £2000	Gives a strategic oversight to the pupil premium spending to ensure best possible outcomes for PP children	1,2,3,4,5
Read Write Inc phonics CPD through the ongoing training support package, including weekly Practice Time and live-coaching to support the delivery of RWI to PP children £1000	Early reading is crucial to future academic outcomes and the RWI programme is an accredited and well-respected phonics scheme, approved by OFSTED	1,2

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

Budgeted cost: £4,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant focus in the classroom, PP children receiving weekly feedback on learning in the core subjects	Effective Feedback/Ordinarily Available Provision (+9 months) 1:1 support for children as required (x 3 PP children)	1,2

£3100		
1:1 daily reading for PP children £1100	Reading Comprehension Strategies (+6 months)	1,2
Subscription to Times Tables Rockstars £600	Improved fluency leading to enhanced outcomes in Maths	1,2

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

Budgeted cost: £12,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training of new ELSA (+ ongoing supervision/CPD) £1700	Meta-cognition and self-regulation strategies (+8 months EEF research)	3,5
Barefoot Coaching (Relax Kids) £1500	Meta-cognition and self-regulation strategies (+8 months EEF research)	3,5
Attendance at extra-curricular sports provision and/or after-school club £1000	Sport Participation (+3 months EEF research) Arts Participation (+2 months EEF research)	3,4,5
Spudworks Art sessions £600	Arts Participation (+2 months EEF research)	2,4
St. Barbe Museum membership £400	Arts Participation (+2 months EEF research)	2,4
Forest School £1000	Meta-cognition and self-regulation strategies (+8 months EEF research)	3,4,5
Cookery sessions with Mrs Bull £200 (ingredients, release time)	Life skills	2,4
M&M Productions Pantomime £1300	Arts Participation (+2 months EEF research)	3,4

Access to Breakfast Club / After-School Club £800	Meta-cognition and self-regulation strategies (+8 months EEF research)	3,4
Cost of all school trips/visits (including residential) £1500	Arts Participation (+2 months EEF research) Sport Participation (+3 months EEF research)	2,3,4
Wellbeing initiative (CPD/Wellness Hub/resources, Green BEE garden development, Mel time) £1740	Meta-cognition and self-regulation strategies (+8 months EEF research)	3,4,5

Total budgeted cost: £ 19,840

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 **2023 to 2024** academic year.

Intended Outcomes:			
<i>1) For PP children to achieve at least equally to children who do not receive PP support:</i>			
End-of-year teacher assessment data	READING	WRITING	MATHS
All pupils (ARE)	81%	66%	82%
All pupils (GDS)	29%	15%	28%
All Pupil Premium (ARE)	62%	54%	62%
All Pupil Premium (GDS)	15%	0%	15%
Pupil Premium excluding SEND (ARE)	89%	78%	78%

Taking into account all PP children, the group has not achieved outcomes as high as all pupils. However, 31% of PP children (4 out of 13) were on the SEND register in 2023/24 (with 75%, or 3 out the 4, having EHCPs and very complex needs).

Therefore, it is relevant to analyse PP academic outcomes without the SEND pupils. In this case, outcomes are above all pupils for reading and writing and broadly in line for Maths.

It is pleasing to see some of our PP children achieving the GDS in core subjects.

Additional work needs to be done in supporting our PP children in Maths and this will be considered going into the planning for the 2024-25 PP strategy.

2) All PP children access and engage with a varied and enriching curriculum

No children have been denied access to a broad and balanced curriculum and the subsidising of school trips & visits has ensured PP children have benefited. Pupil Premium books are always prioritised during book scrutinies.

3) PP children have access to emotional and social wellbeing support when needed which leads to greater self-regulation and improved behaviour

An extensive programme of therapeutic interventions has been implemented, with Pupil Premium children in need of such support being prioritised and fast-tracked. These interventions have included: ELSA, Draw & Talk, Rewilding, Lego Therapy, Relax Kids, the New Park Outdoor Learning programme (which included a parent celebration event) and Sensory Circuits. The NFLA Forest School initiative provided the opportunity for PP children to participate in Forest & Beach school in different settings. In addition, PP children have been able to benefit from the development of the Wellness hub. This has led to improved behaviour, concentration and self-esteem.