

# Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	William Gilpin CE Primary
Number of pupils in school	131
Proportion (%) of pupil premium eligible pupils	12% (16 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	S. Croutear (HT)
Pupil premium lead	H. Dalton
Governor / Trustee lead	V. Van der Hoven

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,385
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	£22,385

# 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	31% 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 are prevalent with 50% 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"> <li>As a group, the % of non-SEND PP children achieving ARE for RWM will be above, or equal to, the % of non-PP children</li> <li>PP children who are SEND will make accelerated progress</li> </ul>
All PP children access and engage with a varied and enriching curriculum	<ul style="list-style-type: none"> <li>All trips are attended by PP children</li> <li>PP books demonstrate evidence of a varied and enriching curriculum</li> </ul>
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"> <li>Positive impact on SDQ and Boxall scores (or similar) for relevant PP children engaging with specific therapeutic programmes</li> <li>Attendance of the PP group is at least in line with the attendance of all</li> <li>External providers progress reports</li> </ul>
For PP children to have access to wider opportunities	<ul style="list-style-type: none"> <li>Children will take part in enrichment experiences, music lessons if requested, school trips/residential experiences and access to extracurricular activities</li> </ul>

## 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: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Impact Review Team (release time, overtime cost, etc) £1000	Gives a strategic oversight to the pupil premium spending to ensure best possible outcomes for PP children	1,2,3,4,5
January 2023 whole-staff INSET with the New Forest Learning Alliance – embedding rich vocabulary throughout the curriculum £1000	Address the vocabulary deficit often experienced by children from lower socio-economic backgrounds	1,2
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
Opening Doors GDS writing CPD to develop skills necessary for GDS writing in KS2, ensuring the more able PP children reach their potential £1000 (cost of course for x2 teachers & supply cover for training dates)	Training facilitated by a National Teaching School which achieves outstanding academic outcomes	1,2

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

Budgeted cost: £5600

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  £1600	Effective Feedback/Quality First Teaching (+9 months)	1,2
1:1 tutoring in Maths for PP Year 6 pupils (weekly by school staff)  £800	1:1 Tutoring (+5 months EEF research)	1,2
1:1 daily reading for PP children  £1100	Reading Comprehension Strategies (+6 months)	1,2
Subscription to the School Library service (library stocked/replenished and e-books provided)  £1500	Reading Comprehension Strategies (+6 months)	1,2
Subscription to Time Tables Rockstars  £600	Improved fluency leading to enhanced outcomes in Maths	1,2

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

Budgeted cost: £12,785

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of ELSA (+ ongoing supervision/CPD) £1000	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
Rewilding intervention £500	Meta-cognition and self-regulation strategies (+8 months EEF research)	3,4,5
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
Tile Barn activity day £600	Activities provide opportunities to develop problem-solving, team-building and resilience	3,4,5
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
Artsway Weaving Project £400	Arts Participation (+2 months EEF research)	3,4
M&M Productions Pantomime £1300	Arts Participation (+2 months EEF research)	3,4
Lego Therapy £500	Meta-cognition and self-regulation strategies (+8 months EEF research)	3,5
Drawing & Talking Therapy £500	Meta-cognition and self-regulation strategies (+8 months EEF research)	3,5
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)  £1785	Meta-cognition and self-regulation strategies (+8 months EEF research)	3,4,5

**Total budgeted cost: £ 22,385**

## 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.

<b>Intended Outcomes:</b>			
1) <i>For PP children to achieve at least equally to children who do not receive PP support:</i>			
<b>End-of-year teacher assessment data (ARE)</b>	<b>READING</b>	<b>WRITING</b>	<b>MATHS</b>
<b>All pupils</b>	<b>82%</b>	<b>74%</b>	<b>80%</b>
<b>All Pupil Premium</b>	<b>69%</b>	<b>44%</b>	<b>56%</b>
<b>Pupil Premium excluding SEND</b>	<b>90%</b>	<b>70%</b>	<b>80%</b>
<p>In all core subjects, non-SEND PP children achieved in-line with all pupils. In reading, they exceeded all children.</p> <p>2) <i>All PP children access and engage with a varied and enriching curriculum</i></p> <p>No children have been denied access to a broad and balanced curriculum. Our curriculum offer was validated by OFSTED (inspection January 2022) and PP children have benefitted from enhanced opportunities through additional trips and activities (e.g. Tile Barn activity morning, Summer 2022).</p> <p>3) <i>PP children have access to emotional and social wellbeing support when needed which leads to greater self-regulation and improved behaviour</i></p> <p>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 &amp; Talk, Rewilding, Lego Therapy, Relax Kids, and Sensory Circuits. This has led to improved behaviour, concentration and self-esteem.</p>			