



Pupil premium strategy statement 2022-23

First the blade, then the ear, then the full grain

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	Gillamoor CE School
Number of pupils in school	57
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-23
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Andrea Hayes, Headteacher
Pupil premium lead	Andrea Hayes, HT
Governor / Trustee lead	Jane Harper

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9695/£12465 (Jan '23)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£9695/£12465

Part A: Pupil premium strategy plan

Statement of intent

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SDP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Quality of teaching

1. Encouraging self-led professional development.
2. Professional development: Half-termly sessions to improve staffs' knowledge and understanding of Specific Learning Difficulties

Targeted academic support

1. Structured interventions: Introducing vocabulary interventions for pupils with poor oral language and communication skills; dyslexia support sessions.
2. Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations
3. One-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using TAs

Wider strategies

1. Parental engagement: Provide a variety of ways to communicate with school; providing half-termly reviews of progress; providing transport for parents to attend annual reviews
2. Pupil experiences: Provide opportunities for PPG pupils to experience a wide range of activities, visits and visitors in order to broaden their worldliness.
3. Attendance: Highlight the impact of poor attendance through communication with parents; provide rewards for best House Attendance.
4. Breakfast and after school clubs and care provided free of charge for pupils in receipt of PPG

Challenges

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

Challenge number	Detail of challenge
1	Below expected levels of literacy, language and communication skills
2	Gaps in mathematical understanding
3	Lack of resilience
4	Attendance issues.
5	Narrow experience of the wider world and aspiration
6	No nutritional breakfast

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
Improved literacy attainment	Improved attainment in reading and writing
Gaps in mathematical knowledge are identified and filled	Improved attainment in mathematics
Pupils show improved resilience in all areas of life (academic/sporting etc)	Pupils demonstrate improved resilience in a range of activities/lessons. Decreased in children 'giving up' Growth Mindset lessons are referenced by pupils when discussing challenges.
Pupils are more able to express themselves orally.	Debating skills taught explicitly. Speech and language interventions show impact; pupils' speech is clearer.
Pupils' experiences of the wider world are extended and they speak of higher aspirations as a consequence.	Experiences of a wide range are planned across the year and curriculum. Visitors are included in curriculum and references to career opportunities are made. Pupils express a broader knowledge of the wider world and of possible future jobs.
Attendance and the impact on achievement of poor levels of attendance are understood by parents.	Improved attendance and reduction in late marks.

Pupils are able to concentrate having had a nutritious breakfast.	Breakfast club daily, free to PPG pupils, provides nutritious breakfast and education about the importance of this.
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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: £ 800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD-Dynamo Maths</i>	Dynamo Maths is an award-winning and evidence-based programme addresses the needs of children struggling with maths and not making age related progress. The online standardised assessment and its triple pathway intervention supports children at-risk of developmental dyscalculia and those who need to catch-up.	2,3
<i>CPD-Lightning Squad – FFT</i>	https://fft.org.uk/tutoring/ Approved Tuition Partner; FFT is one of the largest tutoring providers, working with over 600 primary schools and delivering tuition to over 30,000 pupils.	1,2,3

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

Budgeted cost: £8100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>One-to-one support and additional intervention work in small groups</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,2,3,4,5,6

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

Budgeted cost: £3600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Breakfast Club</i>	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf	6,7
<i>Swimming sessions</i>	https://healthyschoolscp.org.uk/physical-activity/swimming/	3
<i>Bewerley Park residential</i>	https://eprints.leedsbeckett.ac.uk/id/eprint/6288/	2,4,5,6
<i>Educational visits</i>	https://educatejournal.org/index.php/educate/article/viewFile/17/14	3,4,5,6

Total budgeted cost: £12,500

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 2021 to 2022 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

- 1:1 and small group provision by TAs or teacher helped to prevent underachievement especially in maths and reading and a return to expected or better progress in partially evidence.
- Additional support staff helped to enable additional delivery of interventions and support in class.
- All pupils were able to access a wide range of school experiences to support the development of their confidence and self-esteem including sporting events, workshops, visits, residential.
- Breakfast Club and After School provision helped support vulnerable pupils and provided them with extended opportunities. Children were more settled and ready to learn having had a good breakfast. They reported enjoying the wide range of clubs they are able to access.
- Attendance improved and late marks are improving.
- Out of School Learning and attendance at sports fixtures gave children experiences where they were less restricted and able to explore and develop socially in an alternative setting.
- A wide range of out of school experiences took place for all classes. This impacted on progress across the curriculum, helped to develop social skills and raise pupil confidence and self-esteem.

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
Dynamo maths	Jelly James Publishing

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?	N/a
What was the impact of that spending on service pupil premium eligible pupils?	N/a

Further information (optional)

Continued work towards the Nurture Award is enabling us on focus on wellbeing for everyone in school which is having an additional impact for disadvantaged pupils.

Leadership groups include opportunities for disadvantaged pupils to experience a leadership role and exposes them further to wider possibilities in their future lives.

Development of the library has been a focus to improve engagement with reading and oracy skills.