

**STAMFORD ST GILBERT' CHURCH OF ENGLAND PRIMARY SCHOOL  
PUPIL PREMIUM STRATEGY STATEMENT**



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	St Gilbert's C of E Primary
Number of pupils in school	307
Proportion (%) of pupil premium eligible pupils	14.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Miss F Dicker, Headteacher
Pupil premium lead	Mrs K Standen, Deputy Headteacher
Governor / Trustee lead	Lee Miley, Trustee with responsibility for Pupil Premium

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,938
Recovery premium funding allocation this academic year	£5,365
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	£70,303

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise 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	Internal data analysis and monitoring indicate that the attainment of disadvantaged pupils is below that of non-disadvantaged pupils in Reading, Writing and Maths.
2	Communications with parents as well as staff observations have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils including impacting on their attainment.
3	Punctuality and attendance of a particular group of disadvantaged pupils.

## 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 attainment for disadvantaged pupils in Reading, Writing and Maths.	Internal and external results show that at least 75% of disadvantaged pupils have met the expected standard in Reading, Writing and Maths.
Sustained high levels of social and emotional well-being at the end of the academic year, as well as improved behaviour, particularly for younger pupils in EYFS and KS1.	This will be demonstrated by teacher observations of improved independence and stamina, and being proactive in their learning. For younger pupils, there will be an increase in self-regulation as observed by school staff.
Improved punctuality of a particular group of disadvantaged pupils.	The attendance of all disadvantaged pupils is in line with their peers and at least 95% or more. Punctuality has also improved for all identified disadvantaged pupils.



## 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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training and release time for staff in terms of peer observations to develop teaching skills, notably questioning to assess depth of knowledge and scaffolding of learning to increase accessibility for learners	<p>Cambridge Assessment highlights the benefits of peer observations as an effective form of CPD:  <a href="https://www.cambridge-community.org.uk/professional-development/gswpo/index.html">https://www.cambridge-community.org.uk/professional-development/gswpo/index.html</a></p> <p>Deputy Headteacher undertaking NPQ on Leading Teacher Development</p> <p>The EEF Guide To The Pupil Premium prioritises quality CPD for staff tailored to individual needs of the school.</p>	1

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

Budgeted cost: £ 24000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a blend of interventions, over-teach and mentoring for pupils whose education has been most impacted by the pandemic. A significant proportion of those who received this support will be disadvantaged, including high attainers.	<p>Evidence from the last academic year demonstrates that additional teacher/TA interventions/over-teach and support increased the rates of progress for low-attaining pupils or those falling behind.</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1

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

Budgeted cost: £ £10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Aim to support children during unstructured times such as lunchtime where they can apply the skills they have learned during nurture group sessions and/or 1:1 Social and Emotional Learning sessions. Aim to develop the key skills of self-awareness, self-regulation, self-management, social awareness, relationship skills and responsible decision-making. We hope this will also have an impact on academic performance for the most disadvantaged.</p> <p>Headteacher and Emotional Well-Being Lead to complete Advanced and Senior Mental Health CPD</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>2, 3</p>
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>3</p>

**Total budgeted cost: £ 70,005**

## 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 2020 to 2021 academic year.

*The school utilised the Pupil Premium Grant alongside Catch Up Funding to enable teachers to deliver targeted support to close gaps in learning, particularly in Reading and Writing. Staff reviewed the curriculum to identify knowledge not taught and also assessed pupils in regards to forgotten knowledge so that any teaching and learning would be carefully targeted to need. Results demonstrated a rise in standards across the school with approximately 60% of Year 6 pupils achieving GDS at the end of the year. The school also implemented Guided Reading across school along with training for staff and the purchase of guided reading materials which contributed to the increased standards.*

*67% of pupils in receipt of the grant achieved the Expected Standard of above in Reading and Writing and 50% in Reading, Writing and Maths.*

*Phonics attainment at the end of Year 2 was very positive. On return to full opening the school was able to provide additional support to pupils, which resulted in 84% of pupils attaining the required standard.*

*Attendance for pupils in receipt of pupil premium was 94%.*

### 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

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

**Further information (optional)**

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*