# 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

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| Detail | Data |
| School name | Germoe Primary School |
| Number of pupils in school | 68 |
| Proportion (%) of pupil premium eligible pupils | 28% (19) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/2022 to  2024/2025 |
| Date this statement was published | 31 December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Paula Blackburn |
| Pupil premium lead | Paula Blackburn, Angie Larcombe |
| Governor / Trustee lead | Russ Monhemius |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £23175 |
| Recovery premium funding allocation this academic year | £7040 |
| 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 | £30215 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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. 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  With high-quality teaching at the heart of our approach, the key objective is for our pupil premium budget to raise the progress in focused areas, in which disadvantaged pupils require the most support.. We want our children to have a love of learning for life whilst being socially and emotionally healthy. We believe that all of our pupil premium children should be immersed in experiences and academic opportunities to enable them to grow as learners. To achieve this, we have invested in focused, purposeful interventions and additional support. 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   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 pupils excel. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 Oral language and vocab, cultural capital | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. |
| 2 Phonics and reading | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 3 English and maths intervention | Our assessments and observations indicate that the academic achievement of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils, particularly in English and maths. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths |
| 4 Enrichment and wellbeing | Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, and in turn, their attainment.  Teacher referrals for support have markedly increased during the pandemic. 10% of pupils currently require additional support with social and emotional needs, (some of whom are disadvantaged) and are receiving small group interventions. |
| 5 Attendance | Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between lower than for non-disadvantaged pupils, some of which have been ‘persistently absent’. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress as well as their peers |

## 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.

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| Intended outcome | Success criteria |
| Improved oral language skills and vocabulary among disadvantaged pupils | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Improved reading attainment among disadvantaged pupils. | KS2 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard. |
| Improved maths and English attainment for disadvantaged pupils at the end of KS2 | KS2 maths and English outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils | Sustained high levels of wellbeing from 2024/25 demonstrated by:   * qualitative data from student voice, student and parent surveys and teacher observations * improved self esteem   a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils | Sustained high attendance from 2024/25 demonstrated by:   * the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.   the percentage of all pupils who are persistently absent being below 3% and the figure among disadvantaged pupils being no more than 2% lower than their peers |

## 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: £ *15,500*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Purchase of a [DfE validated Systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme) to secure stronger phonics teaching for all pupils. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2 |
| Develop an engaging curriculum for all children specific to their interests and needs | Subject leader training, Chris Quigley. Develop curriculum progression 2 year rolling programme. Cultural capital. | 1, 4 |
| Higher pupil staff ratio in classes | Recruit extra TA (EYFS/KS1). Enables more feedback and support for each child, each session. | 1,2,3 |
| Daily interventions for pupils as a pre or post teach | Post teach can be a teaching scaffold if needed to consolidate or a pre-teach to make the whole class teaching more accessible | 1.2.3 |
| Progress in Writing - Improve the quality of teaching and learning in writing by ensuring that there is a continued focus on broadening pupils’ vocabulary across a range of subjects and monitoring its application so that disadvantaged children reach the expected standard. | EEF guidance on improving literacy, specific interest in teaching writing composition strategies through modelling and supported practice. Improving Literacy in Key Stage 2 | EEF (educationendowmentfoundation.org.uk) Education Endowment Foundation | EE | 1,2,3 |
| Progress in Mathematics - Develop staff CPD to further inform teaching, lesson design and metacognition within maths, to support children with developing their understanding, allowing them to make further progress. | The guidance recommends integrating maths throughout the day, developing an understanding of how children learn in maths, use manipulatives and representations.. Additional teaching staff as above. building on what children know. Improving Mathematics in the Early Years and Key Stage 1 | EEF (educationendowmentfoundation.org.uk) The guidance recommends using good quality assessment to inform practice, manipulatives and representations, teach problem solving and promote independence. Improving Mathematics in Key Stages 2 and 3 | EEF (educationendowmentfoundation.org.uk) Mastery learning | EEF (educationendowmentfoundation.org.uk) Mathematics | EEF (educationendowmentfoundation.org.uk) Standardised tests can provide reliable insights into the specific strengths and weaknesses of the cohort and individuals to ensure that they receive the correct additional support through intervention of teacher instruction. Assessment and feedback | EEF (educationendowmentfoundation.org.uk) | 3 |
| Communication and language - Increase the range of vocabulary to which children at all stages are exposed to so that they have the language skills to speak articulately and write in an interesting and engaging manner; applying technical vocabulary as appropriate in wider curriculum areas | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion are inexpensive to implement with high impact on reading. | 1,3 |

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

Budgeted cost: £8250

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support TA time | Extra Adult support and guidance scaffolds learning allowing better access to the curriculum | 2 |
| *Nurture group – Emotional health and wellbeing -* especially post Covid, so that they can be resilient and focus on their education. Further develop nurture provision in school to offer support to the most vulnerable pupils over lunchtimes, in class. Implement specific support plans to support disadvantaged children with SEMH needs.  *Mental Health lead practitioner traning* | EEF guidance demonstrates that there is significant evidence to show that behaviour interventions improve attainment outcomes,especially post Covid, so that they can be resilient and focus on their education. Further develop nurture provision in school to offer support to the most vulnerable pupils over lunchtimes, in class. Implement specific support plans to support disadvantaged children with SEMH needs. Additional lunchtime support for nurture and behaviour support. Mental Health lead practitioner | 3,4 |
| Small group tuition to provide a blend of mentoring and direct teaching supports those pupils who have been impacted on most by the pandemic. A significant proportion of those pupils most affected are disadvantaged pupils; including high attainers | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in both small groups and 1-1sessions. Where applicable the whole class will be invited to attend sessions. | 2,3 |

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

Budgeted cost: £ *6465*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Increase the attendance of disadvantaged pupils so there are fewer persistent absentees and days absence across school through engagement with EWO - to monitor and support attendance management as well as conduct home visits and arrange meetings with parents to discuss attendance concerns.*.* | EEF guidance demonstrates that there is significant evidence to show that behaviour interventions improve attainment outcomes in that children can be resilient and focus on their education. Further develop nurture provision in school to offer support to the most vulnerable pupils over lunchtimes, in class. Implement specific support plans to support disadvantaged children with SEMH needs. Additional lunchtime support for nurture and behaviour support. | 5 |
| Enrichment activities – Subsidy of for trips – especially those which disadvantaged pupils may never had experienced eg Ski trip | Giving disadvantaged children the opportunity to participate in enrichment activities such as skiing will develop cultural capital, resilience, self esteem | 4 |

**Total budgeted cost: £** *30,215*

# 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.

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| *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.*   |  |  |  | | --- | --- | --- | |  | Non-pupil premium pupils | Pupil premium pupils | | % meeting ARE in reading | 34 | 31 | | % meeting ARE in writing | 36 | 44 | | % meeting ARE in maths | 45 | 38 |   The most recent in school data for Autumn 2021 indicates the following: |

## 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*

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| Programme | Provider |
| Read Write Inc | Ruth Miskin |
| Essentials Curriculum | Chris Quigley |

## Service pupil premium funding (optional)

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

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | We had no service children in the last academic year |
| What was the impact of that spending on service pupil premium eligible pupils? |  |