

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

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	Gainsborough
Number of pupils in school	265
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	June 2022
Date on which it will be reviewed	Nov 2022 Nov 2023 Nov 2024
Statement authorised by	
Pupil premium lead	Jenna Clark
Governor / Trustee lead	Layla Conway

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 143, 915
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£143,915</b>

<p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	
--	--

## Part A: Pupil premium strategy plan

### Statement of intent

*You may want to include information on:*

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

### Challenges

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

Challenge number	Detail of challenge
1	Percentage of Irish Traveller children
2	Attendance
3	Parent mental health
4	Mobility – low starting point when joining the school
5	Traumatic incidents in our community

### 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
Close the gap in phonics by the end of year 1 for PPI pupils	<ul style="list-style-type: none"><li>- Phonics provision across the school is outstanding</li><li>- Pupils make expected or better progress to close their gaps in reading</li><li>- All pupils behind AE targets receive interventions</li></ul>
Close the gap in RWM at the end of year 6 for PPI	<ul style="list-style-type: none"><li>- Year 6 teachers are senior leaders</li><li>- Release time for teachers to teach interventions to own classes</li><li>- Tutoring, one to one sessions, home learning packs and high quality first teaching used to raise attainment in RWM</li></ul>

	<ul style="list-style-type: none"> <li>- Online programmes, Mathletics, and Reading Plus used to track and deliver interventions at home</li> </ul>
Improve attendance and punctuality for PPI pupils	<ul style="list-style-type: none"> <li>- Weekly calls and meetings to address attendance</li> <li>- Half termly attendance prizes</li> <li>- High profile in school communication, newsletters, assemblies.</li> </ul>
Raise aspirations for families in receipt of PPI	<ul style="list-style-type: none"> <li>- Family friendly events, environment and successes all regularly shared through well planned inclusive events</li> </ul>
Ensure the gap closes for pupils new to Gainsborough	<ul style="list-style-type: none"> <li>- Parent and child one entry meetings</li> <li>- On entry assessments and interventions set</li> </ul>
Ensure good engagement of families with additional needs	<ul style="list-style-type: none"> <li>- WAHMS and school link well and target families with the correct interventions</li> </ul>

## 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: £ 48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school RWI training	<p>“Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend.”</p> <p>(Sutton Trust Report 2011)</p>	1 2 3 4 5
Whole school introduction to NCTEM maths	<p>NCTeM advocate teaching for mastery for all children. A guidance report from the Education Endowment Foundation Improving Mathematics in Key Stages 2 &amp; 3 was published in November 2017. It endorses many of the components of teaching for mastery. Links between its recommendations and a teaching for mastery approach are made explicit in this blog by Professor Jeremy Hodgen. Professor Hodgen is Chair of Mathematics Education at the UCL Institute of Education, who led the evidence review.</p>	1 2 3 4 5
A whole school focus on the development of oracy teaching	<p>Communication and language approaches emphasise the importance of spoken language and verbal interaction for children. They are based on the idea that children’s language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning, (EEF 2021). Within the school</p>	1 2 3 4 5

	context, the specific investment of an additional teaching assistant to deliver speech and language intervention is in place to ensure capacity, consistency in provision and rapid progress for pupils identified with need	
--	--	--

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

Budgeted cost: £ 67,915

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one tutoring in years 4 5 6	Small group tuition has an impact by providing additional support that is targeted at pupil needs. The reduction in the ratio of pupils to teacher compared to a regular classroom setting also allows for closer interaction between educators and pupils. The EEF report that this can have an impact of 4 months across a year, (EEF 2021).	1 2 3
Music and Spanish teaching for teachers to be released for interventions	Teacher know their children best. Time is saved for teachers in terms of planning, communication and intervention with own classes improving accountability, relationships, progress and attainment	1 2 3 4 5
RWI tutoring KS 2 pupils in lowest 30% targeted for Fast Track interventions and tutoring	Small group tuition has an impact by providing additional support that is targeted at pupil needs. The reduction in the ratio of pupils to teacher compared to a regular classroom setting also allows for closer interaction between educators and pupils. The EEF report that this can have an impact of 4 months across a year, (EEF 2021).	1 2 4

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

Budgeted cost: £ 28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Traveller Champions	Key points of contact, flexible communication and a continuous drive to engage keeps the Traveller community coming into school. Staff are given time to liaise support and	1

across the school	understand familial issues affecting attendance and engagement. Building trust in our community has been key to improving attendance and attainment of children.	
Therapeutic services and places at after school clubs to support vulnerable pupils with their emotional wellbeing and to reduce exclusions	Planning to get the most from any extra time is important. It should meet pupils' needs and build on their capabilities. Where additional time is voluntary, it is important to monitor attendance to ensure pupils who need additional support can benefit. Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision (EEF, 2021).	
Excellent parental engagement from all families through parents in class, community events, social media and staff engagement with parents	The security of the evidence around parental engagement is high. The key mechanism for parental engagement strategies is improving the quality and quantity of learning that takes place in the home learning environment (EEF, 2021).	1 2 3 4 5

**Total budgeted cost: £ 143,915**

## 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.

#### To ensure all pupils read for pleasure and accuracy

Pupils in all classes read regularly for pleasure and accuracy. Weekly Reading Hour lessons are used to support children to apply the skills and strategies they have learned in reading to a book that they are reading for pleasure and accuracy. Teachers have high expectations of reading and monitor pupils' home reading to ensure that children access a wide range of reading at an appropriate level. Reading Plus is also used to develop speed and accuracy.

#### To develop oral communication across the school

Oracy has been a school wide focus and weekly oracy focus objectives have been used to develop pupils' understanding of strategies which they can apply to communicate effectively with others. Pupils have learned how to listen carefully to their partner, ask questions to clarify and use talk to question and build on what their partner has said, deepening their understanding.

#### To ensure disadvantaged pupils have access to full time Nursery

All pupils in the Nursery receive full time provision, in recognition of low baseline, particularly in PSED and CLL. This has enabled pupils to make rapid progress from low starting points.

#### Interventions in RWM are run effectively to ensure gaps in learning are closed

Interventions in phonics, speech and language, reading and maths have supported pupils to close gaps in learning. These pupils make good progress. Where the gap has not closed interventions are ongoing.

#### Children with PPI have access to broad and wide range of experiences

Pupils with PPI have benefited from free places in Breakfast Club and After School Clubs, including theatre, sports, art and homework. They have also benefited from subsidised places on school trips such as the Year 6 residential. Without these opportunities, children's access to a broad and wide range of experiences would have been limited.

### Key Stage 2 Disadvantaged pupil attainment scores for last academic year: 2021-22

Measure	All Pupils	Disadvantaged
Reading	74%	85%
Writing	69%	65%
Maths	71%	65%
RWM	63%	61%

### Key Stage 1 Disadvantaged pupil attainment for last academic year: 2021-22

Measure	All Pupils	Disadvantaged
Reading	63%	44%
Writing	58%	33%
Maths	67%	50%
RWM	54%	33%

*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. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### Key Stage 2 predicted outcomes for 2022-33

Measure	Initial Prediction	Current Prediction (all pupils)	Current Prediction (PPG)	Actual
Meeting expected standard at KS2 RWM	74%	74%	69%	%
Achieving high standard at KS2 RWM	19%	19%	30%	%



## 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
Read Write Inc	Oxford University Press
Mathletics	3P
Reading Plus	Reading Solutions

## 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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

## 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.*