

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Gedney Hill C of E Primary
Number of pupils in school	69
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers	3
Date this statement was published	September 24
Date on which it will be reviewed	July 25
Statement authorised by	Alison Buddle
Pupil premium lead	Alison Buddle
Governor / Trustee lead	Michelle Cooke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29765
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£29600
Total budget for this academic year	£59365

Part A: Pupil premium strategy plan

Statement of intent

Within the context of our schools we ensure that our interventions are based on strong research evidence and we utilise the EEF toolkit and associated research to do this. The common barriers that our disadvantaged children face are;

- Lack of parental understanding of expectations of the curriculum
- Rural location with little transport out of the village
- Early language difficulties
- Attendance

It is our intent that children from all backgrounds within our school have the same opportunities and experiences. We tailor our support to the individual child to strive for the very best outcomes.

Our aims are;

- That our disadvantaged pupils make accelerated progress from starting points
- Disadvantaged pupils to have attendance in line with national data
- Disadvantaged pupils to have opportunity for Cultural Capital to enable them to experience life in its fullness

Challenges

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

Challenge number	Detail of challenge
1	<i>Parental expectation of standards in reading and writing</i>
2	Access to the wider world
3	Early Language skills
4	Improve attendance of persistent absentees
5	SEMH difficulties

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
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Improved attendance for persistent absentees	Attendance in line with national expectations
Improved social and emotional well being	Reduction in incidents of TAC, BOSS and PSP referrals due to early interventions
Improved communication and language skills	Improved outcomes in EYFS
Improved outcomes for disadvantaged pupils in reading, writing and maths	An increased number of disadvantaged pupils to achieve in line with peers nationally and an increasing number of disadvantaged pupils to achieve greater depth

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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional adults for class EYFS/Year 1	QFT has a high impact on pupil progress	1
<i>Senior teacher on site and all staff to have ongoing behaviour management training</i>	EEF toolkit	1,2,5

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

Budgeted cost: £ 7500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke interventions delivered by class teacher RWI training for new staff.	QFT – as above	1,2,5
<i>Resources to deliver the above interventions</i>	As above	1,2,5

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

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group work with targeted interventions for behaviour and well-being	Kapow well-being (evidenced from improvements last year)	1,2, 5
BOSS training for new staff	Impact from last year on improved staff knowledge of how to de-escalate situations	2,4,5
Broad range of clubs available free of charge to all pupils.	Additional knowledge and expertise impacts on curriculum and standards	1,2,3,4,5

Total budgeted cost: £ 42000

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 2023 to 2024 academic year.

- Phonics and reading catch up accelerated the progress of disadvantaged pupils
- Attendance improved for the majority of pupils.
- Kapow – improvements in emotional well-being – evidenced through improved outcomes for behaviour.
- Additional staffing to support progress in writing post Covid

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
RWI Phonics 1:1 fast track tutoring	Read Write Inc
Well being intervention	Kapow Resources

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)

The school had a larger than usual carry forward last year due to the rural location of the school recruitment of quality support staff to deliver interventions is a barrier.

Our data suggests that the pupils who have been affected the most by the pandemic are those within our current KS1. Many have limited language skills and have had a reduced exposure to interactions in their early years, impacting on language development.

Fine motor skills also impact on writing in EYFS. Children enter with a low baseline for gross and fine motor.

