

## Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Garswood Primary
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	13.8% (28 Pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	September 2023
Date on which it will be reviewed	July 2026
Statement authorised by	P. Potter
Pupil premium lead	A. Yearsley
Governor / Trustee lead	Cllr S. Murphy

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,548
Recovery premium funding allocation this academic year	£3625 for the academic year split £2100 21/22 & £1525 22/23
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	£43,173

# Part A: Pupil premium strategy plan

## Statement of intent

### Challenges

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

Challenge number	Detail of challenge
1	Children are finding writing at length, writing with flair and reaching the beyond the expected standard in grammar and spelling more challenging. Gaps emerged with lack of rehearsal and instruction during the pandemic and there remains a need to accelerate pupils in this area, which will in turn impact on improving outcomes at KS1 and KS2.
2	The recall and retention of mathematical concepts; particularly in terms of times-tables underpins later mathematical learning. Following improvements made to the implementation of the mathematical curriculum, this area is identified as the aspect to firmly secure this ongoing improvement for pupils enabling more children to achieve expected standards and beyond.
3	The mental health of pupils and families has been impacted upon both by the pandemic and the cost of living crisis. In some cases, pupils have moved to a new house and moved school which in some instances also has a further impact on mental health. We've seen increased anxiety, more challenges for parents managing behaviour at home and in some cases requiring support from other agencies. More pastoral support is being required to support pupils to manage their own feelings, anxieties and worries. Families require support and signposting; particularly in terms of financial hardship, separation, bereavement and DV.
4	Data indicates that on average disadvantaged children do not attend school as much as non-disadvantaged children. Some families do not prioritise school attendance. In some cases, this is shown in term time holidays and in other cases sporadic attendance and poor punctuality. As a result there remains a gap between attendance of disadvantaged pupils and non-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
<p>Children will produce high quality writing with appropriate grammatical structures and accurate spellings.</p> <p>Children will feel proud of their writing and confident in their ability to communicate in writing.</p> <p>Children will achieve the expected level or beyond in terms of their outcomes.</p>	<ul style="list-style-type: none"><li>• Children will eagerly write and write with enthusiasm as evidenced in monitoring</li><li>• Children will spell accurately, and this will be reflected both in spelling tests and in their writing</li><li>• Children will write using appropriate grammatical structures as evidenced in work books.</li><li>• Children will form their letters correctly and write neatly with a legible style of joined writing as evidenced in work books. .</li><li>• Their voice in monitoring exercises will indicate that they have positive attitudes towards writing.</li><li>• Writing across the school will be of a standard that meets the expected level or exceeds this.</li></ul>

	Disadvantaged pupils will perform in line with or exceeding non-disadvantaged peers in outcomes.
Children will have secure foundations in key mathematical knowledge. Their recall of times tables facts will be secure and they will be able to apply their knowledge within the context of mathematical questions.	<ul style="list-style-type: none"> <li>• The teaching of timestables is clear and consistent as demonstrated in monitoring</li> <li>• Children have excellent recall of the expected timestable facts appropriate to their year group and the sequential curriculum as evidenced in assessments</li> <li>• Children begin to see patterns within the timestables as evidenced in monitoring and assessment</li> <li>• Children report in their pupil voice that they feel positive about mathematics and in particular express confidence in their own knowledge of timestables facts.</li> </ul>
<p>Children feel school is a safe place where they are supported and feel emotionally secure.</p> <p>There are effective strategies in place for children to gain support for their wellbeing</p> <p>The atmosphere within school is conducive to emotional wellbeing</p> <p>Families feel welcome in school and there are systems in place to enable them to gain support or be signposted to support.</p>	<ul style="list-style-type: none"> <li>• Pupils will report feeling safe. They will report concerns to staff</li> <li>• Staff will be well trained to act on any concerns and support pupils appropriately</li> <li>• There will be an improved environment with safe spaces clear and identified across the school</li> <li>• Families will report feeling welcome and access the systems in place to support them including parental classes, EHAT and early help processes and family support worker time.</li> <li>• Financial pressures on families are considered when planning curriculum events and wherever possible payment plans will be in place</li> <li>• Strategies for cost savings are promoted and utilised well including uniform swap shop; costume swap.</li> </ul>
Attendance of the group eligible for pupil premium improves to become more in line with non-PPG peers. Attendance figures rise and become more in-line with whole school attendance figures from previous years with all pupils demonstrating a desire to be in school and on time.	<ul style="list-style-type: none"> <li>• Pupils attend on time</li> <li>• Attendance rates for disadvantaged pupils is in line with or above non-disadvantaged pupils</li> <li>• No pupils are considered persistently absent</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: £ 13210

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD of staff as needed particularly around composition strategies through modelling and supported practice</p> <p>One teacher to attend the full 7 sessions through teaching hub to then cascade training to all staff. Staff to complete peer to peer support sessions.</p> <p>Use of staff meeting time and monitoring time to cross moderate and monitor writing and the teaching of writing across the school</p>	<p>Work scrutiny and data analysis provides the evidence to address this aspect.</p> <p>EEF seven stages of improving literacy details the successful ways to improve writing.</p> <p>Proven track record of successes within school improvement model undertaken</p>	1
<p>Continue to provide Maths Hub CPD- mastery. Linked through 2 identified class teachers to visit and host visits to share successes in mathematics</p> <p>Mastering number CPD as an intervention strategy</p>	<p>Analysis of mathematic drop ins, pupil voice, work books and test outcomes indicate the focus on multiplication and confidence in application on known facts as an area to secure improvements,</p> <p>Mastery learning can be seen as a high impact strategy through EEF.</p> <p>Rehearsal and repeated learning is identified and reported through Ofsted research mathematical paper – alongside the regular testing and teaching accurate strategies to experience success rather than exploring ways to solve without this important secure baseline.</p>	2
<p>Upskill staff on supporting children with ACEs (partly seconded roles to secure enriched access to training)</p> <p>Engagement with the Therapeutic Schools Award CPD</p>	<p>We have identified the increasing amount of pupils with anxiety; challenging home circumstances; ACEs. Considering all of the Maslow's hierarchy knowledge – we recognise that this is an area we can address.</p> <p>This is also in response to the changing challenges we are experiencing primarily the increased use of technology from an increasing younger age. We want to protect children from harm and secure a conducive environment for optimal learning</p>	3

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

Budgeted cost: £14095

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle bridging and fluency materials to be used with relevant KS2 classes as an intervention	<p>Little Wandle is a DfE approved scheme for phonics. We have seen first hand the impact of this in the phonics outcomes at Garswood in academic year 22-23.</p> <p>The children who take longer to complete the Little Wandle programme can often then find the jump to texts challenge. Though we have supported through carefully selected banded texts, this will provide a more systematic scaffold to secure improvements in fluency.</p>	1
<p>Mastering number small group and 1-1 tuition – targeted at Y3 and Y4 initially.</p> <p>Tutoring with Y5/6 as the year progresses – with a view to beginning this in January 24</p>	<p>EEF identified 1-1 tuition as an effective impact strategy.</p> <p>Utilising mastering number secures systematic support to build up key knowledge.</p>	2
Multiplication as a lunchtime activity through songs	Pupil voice would indicate that for some children this is a preferred strategy to support their instant recall.	2

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

Budgeted cost: £ 15910

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school approach to pastoral support to continue through PATHs and further enhanced through the TSA materials .</p> <p>MHST to consider the needs to d.a pupils and prioritise needs.</p>	<p>We have seen evidenced impact of the work completed with PATHs. This have been completed with fidelity and the resulting analysis across the borough has proven success.</p> <p>Both child and pupil voice feedback has shown to report positively on PATHs in terms of their wellbineg, behaviour. Emotional literacy has improved.</p> <p>Continued approach with PATHs and enriching this with TSA materials will provide further resource and materials</p> <p>The international journal of qualitative methods details that vidence suggests that mental health interventions are more effective when they consider the whole context of schools; addressing the needs of all students, their families, and staff;</p>	3

	otherwise known as a whole-school approach (WSA). It is on this that the MHST approach has also been based.	
Pastoral support through the EHAT process, face to face meetings with families and engagement with multiagency	<p>Some of the challenges face by families cannot be addressed by schools in a single agency approach.</p> <p>We have seen evidence of the EHAT process having a positive impact on children and families. Though time invetsment from the pastoral staff is significant it is often necessary to reach an outcome that can be sustained.</p>	3, 4
Lego therapy activity for identified groups	A number of research papers detial the positive impact of lego therapy. This was started in academic year 21-22 and we have seen the impact within our school. The most benefit is seen with childrene who have ASD and ADHD.	
Extra curricular offer incl a range of targetted clubs to correlate with preference.	<p>Children report that after school clubs and extra curriuclar acvitiy can impact positively on school attendance.</p> <p>Having a complrehsive offer with a targetted approach (using a survey and providing according to wishes and needs) should have a positive impact on schol attendance.</p> <p>Children hisotircally have also provided positive reports on weelbing when attending after school and lunchtime clubs</p>	3, 4
Parental classes incl Incredible years and Reducing parental conflict (Plan to run 2 further courses this year)	We have already run two incredible years courses and this not only had a positive impact as reported by the parents, also reduced barriers with parents and school.	3,4
Sept/Oct attendance plan with PA and vulnerable families	<p>We have sen improved attendance with the startegies used last year and more engagement with the school about % attendance.</p> <p>Pastorally to provide Sept/Oct plan will reduce any reactive/defensive approach and instead be proactive.</p> <p>All attendance strategies as identified on the SIP will also be employed. SLT have watched the 'Improving Attendance ' DfE webinars to inform approaches.</p>	4

**Total budgeted cost: £43215**

## 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 2022 to 2023 academic years.

Due to low numbers in each class published attainment data should be suppressed. However, pupils considered disadvantaged who attend well, get off to a good start. Overall, they attain well though there are always areas to focus on. Attainment was strongest in phonics and reading.

Pupils attendance improved. The overall number of children considered persistently absent reduced from 21 to 13. 4 of these were considered disadvantaged pupils in Y1 or above. 94.08% was the overall attendance of the disadvantaged group which is higher than attendance of all pupils nationally.

Pupil voice is positive – pupils enjoy school and feel safe.

Some quotes from parental survey include:

“Such a positive school! Wonderful, caring staff, amazing teaching methods  
Teachers encourage the children and are kind and approachable”

### 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
MARK Analysis	Rising Stars (PIRA, PUMA, GAPS)
Lexia Reading Core 5	Lexia Learning
Digital Reading Record	Go Read
Online Times Tables Support	Government TTC practice
Support for Phonics	Little Wandle Letters and Sounds
Whole School Spelling System	Vocabulary Ninja
Ready to Progress	National Centre for Excellence in the Teaching of Mathematics.

Premium Classroom Resources	White Rose Maths
Online standardised score generator	Smart Grade
Maths Whizz/Seeds	Whizz Education
Online tracking system	O-Track