

## 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	Garswood Primary
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	14% (29 Pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	July 2024
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	£39,770
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	£43,395

# 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	Upon returning to school in September, pupils have difficulty demonstrating a sense of 'ready to learn' and the significance of gaining the most from the time they spend in school with the new structure and curriculum expectations. Levels of anxiety and pressures which negatively impact on their learning capacity need to be refocussed and support put in place for those demonstrating levels of anxiety which they may not normally do. A fresh approach to the curriculum should be demonstrated to refocus pupils love for learning.
2	Recent Corona- Virus has further gone to delay the acquisition of a wide and varied reading vocabulary linked to limited experiences and a further narrowed reading diet – language reducing the capacity to think, make links, develop ideas and furthermore to comprehend beyond End of Key stage 2.
3	Pupils in all year groups having missed regular teacher lead maths session since March 2020 have significant gaps in their learning which need addressing through a carefully planned and bespoke curriculum – one which incorporates previous year's topics. Ability to develop a deeper understanding of mathematical concepts as expressed through complex language and real-life experiences to support and develop an understanding of mathematical interpretation and problem solving is a priority at this critical time.
4	Pupils requiring more pastoral support to manage anxiety since returning to school. Families continue to be offered support and pathways to help support the financial impact of Covid as highlighted in the KCSiE document (September 2021)
5	Attendance of PPG pupils – through Covid related absence where a child may be required to stay at home due to testing positive for the virus, lates and unauthorised absences. Figures have improved through the guidance and links with EWO (continuing to do so) but continue to require focus especially in light of the corona virus pandemic. A new EWO is now in place to support school to maintain levels of attendance.

### 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
Children feel supported on re- entry to the school following the lock down and have a bespoke curriculum which they can access at school and at home if required to do so. Gaps in learning are addressed and narrowed in a short space of time with the aid of interventions, online learning platforms and TEAMS activities as and when required to maintain steady levels of progress which can be monitored upon return to school using the schools in house tracking.	Pupils eligible for pupil premium funds make same progress and have gaps in learning addressed as necessary to ensure the particular specific gap is narrowed. The in-house attainment and progress measures are used as an indicator to highlight those children who are 'off track'. Tables are completed to demonstrate expected outcomes gauged about their current progress. Termly assessment and monitoring will allow staff to see progress against expectations.

<p>Support for pupils understanding of reading techniques through a focus on key vocabulary and grammar in order to access the online and remote curriculum effectively. Reading for comprehension and teaching of phonics to be a major focus. Pupils will achieve well across a broad range of subjects as measured by their attainment and achievement and pupil voice feedback.</p>	<p>New reading programme introduced as a way of monitoring progress at home. Spelling strategy (Spelling Ninja) introduced school wide as a more specific spelling programme to enable more rapid progress. All staff trained in Phonics delivery at the beginning of the year to support pupils throughout the school in their approach to reading.</p> <p>In school Book challenge has been adapted and used alongside the rich reading resources in class and the library. The book challenge is now more accessible to children whose reading pace is slower than others. Reading of unfamiliar genre to be encouraged and pupils reflect on their experiences with positivity and understanding of the impact on their whole school experience.</p>
<p>Children can catch up rapidly with missed mathematical learning through the use of online mathematical learning activities as well as 'Ready to Progress' programme which should enhance the White Rose Maths scheme. Previous years gaps are addressed and refreshed with a combination of the intense maths focus at the beginning of each academic year.</p>	<p>Children achieve in line with national comparison in mathematics with gaps in previous learning addressed. Support given through Ready to Progress, MathsSeeds, TT Rockstars, Mathletics with pupil having access at home as well as bespoke timetabling of computers in school. Pupils have easy access to their login details and maths work is expected as part fo their home work offer to ensure progress is made.</p>
<p>Children supported in their anxieties upon returning to school and are developing a positive approach to school despite the challenges this my bring. Year groups have not had a (normal) full academic years teaching for over 2 years. Expectations on pupils to meet expectations for current year group may be compromised as there have been gaps in routines and expectations.</p>	<p>Pupils demonstrate positivity towards school return to school with a vigour and purposeful attitude despite the gaps in schooling. Positive approach to learning is demonstrated at all times with a clear support mechanism in pace for those children who demontrate unusual levels of anxiety as well as support for pupils who have difficulty in engaging appropriately.</p>
<p>Attendance of the group eligible for pupil premium improves since the lock down. Attendance figures rise and become more in-line with whole school attendance figures from previous years.</p>	<p>Improved overall attendance rates of PPG to exceed the national all pupils of 96% despite Covid-19. Where these figures cannot be met, support strategies put in place to support home learning through EWO and DSL/Pastoral.</p> <p>School has a new EWO in place to support attendance of all pupils.</p>
<p>Maslow's hierarchy of human needs – children shall feel safe, cared for, listened to, be well nourished, well looked after and valued and not to have worries that follow them into school. Children across all phases will be supported pastorally and will be well fed and well cared for, feel listened to and well looked after as measured by observation and pupil voice.</p>	<p>Where concerns are noted EHATs and links to pupil support mechanisms are used to support a wider engagement from families and pupils alike</p> <p>Children are well nourished, and report they feel listened to and well cared for. Teachers report that pupils are able to focus well on learning, have improved health and welfare issues are addressed.</p>

## 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: £ 18,590

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop a wider range of enriched learning opportunities through external agencies and/or online resources/support material. These to be supported and reported on school website and twitter and TEAMS.</p> <p>Extra-curricular opportunities to be enhanced and reintroduced to support the diverse curriculum. Bespoke learning opportunities planned by all staff to ensure links to the curriculum.</p>	<p>Recent staff meetings have reassessed the learning opportunities on offer – particularly those which are available remotely. The new curriculum maps have a more integrated approach with the extended opportunities for each class taking on even greater significance when considering the learning pathways of all of the pupils.</p> <p>Enriched learning opportunities are offered as a means of pupils experiencing greater range of vocabulary and more focussed learning environments.</p> <p>Staff meet regularly to plan extra-curricular opportunities now restrictions have been lifted. Contact has been made with external agencies and visits planned throughout the school year</p>	1
<p>Online reading resources to be accessed through electronic platforms as part of an extended homework offer. Greater focus on the wider range of reading material available to the pupils as well as that which is available online. Greater range of electronic resources on offer and promotion of new reading material to ensure that all pupils understand clearly what is available and what they can experience.</p> <p>Raise the profile of reading/grammar through online learning strategies such as 'Wandle' and increase the range of the pupils who can access it so that those with lower reading speeds feel a sense of achievement.</p> <p>Raise the profile of reading through a specific levelled approach. Book bands to be significant focus and reading resources accessed appropriately by all pupils across the school.</p>	<p>. Pupils' opportunities to read from a rich range of texts needs to be refocussed with a greater focus now on the book band system. The book bands will now be the main source of reading material in school and pupils will be supported in the choosing of an appropriate text.</p> <p>English lead reports on the material on offer and oversees the impact of the material to the SLT. Electronic/online resources such as 'Little Wandle' made available to all pupils working from home with additional support being provided for those at greater risk of losing contact.</p>	2

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

Budgeted cost: £ 18,590

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>White Rose and Ready to Progress maths schemes moulded and implemented to help catch up potential gaps from previous years learning. Online resources through TEAMS and other platforms used to subsidise the curriculum delivered in school as an additional resource.</p> <p>Additional intervention support across key stages to be implemented to those children in school in order that complex mathematical challenges are experienced by all PPG pupils and consequently they develop their own confidence.</p>	<p>Data from termly assessments via Rising Stars and NFER papers used as a gauge to monitor progress. QLA used as a means of highlighting specific gaps and areas of specific need. Teachers use this data to inform future planning. In house progress measures will be implemented throughout the year to monitor progress and SLT will meet with teachers as part of the pupil progress approach to ensure all pupils needs are met.</p> <p>A carefully planned assessment timetable is maintained to include NFER, Rising Stars, Phonics, Time tables check and possible national end of Key Stage tests.</p>	3

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

Budgeted cost: £ 18,590

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral support to be provided to those pupils who feel anxious about their return to school and who demonstrate a lack of engagement due to changes in routine and levels of expectation. Staff to discuss concerns with pupils/families and offer mentoring to those who feel most at need. Pathways introduced to councillors who can work with individuals and families to impact on anxiety levels.</p> <p>Help to be provided to ease day to day pressures of parenting through EHAT and multi-agency working</p>	<p>Child/parent meetings have been held regularly to try to motivate and engage pupils into a more positive approach to their own learning.</p> <p>Pastoral support for pupils and is significant in maintaining strong school-home links and giving pupils opportunities to discuss their anxieties and worries. The support can be seen as a way of ensuring pupils engage positively with school life.</p> <p>Pupils positivity towards their education and school is enhanced and clearly evidenced through their attitude for learning. Pupils have clear expectations of themselves and understand the challenge required to build on their own previous knowledge. Progress will be increased due to an increased level of focus in lessons as well as online support for those pupils working from home as and when necessary.</p>	4

<p>Online and computer based support interventions such as 'Mind Moose' used to support mental health in families.</p> <p>Face to face meetings or telephone meetings with those who require additional support to be held to ensure all individuals needs are catered for and that transition back to school is as smooth as possible.</p>		
<p>Links with EWO team to highlight particular individuals – home visits and supportive meetings to provide support and motivation to attend school – on time. Records and tracking used to monitor impact of rewards strategies to support attendance.</p> <p>Continue to issue penalty notices to discourage chosen absences and work closely with EWO to enhance the attendance figures.</p> <p>Attendance rewards used to impact positively on lateness and absences during term time.</p> <p>New EWO in place to ensure continuity. Meetings set up tri-weekly to issue penalty notices and perform home visits as and when required.</p>	<p>EWO enable a more formal approach whilst maintaining positive relationships with the school staff – this has had proven impact in the past and should continue to do so.</p> <p>Late gates implemented and maintained intermittently.</p> <p>Regular monitoring will ensure the impact of rewards and consequences of penalty notices will serve as a deterrent – particularly for term time holidays and lateness through the 'Late gate' system.</p> <p>Office (AG) to monitor attendance figures, reporting back to AY who will in turn discuss data with the EWO upon their visit to school.</p>	<p>5</p>

**Total budgeted cost: £ 55,770**

## 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.

*Children attending school during/following the Covid-19 Pandemic*

- Risk assessment was put in place to support the pupils and families during the Covid outbreak. This was updated regularly to ensure all pupils needs and those of their families were met through school.*
  - Pupils well-being, attainment and progress has been monitored carefully with regular updates taking place between staff, pastoral team, school leaders and parents.*
  - Registers have been taken to analyse participation levels, Remote learning uptake and individual channel interaction. (Data records indicated an uptake in line with expected school attendance of <95%. Those pupils who did not join online were contacted and provided with bespoke learning opportunities via Teams channels)*
  - Where there have been concerns of a lack of interaction, staff have responded quickly to meet the needs of the pupils and families. (telephone contact has been made with families as an additional avenue for support)*
  - Those pupils working in school have continued to be given every opportunity to discuss their feelings and an extra emphasis on pastoral support is in evidence in each group. (Pupils voice has been extremely important with the responses from pupils being at the centre of future planning)*
  - Parents views have been a particular focus and considered carefully. Individual needs have been met as they arise. Parents who have visited school for support have been met with warmth and understanding.*
  - Remote PATHS lessons and links with Barnardo's have provided pupils and staff with invaluable expertise in supporting pupil's emotional well-being. (PATHS data has ensured that all PPG pupils have accessed the sessions, with outcomes in terms of emotional well-being and changes to individuals behaviours monitored via a bespoke excel analysis document. This has been recorded on a termly basis with the PATHS lead closely monitoring all pupils).*
- School has used funds and expertise from IT support in ensuring children have had the correct tools to complete home learning and are technically supported to maintain contact with school and its learning platforms (School has provided families with devices in order for pupils to access remote learning (All PPG pupils who were working at home and did not have the means to access the home learning were provided with equipment such as laptops to enable them to have access to their class activities).*
- School has maintained strong links with families throughout the lockdown with clear instructions and support for those who require technical guidance*
  - School has ensured that online learning platforms have been maintained and monitored to check participation and progress.*
  - School has responded quickly to those families in need of support and ensured that needs are met quickly.*
  - School has taken the opportunity to use innovative forms of communicating with families. Microsoft Teams and Forms have been invaluable, as well as Teachers 2 Parents, as a means of keeping channels of communication open.*
  - Live lessons have been timetabled in such a way as to provide maximum support to families throughout each day whilst minimising the disruption to those at home who have their own working and family commitments.*

**Recent Parent survey highlighted the following:**

- The two live lessons were perfect to be able to keep up with the rest of the home learning.*

- *Excellent. We have been so impressed with the support offered from school. The online morning sessions have worked well in getting our son motivated for the day.*
- *It worked well for us the content and amount seemed about right. The live lessons were good and kept structure for them.*

· *Recorded lessons have also been used to supplement the delivery of live sessions each day.*  
 · *Teachers have ensured that individual channels utilised as a means of offering continued support to pupils working at home. Such channels have the benefit of allowing pupils to discuss challenges and difficulties directly with a member of staff from school. In turn, pupils feel supported and in contact with school despite not in direct attendance.*

*Pastoral Family support has been offered to ensure anxieties are countered and difficulties overcome which may not be focussed purely on academic progress*

- *Remote child/parent meetings have been held regularly to try to motivate and engage pupils into a more positive approach to their own learning.*
- *Children have been invited into school following such meetings as a means of providing support with their learning, where the logistics allow.*
- *Support for pupils and families is significant in maintaining strong school-home links and giving pupils opportunities to discuss their anxieties and worries – be that face to face or remotely. The support can be seen as a way of ensuring pupils engage positively with school life, despite the levels of anxiety which would clearly be understandable and expected.*
- *Online and computer- based support interventions used to support mental health in families and minimize anxieties.*
- *Help has been provided to ease day to day pressures of parenting through EHAT and multi-agency working*
- *FAM meetings have been held remotely to ensure the needs of those in most need is met.*
- *Face to face meeting with parents have been held to offer support.*
- *Telephone conversations have been held regularly to re-engage pupils and offer support to parents struggling with a changing approach to learning.*
- *Food voucher scheme accessed to support those in need due to furloughing scheme.*

**Recent Pupil Voice has indicated the following comments:**

*'Now we are back in school, it is better because my teachers can help me; even though I accessed activities at home during lockdown – school is better.'*

*'I feel more confident now I'm back in school – we have been learning a new column method which I had found difficult at home'*

*I have been accessing Mathletics at home for 1 hour every day but I'm glad I'm back in school because the teachers help me*

*I used TTR and Mathletics 3 times per week (the same for My Lexia) but I feel much more confident now we're back in school.*

*I found it difficult working from home because the printer used to run out of paper – being back in school is much better because the teachers can help me every day.*

*I used a computer at home – one which the office delivered. It as OK and I used it to get on Teams nearly every day. I think I work better in school though.*



## 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*

<b>Programme</b>	<b>Provider</b>
MARK Analysis	Rising Stars (PIRA, PUMA, GAPS)
Lexia Reading Core 5	Lexia Learning
Digital Reading Record	Go Read
Online Times Tables Support	TT Rockstars
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
Maths Whizz/Seeds	Whizz Education