

Gilbert Scott Primary School 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	Gilbert Scott
Number of pupils in school	157 (incl Nursery) 143 (without nursery)
Proportion (%) of pupil premium eligible pupils	43% (incl Nursery) 48% (without Nursery)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022 To be published by December 2022
Statement authorised by	TCT board
Pupil premium lead	Paul Thomas
Governor / Trustee lead	Anthony Dixon and Ellie Seaman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,595
Recovery premium funding allocation this academic year	£ 12,899
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	£ 121,494

Pupil Overview

Numbers of Pupil Premium Pupils in each year group			
Year Groups (incl pupils in ELP)	Total Pupils (incl pupils in ELP)	Total Pupil Premium (incl pupils in ELP)	% Total Premium (incl pupils in ELP)
Reception	16	5	31
One	18	6	33
Two	20	12	48
Three	24	11	46
Four	31	17	55
Five	14	6	43
Six	20	12	60
Total	143	69	48
SEND	34	18	53

Part A: Pupil premium strategy plan

Statement of intent

At Gilbert Scott Primary School, we believe that whole school strategies to address educational disadvantage have a much more positive impact on attainment for all pupils.

“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” (EEF2019)

We know that our teachers are integral to school development and improving outcomes for all pupils, and therefore believe that we need to invest in high quality professional development for them.

We are working towards developing a long-term strategy for disadvantaged pupils which ensures that they are central to our decision making.

Some of our long term aims for disadvantaged pupils include:

Ensuring that they develop the intrinsic motivation and self determination to challenge themselves with their learning

Training all staff in high quality reading instruction and ensuring disadvantaged pupils can apply their phonics knowledge confidently to reading and leave Gilbert Scott as readers

Ensuring that we place high quality texts at the centre of our curriculum and that our disadvantaged pupils develop a love of reading

Ensuring that they develop their language skills and are equipped with the vocabulary and knowledge to express themselves clearly

Ensuring that they have high levels of wellbeing and develop strategies to stay physically and mentally healthy and resilient to family stresses and functioning

Ensuring that they have access to a high quality broad and balanced curriculum and that teachers have the necessary diagnostic tools to better assess pupils' individual needs

Both the Pupil Premium Funding allocation and Recovery Premium will be used in conjunction with the 'School's Based Tutoring' allocation to provide resources, including staffing, that are designed to address immediate 'catch up' as well as support the long-term implementation of strategies and improvements that will deliver sustained improvement.

Challenges

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

Challenge number	Detail of challenge
1	The attendance of our disadvantaged pupils as a group is lower than that of the whole school. We have identified, through whole school needs analysis, increased social and emotional issues for many pupils, notably due to changing dynamics in home circumstances. Alongside this there has been a real lack of enrichment opportunities over the last 18 months due to Covid and together these have led to a lack of ambition and motivation for some children and families, notably from our disadvantaged group.
2	There are underdeveloped oral language skills and vocabulary gaps among many of our disadvantaged pupils. This affects our children academically and socially.
3	Overall, our disadvantaged pupils have greater difficulty in retaining early phonic information due to lack of consolidation outside of school time. This was highlighted further during the period of lockdown. As the children move into Key Stage 2, our disadvantaged pupils need greater support with inference skills due to the depth of understanding and cultural references required to explore texts at this deeper level.
4	Our disadvantaged pupils writing stamina and improving their motivation due to the lack of fluency in their ability to write.
5	Recall of basic skills has suffered in mathematics during lockdown – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in our arithmetic assessments.

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>Increase the % of PP children achieving greater depth by the end of KS2 in the combined reading, writing and maths.</p> <p>From their starting point, ensure high prior attaining pupils make good progress and to ensure maintained or better end of year attainment. At the end of the school year, they achieve greater depth in subjects identified as being higher achievers.</p> <p>To ensure that all groups, including disadvantaged, acquire the knowledge and skills they need to succeed in life</p>	<p>% of pupil premium achieving GDS in line with or exceeding those who are not pupil premium and closer to the national standard in RWM</p> <p>High expectations of all PP children to identify and recognise potential in all subjects</p> <p>Progress for PP children is monitored through pupil progress meetings Challenging targets set, monitored, and supported for all children and specifically for PP pupils</p> <p>Teaching and learning provision for high attaining children reviewed and improved.</p> <p>Appropriate CPD identified and given to staff</p> <p>Targeted children to receive intervention to ensure they meet their individual target</p>
<p>For all pupils that trigger the pupil premium to make at least expected progress in phonics and reading and to develop confidence and enjoyment in reading.</p>	<p>Assessments will show progress made across the year to meet the expected level of development in word reading and comprehension at the end of EYFS.</p> <p>Assessments will evidence progress in phonics across EYFS and KS1. Learning walks and drop ins of phonics lessons will show pupils have developed their phonics knowledge and can apply it to reading and writing over time.</p> <p>Reading assessments will evidence pupil's ability to apply phonic knowledge to reading decodable texts.</p> <p>Learning walks and drop ins to whole class reading, Accelerated Reader and 1:1 reading interventions will show how pupil's comprehension skills have improved over time.</p> <p>Results from Accelerated Reader will highlight those pupils who are not reading regularly and/or those that are finding the texts selected challenging in terms of their comprehension.</p> <p>Pupil voice activities will highlight our disadvantaged pupils talking about the texts</p>

	that they have read and how they have developed a love of reading over time.
<p>Increase the % of PP children achieving expected and greater depth by the end of KS2 in Writing.</p> <p>Oracy project improves the quality of education across all curriculum subjects, raises attainment and informs the improved assessment process.</p>	<p>Ongoing interim assessment points in all year groups will see early identification of Pupil Premium barriers to learning and, through targeted intervention, triangulation of writing outcomes will show Pupil Premium pupils are 'catching up' with peers, diminishing the difference each year they attend Gilbert Scott</p> <p>The consistent and regular use of 'ERICS' supports the development and use of language.</p> <p>Pupil's raise confidence in applying oracy skills across the curriculum and this has impact on outcomes.</p> <p>Pupils improve their deeper thinking.</p> <p>Pupil's writing improves with application of a breadth of vocabulary.</p> <p>Oracy is used as an effective and reliable measure for assessment across the curriculum.</p> <p>Refocus on Oracy Project through key stage meetings and PDM's.</p> <p>Reducing the use of closed questions and planning questions which will improve deep thinking with a focus on 'why' and 'because' (Development through effective questioning PDM session)</p> <p>For children to use a broad range and specific, ambitious and effective vocabulary in their writing which is evident in a variety of genres</p> <p>Using oracy for assessment - PDM</p>
<p>To maximise parental involvement in all areas of learning and addressing preconceived ideas about school.</p> <p>High quality training for parents to support pupils in the use and importance of remote learning.</p>	<p>Increase confidence and positive experience around education to empower parents to support learning at home.</p> <p>Provide learning experiences and support for parents to enable them to support their child's learning</p>

<p>This includes Phonics and early reading, supporting writing through talk, Mathematics</p> <p>Places to visit locally</p> <p>Supporting behaviour and routines at home.</p>	<p>To intervene where negative cycles have become engrained and in danger of repetition - ensuring that historic negative experiences do not affect future attitudes.</p> <p>Target and engage parents of PPG children to ensure they attend workshops</p> <p>Making parents aware of how they can maximise their child's learning and experience in school and why parental involvement is so crucial.</p> <p>Parents to be kept involved in the classroom learning with class dojo, including examples of outstanding work.</p> <p>Children are school-ready: Home learning tasks regularly completed, and children equipped to learn e.g. uniform, breakfast, contact book</p>
<p>Increase the % of PP children achieving expected and greater depth by the end of KS2 in Mathematics.</p>	<p>In mathematics to ensure that year 6 children can meet expected standards in arithmetic</p> <p>In mathematics to ensure that those children who are or could be working above the expected level at the end of year 6 are confident in answering reasoning questions.</p> <p>Analysis of data and targeted support helps to ensure that gaps in learning are identified, and support is put in place as necessary.</p>
<p>School attendance rates to be much closer to that of the national average for primary schools (96%)</p>	<p>Continue to Raise awareness of attendance - attendance awards in place for both Class and individuals</p> <p>Attendance and Individual Attendance – use national attendance % as goal for award (96%)</p> <p>Raised community awareness of the impact of low attendance on outcomes for children</p> <p>Improved attainment due to more time in school</p> <p>Identify the needs of individual families and responding accordingly</p> <p>Use of attendance officer and EWO to focus on specific groups of pupils</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: £50,094

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Planned time for colleagues to work alongside each other to develop and support their teaching. This will include subject leads team teaching their subject alongside other teachers</p> <p>This should be linked to our teaching and learning QIP</p> <p>The main work will involve teachers identifying those children they are finding hard to plan for effectively and then working with a colleague to address this</p> <p>Release for 1-1 reviews – which support teaching and learning and are a very good form of CPD</p>	<p>Education Endowment Fund: Quality first teaching and Professional Development including a range of teaching and learning styles</p>	<p>2,3,4,5</p>
<p>Refocus on Oracy Project through key stage meetings and PDM's.</p> <p>Reducing the use of closed questions and planning questions which will improve deep thinking with a focus on 'why' and 'because' (Development through effective questioning PDM session – Autumn 2)</p>	<p>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 impacts on reading: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p>

<p>For children to use a broad range and specific, ambitious and effective vocabulary in their writing which is evident in a variety of genres – <i>see vi English.</i></p> <p>Using oracy for assessment - PDM</p>		
<p>All pupils including vulnerable pupils that need to build their academic resilience are identified and a programme of support put in place</p> <p>Needs analysis carried out for all children, identifying learning, well-being family needs</p> <p>Clear provision maps in place for relevant pupils leading to targeted support</p>	<p>If all learning needs are identified and interventions/quality first teaching address these then gaps will close.</p>	<p>1,2,3,4,5</p>
<p>Develop a culture of review and reflection of teaching for excellent learning.</p> <p>Teachers and leaders use constructive and evaluative discussion to reflect on learning and teaching which leads to improved progress for all pupils.</p> <p>Use 1-1 reviews to discuss attainment and progress and develop further strategies to improve the quality of learning in every classroom</p>	<p>Quality first teaching has the greatest impact on pupil progress</p>	<p>2,3,4,5</p>

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

Budgeted cost: £33,150 + money from the tuition budget (see catch up plan)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>15 out of 18 Year 6 children, who are not part of the ELP, to have 25 hours of extra maths support (1 hour per week) in two small groups alongside 25 hours of Squash (1 hour per week). This through the charity Squash Squared and will take place at David Lloyd Purley. Maths led by our staff and squash by a highly qualified coach. This is one group of those who should be expected or who are just below and a smaller group of those who already are or could be greater depth. The other three did not take up the place.</p>	<p>Education Endowment Fund: Improving Mathematics in Key Stages 2 and 3</p> <hr/> <p>Use structured interventions to provide additional support</p> <p>If interventions cause pupils to miss activities they enjoy, or content they need to learn, teachers should ask if the interventions are really necessary.</p>	<p>1, 5</p>
<p>Identified children are able to access a weekly Homework /catch up club (1 hour per week). The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process. Those pupils who find it challenging to complete homework at home will also be allowed to attend</p>	<p>Use structured interventions to provide additional support</p> <p>If interventions cause pupils to miss activities they enjoy, or content they need to learn, teachers should ask if the interventions are really necessary.</p>	<p>2,3,4,5</p>
<p>Through daily/weekly/half-termly assessment of work/books each class identify pupils to receive planned interventions from class TA's and teachers.</p>	<p>See below</p>	<p>3,4,5</p>
<p>Identify 41 children across years 1-6 who would benefit from 15 hours of 1-1 or small group tuition and 4</p>	<p>Education Endowment Fund: One to one tuition</p>	<p>3,4,5</p>

<p>SEND children who would receive the same.</p> <p>The children will be chosen using a needs analysis, carried out on every child from years 1-6. This will look at their academic, emotional and social needs.</p> <p>All identified pupils to make the progress expected following 15 hours of well-planned and taught tuition</p>	<p>High impact for moderate cost based on moderate evidence</p> <p>‘The study demonstrates that one to one teaching with TAs is an effective strategy to increase numeracy skills in Year 2-6 pupils.’</p> <p>See Education Endowment Foundation EEF Report 'Making Best Use of Teaching Assistants - Guidance Report - March 2015'</p> <p>For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.</p> <p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £38,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parent Support worker to provide counselling and support for PPG families and carers – fortnightly phone contact available for all</p> <ul style="list-style-type: none"> • Families signposted to agencies and early help • Signposting to raise funding from local businesses • Key stage Transition support • Pupil Premium Mentors- all PPG Pupils allocated a mentor • Social Skills Groups. <p>Every child/family identified by inclusion</p>	<p>Students are not ready to learn unless their basic physical and emotional needs are met.</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p> <p>Maslow’s Hierarchy of Needs</p> <p>http://www.thrivingfutures.co.uk</p>	<p>1</p>

<p>team and appropriate support put in place leading to improved attendance, behaviour and academic performance</p>		
<p>Attendance awards/initiative</p> <ul style="list-style-type: none"> • Clear lateness and attendance policy • Continual support and modification of strategies with the school's attendance officer. • EWO to monitor attendance and take appropriate actions when needed • Effective signposting to external agencies • Training for mental health support • Parent workshops (where possible) to support parent understanding of current school strategies 	<p>Evidence is conclusive that the home learning environment, including the extent to which children read with their parents, learn the alphabet and numbers, sing songs, play games and go on educational visits is crucial for the development of skills that determine school attainment.</p>	<p>1</p>
<p>Financial support to school offer to ensure equity of provision i.e. School Trips School Experiences School Clubs including breakfast and after school clubs</p>	<p>Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk)</p>	<p>1</p>
<p>All pupils including vulnerable pupils that need to build their academic resilience are identified and a programme of support put in place</p> <p>Needs analysis carried out for all children, identifying learning, well-being family needs</p>	<p>If the barriers to learning are identified and where possible addressed/planned for then gaps will close.</p>	<p>1</p>

Clear provision maps in place for relevant pupils leading to targeted support		
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Total budgeted cost: £50,094, £33,150 and £38,250 totalling £121,494

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.

Impact of Pupil Premium on attainment gaps between March 2020 and June 2021 with 8 months of lockdown during this period. (Red – gap has widened negatively, Amber – gap has stayed about the same, Green – gap has closed)

Year	Reading March 2020 Whole class / PP	Reading June 2021 Whole class / PP	Writing March 2020 Whole class / PP	Writing June 2021 Whole class / PP	Maths March 2020 Whole class / PP	Maths June 2021 Whole class / PP
6	63/54	65/64	59/46	61/50	55/46	61/57
5	64/60	67/60	76/60	72/60	71/60	72/60
4	73/67	67/67	67/67	40/33	60/67	53/50
3	56/42	39/21	35/21	33/21	65/57	44/35
2	73/77	64/66	73/67	46/33	74/78	59/67

Action	Impact
A member of staff to be employed for 10-15 hours per week with a focus on attendance and punctuality to work	<p>All parents understand and support the importance of ensuring their child is in school</p> <p>All parents understand the consequences of their child not being in school</p> <p>Daily contact and support have been effective in improving the attendance rates across the school</p> <p>Weekly class competitions and individual rewards continue to have an impact on attendance and punctuality</p>

<p>closely with both the office and Education Welfare Officer</p>	<p>There has been improvement and impact on all the areas above, but the consequences of covid disrupted our pupil premium families more than others. Although attendance overall improved from 91% at the start of covid to 94% by the end of the year, there is still a negative 3-4% gap between pupil premium and the rest.</p> <p>Work with EWO on target families has combined with Inclusion team to support through 'lockdowns' ensuring attendance in on-site provision.</p>		
<p>Continue to embed high impact oracy strategies across The Burrow (new EYFS Unit) to ensure accelerated outcomes for all pupils across all areas</p>	<p>Rapid 'catch up' made from on-entry with oracy strategies in place whereby children gain confidence in their communication and language skills</p> <p>Progressive curriculum across a two-year cycle with oracy woven throughout the curriculum</p> <p>New resources have impact on the outcomes for all</p> <p>A culture of meaningful talk embedded as part of the EYFS ethos.</p>		
<p>Children leave the EYFS competent in applying phonic skills to reach the Early Learning Goals for Reading and Writing</p>	<p>Highly effective phonic sessions have impact with the systematic teaching of early reading and phonics.</p> <p>Children leave nursery prepared to excel in Reception phonics knowing Set 1 sounds.</p> <p>Identified pupils make accelerated progress.</p> <p>Pupils are exposed to tricky words in a variety of contexts and apply them to their reading</p> <table border="1" data-bbox="395 1339 1391 1532"> <tr> <td data-bbox="395 1339 890 1532"> <p>Reception Cohort (without 5 ELP pupils)</p> <p>40% to 76% in line for Reading</p> <p>40% to 53% in line for Writing</p> <p>73% to 88% in line for Number</p> <p>64% to 94% in line for SSM</p> </td> <td data-bbox="890 1339 1391 1532"> <p>Reception Cohort (with 5 ELP pupils)</p> <p>40% to 76% in line for Reading</p> <p>40% to 53% in line for Writing</p> <p>73% to 88% in line for Number</p> <p>64% to 94% in line for SSM</p> </td> </tr> </table>	<p>Reception Cohort (without 5 ELP pupils)</p> <p>40% to 76% in line for Reading</p> <p>40% to 53% in line for Writing</p> <p>73% to 88% in line for Number</p> <p>64% to 94% in line for SSM</p>	<p>Reception Cohort (with 5 ELP pupils)</p> <p>40% to 76% in line for Reading</p> <p>40% to 53% in line for Writing</p> <p>73% to 88% in line for Number</p> <p>64% to 94% in line for SSM</p>
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<p>To ensure that all groups, including disadvantaged, acquire the knowledge and skills they need to succeed in life</p>	<p>Disadvantaged children have the skills and knowledge that will mean that they can succeed at the next stage of learning</p> <p>Identified pupils are closing the gap with their peers and/or supported effectively in accessing the curriculum</p> <p>Evidence in books and discussions with pupils show clear evidence of where the curriculum has been adapted</p> <p>Observations/drop ins, books show effective scaffolding has led to at least good outcomes for pupils</p>		

	<p>Quality of teaching in English and mathematics across the school is now far more consistent enabling good learning to take place.</p> <p>However, all these areas continue to be priorities as teachers continue to adapt and develop their thinking.</p>
<p>Ensure home learning (homework) and remote learning effectively support pupils to make progress in learning</p>	<p>There are individuals who can provide support to ensure barriers to using online learning are removed.</p> <p>All teachers can effectively provide learning through a blended approach.</p> <p>Learning resources and materials are of high quality and accessible to pupils and families, so expected rates of learning continue when pupils learn at home. Lesson materials replicate approaches in the classroom to ensure learning is not limited.</p> <p>No pupils are disadvantaged by lack of access.</p> <p>Parents have the confidence and knowledge needed to support learning at home.</p> <p>Families are clear on curriculum content</p> <p>ALL disadvantaged children had access to laptops throughout pandemic at home. In school provision allowed for blended learning supporting Quality First teaching regardless of closures and/or staffing levels. Just over 40% of school population in school throughout the spring term lockdown.</p>
<p>All vulnerable pupils that need to build their academic resilience are identified and a programme of support put in place</p>	<p>Every child/family identified by inclusion team and appropriate support put in place leading to improved attendance, behaviour and academic performance</p> <p>Clear provision maps in place for relevant pupils leading to targeted support</p> <p>Year 6 pupils are clear about their personal targets and how they can achieve them leading to improvements in academic performance and where relevant improved attendance and behaviour</p> <p>Staff can use a variety of resources / teaching methods to ensure greater resilience in their pupils leading to improved progress.</p> <p>All the areas above are ongoing. All have shown progress but need to be adapted further or embedded.</p> <p>Full needs analysis to be carried out in September for every child to enable planned intervention/support as necessary.</p>
<p>Continued focus on stimulating and challenging EYFS Environment ensuring pupils make</p>	<p>EYFS Environment is inviting and stimulating (and in line with Covid protocols) providing breadth of opportunities and enhancing learning outcomes</p> <p>Nursery room to Reception room provides progressive challenge.</p> <p>Timetable reflects sustained periods of time for child-initiated play / Pupils are inspired and learn a wider range of skills</p>

rapid progress and can be independent curious learners.	<p>Pupils absorb and use a breadth of language demonstrating independent curious learners</p> <p>Investment in and changes to the environment happened over the summer and that is why some areas are amber.</p>
To ensure there are banks of computers throughout KS2, enabling research opportunities, interventions and Accelerated Reader to take place within or very close to the classroom.	<p>All children can have access to computers in order to enhance learning</p> <p>Each KS2 classroom has extra computers of access to laptops</p>
Cloakroom areas are converted to a music room and small learning room	<p>New music teacher (1 day per week) has a well-resourced room in which to promote a love of music.</p> <p>Music teacher now in post and every KS2 class gets one lesson per week.</p> <p>Intervention groups including phonics have a space appropriate for learning.</p> <p>Two extra learning spaces created for phonics teaching enabling every group to have a suitable learning space.</p>

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
Empiribox Science Programme	Empiribox
Accelerated Reader	Renaissance Learning
Spelling Shed	EDshed
Lexia	Lexia learning.com
Times Tables Rockstar	Circle
Real PE	Real PE