

# Gig Mill Primary - Pupil premium strategy statement

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	Gig Mill Primary
Number of pupils in school	600
Proportion (%) of pupil premium eligible pupils 137	22.8 %
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 20% 2022/2023 22.8% 2023/2024
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Angela Hannaway, Headteacher
Pupil premium lead	Alison Suchomski, Assistant Headteacher
Governor lead	Dominic Edgar

## Funding overview 2022 - 2023

Detail	Amount
Pupil premium funding allocation this academic year	£184,765
Recovery premium funding allocation this academic year	£21,057
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	£205,822

# Part A: Pupil premium strategy plan

## Statement of intent

At Gig Mill Primary School we have high expectations for all pupils in our school, and believe that with good quality first teaching, effective engagement with parents and a personalised approach, every child can fulfil their individual potential, both academically and socially. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support (eg vocabulary acquisition). This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including supporting social and emotional aspects of learning, and personal development so that Gig Mill pupils become aspirational, confident and successful learners.

Our key priorities:

- To raise the attainment and progress of pupils eligible for pupil premium funding so that their performance compares favourably with Non-Pupil Premium peers
- Address inequalities in education of pupils from low-income families and raise attainment of these pupils by addressing barriers to learning

To achieve this, we engage in a range of strategies which challenge pupils at an appropriate level and provide support to overcome barriers to learning. We provide a rich, engaging, and varied curriculum, which makes an exceptional contribution to pupils' outcomes so that children are excited about their learning and achieve well.

Our pupil premium strategy plan will work towards providing children with the educational support required to accelerate learning as well as support their emotional wellbeing and mental health.

Our pupil premium strategy is also integral to wider school plans for education recovery, such as Gig Mill's Recovery curriculum approaches focusing on building relationships and PSED following COVID restrictions. Outstanding teaching and learning is paramount to the progress of pupils from disadvantaged backgrounds. This remains a consistent and relentless focus for all disadvantaged pupils, including those with SEND and more able pupils.

Strategic spending of the Pupil premium grant will ensure that pupils receive support and intervention tailored to their needs. Pupils eligible for Pupil Premium support are clearly identified across all year groups. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point of identified need
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	2021- 2024 Detail of challenge
1 EYFS	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>Pupils achieving a good level of development in EYFS.</p> <p>2020 no statutory data for EYFS</p> <p>2021 no statutory data for EYFS Speech and language skills on entry in Early Years are lower for pupils eligible for PP than for other pupils throughout the school. This slows reading progress, and acquisition of mathematical language in subsequent years. A new EYFS curriculum is in place from Autumn 2021.</p>
2 Phonics	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>2020 no statutory data for Y1 phonics</p> <p>2021 no statutory data for Y1 phonics</p>
3 Early Maths	<p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>Fundamental arithmetic and number skills are less well developed for PPG than other pupils, and impacts on pupils reaching expected levels at EYFS, KS1 and KS2.</p> <p>2020 no statutory data for EYFS, KS1, KS2</p> <p>2021 no statutory data for EYFS, KS1, KS2</p>
4 Recovery	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age related expectations, especially in maths.</p> <p>2020 no statutory data for EYFS, KS1, KS2</p> <p>2021 no statutory data for EYFS, KS1, KS2</p>
5 Social and emotional issues	<p>Our observations and discussions with pupils and families over two National lockdowns have identified social and emotional issues for some pupils. This may be due in part to lack of engagement during the pandemic, social anxieties within the family, a lack of enrichment opportunities during school closure, and many more reasons. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>This presents as an increased need for pastoral / mental health / self esteem support for individuals or families and in Summer '21 was 12 /80 receiving additional support.</p> <p>School have also supported with referrals in response to home environment factors Eg where families require Early Intervention / parenting support / budgetary support in order to access support from relevant services eg housing / health / children's centre / children's services.</p>
6 Attendance	<p>Whilst attendance rates for pupils eligible for PP have improved significantly over time (from 91.7% to 94.33% in 2019-20), this remains below the target for all children of 96%.</p> <p>This reduces their school hours and causes them to fall behind on average.</p>

## Intended outcomes – 2021 - 2022 evaluation

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Recovery curriculum & whole school priority on vocabulary acquisition. Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics screening outcomes and reading attainment among disadvantaged pupils.	<p>Improve phonic knowledge and experiences in EYFS and Year 1 to ensure that children meet requirements for phonic screening check in Year 1.</p> <p>Pupils eligible for PP in Year 1 classes make rapid progress by the end of the year so that all pupils eligible for PP are making accelerated progress towards or meet the required standard in Phonics screening test.</p> <p>KS1 phonics screening outcomes in 2022 and 2023</p> <p>KS1 reading outcomes in 2022 and 2023</p> <p>KS2 reading outcomes in 2022 and 2023</p> <p>A higher % of disadvantaged pupils met the expected standard.</p>
2022	<p>KS1 Phonics: Year 1 - 72% all, 75% PP, Year 2 – 92% all, 100% PP.</p> <p>KS1 Reading 67% all, 25% PP. KS2 Reading 76% all, 54% PP, GDS 27% all, 27% PP</p>
Improved outcomes for disadvantaged pupils in Early Maths, which in the longer term will impact on KS1 outcomes and KS2 outcomes.	<p>2020 no statutory data for EYFS, KS1, KS2</p> <p>2021 no statutory data for EYFS, KS1, KS2</p> <p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is improving and closer to that of non-disadvantaged pupils.</p> <p>Fundamental arithmetic and number skills are well developed for PPG closer to that of non-disadvantaged pupils.</p> <p>% pupils reaching expected levels at EYFS, KS1 and KS2 improving over time 2022, 2023, 2024.</p>
2022	EYFS 86% all, 62% PP. KS1 80% all, 75% PP. KS2 80% all, 75% PP
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Peer mentor and wellbeing warriors and individual school support for pastoral support are successful in supporting the school's impact on wellbeing and self-esteem.</p> <p>Increased parental engagement through support for vulnerable families.</p> <p>Access to in school support for pastoral care / mental health / self esteem.</p> <p>Access to Early Intervention / parenting support / through TAFs and swift signposting to relevant services eg housing / health / children's centre / children's services to support children and families.</p> <p>Positive wellbeing in 2022 and 2023 demonstrated by qualitative data from pupil voice, pupil and parent surveys and class observations.</p>
To maintain previous improved attendance for all pupils (2019-20), particularly our disadvantaged pupils	<p>Improvements made over time up until March'20 in whole school attendance, and attendance for disadvantaged pupils are replicated in the by 2022 / 2023.</p> <ul style="list-style-type: none"> <li>the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced</li> <li>the percentage of disadvantaged pupils who are persistently absent is reduced</li> </ul> <p>National attendance figures for a full year were in 2018-19</p>
2022	2021-2022: 92.5% all, 89.5% PP

Activity in this academic year 2022 - 2023

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: **£99,395**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Quality first teaching</b> Maintain quality first teaching with induction of any new teaching staff joining Gig Mill team.</p> <p>Specialist Maths Mastery specialist (NCETM Central Maths Hub) supporting teaching staff at Gig Mill and other local schools through Teacher Research Groups.</p> <p>Improved oral language skills in Reception</p> <p>CPD &amp; ongoing training to embed dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>EEF research shows that a collaborative approach to learning has a positive impact on standards for low cost. Mixed ability groupings contribute to learning across the curriculum, and develop their strengths as well as learning from more able peers. Consistent approaches across school to ensure that good practice is embedded, and that quality first teaching is in place for all classes.</p> <p>Whole staff training on language development and Mastery approaches in Maths to benefit all pupils. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p>Whole school training sessions on Speech &amp; Language interventions <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention1">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention1</a></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: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2,3,4,5,6</p>
<p>Use of whole school CPD on high quality feedback, and use of diagnostic assessments and / or informal assessments.</p> <p>Purchase of standardised diagnostic assessments. Use of additional support to administer Salford Reading tests in KS1 and Y3</p> <p>Training courses to ensure assessments are interpreted and administered correctly – BRP &amp; FFT</p>	<p>Investing in CPD on pedagogy which will help all pupils. Highly effective teaching has a greater impact on disadvantaged pupils. (Sutton Trust) Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach to embed across the school. <a href="#">In order to tackle lower attainment accurate diagnosis of difficulties informs interventions.</a> <a href="#">EEF research shows that providing regular personalised feedback to pupils on their next steps provides high impact on learning for a low cost.</a> Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional</p>	<p>1, 2, 3, 4</p>

	<p>support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	
<p><b>Phonics</b></p> <p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p>Little Wandle - whole school CPD planned January 2022</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Use of newly purchased resources and Little Wandle books (20% of purchase of new validated programme £5,000).</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 4
<p><b>Maths</b></p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Mastering Number EYFS, Y1, Y2</p>	<p>Maths Mastery specialist in school working with staff &amp; Maths team / providing outreach for Central Maths Hub for other West Midlands schools.</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	1, 3, 4
<p><b>Recovery approaches PSED Whole school focus</b></p> <p><i>Improve the quality of social and emotional learning.</i></p> <p><i>PSED approaches will be embedded into routine educational practices and supported by professional development and training for staff.</i></p>	<p>Recovery curriculum approaches implemented from June 2020</p> <p><a href="https://www.evidenceforlearning.net/recoverycurriculum/">https://www.evidenceforlearning.net/recoverycurriculum/</a></p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	1, 5, 6

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

Budgeted cost: **£55,545**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and Language</p> <p>Targeted support for speech &amp; language in order to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 4
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Targeted intervention</p> <p>Weekly individual or small group sessions with an experienced teacher or teaching assistant, in addition to standard lessons.</p> <p>This approach may be for daily reading, a programme such as BRP or FFT, or personalized.</p> <p>For Reading &amp; Maths in this approach alongside catch up sessions is used for KS2. Some school-led tutoring for pupils whose education has been most impacted by the pandemic is another part of targeted intervention.</p>	<p><a href="#">Small group interventions with highly qualified staff have been shown to be effective, as outlined in evidence sources and the EEF Toolkit. Programmes selected using evidence of effectiveness through sharing good practice across local networks.</a></p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4
<p>School led tutoring – 25% of costs for 66 pupils, 988 tuition hours.</p>	<p>75% of costs received for schools through school led tuition grant.</p> <p>25% of costs from pupil premium funding allocation - £4708.50</p> <p>Offset payments DFE £5,238 <b>£9517</b></p>	1,2,4

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

Budgeted cost: **£45,690**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Four trained DSLs who support families with Early Help / TAF/ CIN / CP offering or signposting a wide range of support for families.</p> <p>School have also supported with referrals in response to home environment factors Eg where families require Early Intervention / parenting support / budgetary support in order to access support from relevant services eg housing / health / children's centre / children's services.</p> <p>Specific training for staff on ACES and Nurture approaches.</p>	<p>EEF sources and research studies</p> <p>Our observations and discussions with pupils and families over two National lockdowns have identified social and emotional issues for some pupils.</p> <p>Recovery approaches and wellbeing approaches across school support needs.</p> <p>Engagement with families during the pandemic has supported strong relationships and an individualized approach.</p>	<p>5, 6</p>
<p>Inclusion leader (Assistant Head), admin support and pastoral lead support for vulnerable families / disadvantaged pupils to improve school attendance.</p> <p>Half termly attendance checks Meetings with parents Liaison with external services</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>4, 5, 6</p>
<p>Due to introduction of Little Wandle which includes home school partnership for reading and to support parental engagement in children's learning.</p> <p>Increased parental engagement, and improved outcomes over time in Reading and Maths.</p>	<p>Little Wandle new initiative supports engaging parents in their child's learning by providing quality reading resources. Letterbox now discontinued.</p> <p>Ongoing analysis including questionnaires, pupil voice and surveys.</p>	<p>2, 3, 4</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

**Total budgeted cost: £ 205,630**

## 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.

#### 2021- 2022

2022 was the first statutory assessment year for 3 years. Whilst there is not a requirement to publish data for EYFS, KS1 and KS2 due to the learning gaps from the COVID pandemic; both our internal school data and statutory assessment for 2022 demonstrate pupils have progressed well and that learning gaps have been significantly reduced. Funding for tuition (75%), the remaining 25% of costs was from pupil premium funding. This was used effectively to support targeted individuals or small groups resulting in 8 more KS1 pupils meeting expected standards in either R,W or M, and 15 more KS2 pupils meeting expected standards at in either R,W or M, and 2 further pupils scoring 99, and narrowly missing the expected standard of 100.

Changes to reporting attendance codes in 2021-2022 (not including use of the X code for COVID absences) has had an impact on overall attendance at Gig Mill, as there were two periods of significant absences due to 'large outbreaks' as deemed by public health.

Attendance remains a key focus as part of this strategic plan.

Likewise supporting individuals and families that require support for pupil behaviour, wellbeing and or mental health. Additional pupil premium funding was used to provide individual and or group support alongside social groups and targeted interventions where required. This approach remains a key focus as part of this strategic plan, with additional resourcing planned for 2022-2023.

#### 2020- 2021

Our internal school assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. The last statutory EYFS, KS1 and KS2 data is for 2019, so most recent informal assessments have been used to plan our whole school Recovery Curriculum and identify learning gaps from the pandemic.

Despite being on track up until lockdown in March 2020, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised, or have not been evidenced as planned (eg with statutory assessments).

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not all able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources and school remote learning package - such as those provided by Oak National Academy and the distribution of devices.

A number of disadvantaged and/or vulnerable pupils were in attendance during lockdown periods, as school remained open throughout for childcare and or key worker provision.

In our OFSTED inspection in March 2020 overall attendance was in line with national. Currently there are no new national figures, however following the pandemic, at times when all pupils were expected to attend

school, absence among disadvantaged pupils was higher than their peers and persistent absence higher. Attendance is currently a focus as part of this strategic plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

## Further information

Additional activity:

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising a DFE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupil's needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a range of high-quality extra curricular activities to boost wellbeing, attendance, and aspiration. Lunchtime activities will focus building skills such as confidence, resilience and socialising. Disadvantaged pupils will be encouraged to participate.

### Planning, implementation, and evaluation

This is a continuation of our 3 year pupil premium strategy 2021 - 2024. As part of our ongoing evaluation we celebrate successes and continue with these approaches; we also evaluate where activities may not yet be embedded and whether additional resources and or time need to be allocated for the forthcoming year. Where activity undertaken has not had the desired impact, then we will make changes to allocations in order that pupils derive most benefit from the available funding to secure better outcomes for pupils.

We continue to triangulate evidence from a range of sources – such as engagement in class lessons, ongoing assessments, book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We continue to look at new research and studies re how to address challenges to learning presented by socio-economic disadvantage, building relevant aspects into whole school approaches and CPD.