

Gig Mill Primary - Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Gig Mill Primary
Number of pupils in school	549
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 20% 2022/2023 22.8% 2023/2024 23%
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Angela Hannaway, Headteacher
Pupil premium lead	Alison Suchomski, Assistant Headteacher
Governor lead	Dominic Edgar

Funding overview 2023 - 2024

Detail	Amount
Pupil premium funding allocation this academic year	£183,150
Recovery premium funding allocation this academic year	£19,761
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	£202,911

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. The new EYFS curriculum was 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 – 2022 - 2023 evaluation

This explains the outcomes we are aiming for **by the end of our current strategy plan (2021- 2024)**, 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 (up to 2022) & 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.
	Through observations, book scrutiny and outcomes of interventions in Early Years and KS1, gains have been made from starting points in EYFS to end of KS1. At end of 2022-2023 we identified a need for a language assessment tool to be used alongside Baseline. (Wellcomm assessment).
Improved phonics screening outcomes and reading attainment among disadvantaged pupils.	Improve phonic knowledge and experiences in EYFS and Year 1 to ensure that children meet requirements for phonic screening check in Year 1. 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. KS1 phonics screening outcomes in 2022 -75% and 2023- 75% KS1 reading outcomes in 2022 - 25% and 2023- 35% KS2 reading outcomes in 2022 – 38% and 2023- 59% In 2023 a higher % of disadvantaged pupils met the expected standard.
2022	KS1 Phonics: Year 1 - 72% all, 75% PP, Year 2 – 92% all, 100% PP. KS1 Reading 67% all, 25% PP. KS2 Reading 76% all, 54% PP, GDS 27% all, 27% PP
2023 KS1 improved by 10% EX+	KS1 Phonics: Year 1 - 83% all, 75% PP, Year 2 – 93% all, Recheck 100%, 100% PP. KS1 Reading 69% all, 35% PP. KS2 Reading 71% all, 59% PP, GDS 34% all, 12% PP
Improved outcomes for disadvantaged pupils in Early Maths, which in the longer term will impact on KS1 outcomes and KS2 outcomes.	2020 no statutory data for EYFS, KS1, KS2 2021 no statutory data for EYFS, KS1, KS2 Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is improving and closer to that of non-disadvantaged pupils. Fundamental arithmetic and number skills are well developed for PPG closer to that of non-disadvantaged pupils. % pupils reaching expected levels at EYFS, KS1 and KS2 are improving over time 2022, 2023, 2024.
2022	EYFS 86% all, 62% PP. KS1 80% all, 75% PP.GDS 13%,0% PP KS2 71% all, 62% PP
2023	EYFS 86% all, 50% PP. KS1 71% all, 59% PP. GDS 16% all, 12% PP KS2 70% all, 52% PP
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Peer mentors and wellbeing warriors and individual school support for pastoral support are successful in supporting the school’s impact on wellbeing and self-esteem. Increased parental engagement through support for vulnerable families. Access to in school support for pastoral care / mental health / self esteem 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.
2022	Positive wellbeing in 2022 demonstrated by qualitative data from pupil voice, pupil and parent surveys and class observations.
2023	Pupil voice and parental feedback evidences positive well-being and the promotion of mental health across school.
To maintain previous improved attendance for all	Improvements made over time up until March’20 in whole school

pupils (2019-20), particularly our disadvantaged pupils	<p>attendance, and attendance for disadvantaged pupils are replicated in 2022 / 2023.</p> <ul style="list-style-type: none"> • the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced • the percentage of disadvantaged pupils who are persistently absent is reduced <p>National attendance figures for a full year were in 2021-22 (Disadvantage gap of 14.5%)</p>
2022	Gig Mill 2021-2022: 92.5% all, 89.5% PP
2023	<p>Nationally DFE reports post-pandemic absence rates remain high. Disadvantage gap 2018-9 was 14.5%, now widened to 21.2% by end of 2022- 2023. Overall attendance Gig Mill 2022- 2023 to 23.06.23 94.57%, 91.41% PP Gig Mill PP Persistent Absence 2022-2023 24.8% V non PP PA 7.7% PA gap national is 21.2% - Gig Mill gap is 17.1%</p>

Activity in this academic year 2023 - 2024

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>Quality first teaching Maintain quality first teaching with induction of any new teaching staff joining Gig Mill team.</p> <p>Teaching for 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 & 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 Mastery approaches – Mastering Number (EYFs KS1), Mastering Number multiplicative facts (KS2), Number Sense additive facts (KS1 and year 3) to improve fluency for all pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>Introduction of WELCOMM Assessment tool to identify and support language development. WELCOMM baseline in reception for all pupils and targeted assessment in year1 and year 2. Whole school training sessions on Speech & Language interventions https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention1</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 Toolkit Strand Education Endowment Foundation EEF</p> <p>There is a quality focus on delivering key vocabulary across the whole curriculum. Sentence stems support pupils in using subject specific vocabulary. Working walls displays feature relevant vocabulary.</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>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</p>	<p>1, 2, 3, 4</p>

<p>Purchase of standardised diagnostic assessments. Use of additional support to administer Salford Reading tests in KS1</p> <p>Training courses to ensure assessments are interpreted and administered correctly as interventions</p>	<p>high quality feedback is an effective way to improve attainment, and it is suitable as an approach to embed across the school.</p> <p>In order to tackle lower attainment accurate diagnosis of difficulties informs interventions.</p> <p>EEF research shows that providing regular personalised feedback to pupils on their next steps provides high impact on learning for a low cost.</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	
<p>Phonics</p> <p>Use of DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Planned support and training for Little Wandle into Year 3 and above as well as into Nursery</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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 4
<p>Maths</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 Mastering Number support in Y4, Y5</p>	<p>Teaching for Mastery specialist in school, working with staff & 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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	1, 3, 4
<p>Mental Health Young Minds- Whole school focus</p> <p>Improve the quality of social and emotional learning.</p> <p>Flexible and tailored support for Vulnerable pupils.</p> <p>PSED approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Mental Leader-attend local net work To implement mental health school policy and action plan CPD for key adults who support vulnerable pupils</p>	1, 5, 6

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

Budgeted cost: **£45,620**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and Language Autumn Term 2023: TA x1 (15 hours per week) TA x 1 (5 hours per week)</p> <p>Targeted support for speech & language in order to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Use of WELCOMM programme and 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>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4</p>
<p>TA x 2 (5 hours per week) TA (2 hours per week) Inclusion Leader (5 hours per week) 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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Targeted intervention Weekly individual or small group sessions with an experienced teacher or teaching assistant, in addition to standard lessons.</p> <p>Additional maths support Y6 (2 hours per wk) Y4 X fluency (1 hour per wk) Y5 x mastering number introduction (2 hours per wk) IN class support (2 hours in yr4, 1 hour Y5, shared planning support)</p> <p>Interventions including daily reading.</p> <p>For Reading & 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. Y6</p>	<p>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.</p> <p>Whole staff training on Mastery approaches – Mastering Number (EYFs KS1), Mastering Number multiplicative facts (KS2), Number Sense additive facts (KS1) intervention</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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF Intervention group in Year 4 & 5 key focus on times tables.</p>	<p>4</p>

<p>School led tutoring – 25% of costs for 66 pupils, 988 tuition hours. Y6</p> <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</p> <p>£9517</p>	<p>1,2,4</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£49,896**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Six 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 in the post pandemic period have identified social and emotional, attendance. Issues.</p> <p>Recovery and wellbeing approaches across school support needs.</p> <p>Engagement with families 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 Improving School Attendance 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>Little Wandle which includes home school partnership for reading which supports parental engagement in children's learning: Reading books 20% costs Y2 Training</p> <p>Increased parental engagement, and improved outcomes over time in Reading and Maths.</p>	<p>Little Wandle supports engaging parents in their child's learning by providing quality reading resources.</p> <p>Little Wandle phonic workshops for reception parents</p> <p>Ongoing analysis including questionnaires, pupil voice and surveys. (e.g. SEND, curriculum and French)</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: £ 202,911

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 year.

2022- 2023

Every year presents us with challenges, whilst we have not had the significant disruption due to COVID as we have in the past 2 years, we are faced with dealing with the impact both on children and families which is marked with some of our pupil premium families. Positive relationships with parents enable us to signpost & access support for a whole range of concerns, here are just a few examples of the challenges: growing levels of anxiety and related mental health issues, bereavement, the rising demand for external services when many providers have limited availability eg CAMHS, the cost of living crisis and the impact on families struggling to make ends meet financially. This year we have supported 53 children with hardship fund payments at times of crisis with food vouchers and or energy payments. This is in addition to families in receipt of FSM holiday vouchers - 129 children. We have been able to offer support for individual children, families, and at times parents but has been a challenge for us – we have needed the expertise and time of all four of the DSL team and senior leaders, working alongside the teachers and support staff who see the children every lesson of every day.

Pupil Outcomes:

Funding for tuition (60%), the remaining 40% of costs was from pupil premium funding. This was used effectively to support targeted individuals or small groups resulting in more KS1 pupils meeting expected standards in either R,W or M, and more KS2 pupils meeting expected standards in either R,W or M.

In 2023 a higher % of disadvantaged pupils met the expected standard in Reading and had reached the expected standard in phonics by the end of Year 2.

KS1 Phonics: Year 1 - 72% all, 75% PP, Year 2 – 92% all, 100% PP.

KS1 Reading 67% all, 25% PP. KS2 Reading 76% all, 54% PP, GDS 27% all, 27% PP

KS1 Phonics: Year 1 - 83% all, 75% PP, Year 2 – 93% all, Recheck 100%, 100% PP.

KS1 Reading 69% all, 35% PP. KS2 Reading 71% all, 59% PP, GDS 34% all, 12% PP

Attendance 2022 – 2023:

Current attendance guidance in place from September 2022.

Improvement of 2% v 2021-2022 for PP overall (up to June 2023)

Attendance remains a key focus as part of this strategic plan for 23/ 24.

Other support:

In 2022 / 2023 the proportion of pastoral time spent with children with range of anxieties is significantly higher than in previous years and we have struggled to meet demands. Likewise the demand for support for individuals and families for pupil behaviour, wellbeing and or mental health has also hugely increased. 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 2023-2024.

Additional activity:

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

In addition to the DFE grant, school have used funding to train a senior mental health lead, whole staff training had been started to address the action plan. Costs for CPD and cover for staff to attend training.

- offering a range of high-quality extra curricular activities including JASS for pupils in Y5 and Y6.
- 20% of costs WCIT music opportunity to boost wellbeing, attendance, and aspiration in learning a musical instrument.

- Visits including residentials, visitors, careers 20% of costs. Lunchtime activities such as clubs with sports coach / Choir / x country / football will focus building skills such as confidence, resilience and socialising. Disadvantaged pupils will be encouraged to participate

Next steps:

Analysis of school data for 2023 shows that the performance of disadvantaged pupils was lower than in the previous years in Maths.

Current R/ Y1 cohort higher need in Speech & Language as missed in-person Health Visitor health checks (COVID) As evidenced in schools across the country, pandemic was most detrimental to disadvantaged pupils.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year. 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, pastoral & support for families.