

# Sir Robert Geffery's 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	Sir Robert Geffery's School
Number of pupils in school	224
Proportion (%) of pupil premium eligible pupils	9% disadvantaged 8% forces
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	20/12/2021
Date on which it will be reviewed	31/10/2022
Statement authorised by	Julie Curtis
Pupil premium lead	Julie Curtis
Governor / Trustee lead	Kathy Jones

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2021-2022	£ 21,520
Recovery premium funding allocation this academic year	£2755
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year 2021-2022</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£24257

## Part A: Pupil premium strategy plan

### Statement of intent

At Sir Robert Geffery's we are a 'School for Enthusiasts' where we 'live life in its fullness' and our aim is to provide a living Christian school environment where we strive for each child to develop a passion for learning and a sense of excitement in their own achievement and that of others. We want all children to participate in broad and balanced experiences that prepare them for 21st century sustainable living. We pride ourselves in being a fully inclusive school where each individual is highly valued and encouraged to reach their full potential.

Therefore the focus of our pupil premium strategy is to support the disadvantaged children of all abilities including high attainers to achieve our school aims and objectives.

First quality teaching is key to the learning of all pupils. High quality CPD for staff is prioritised; this includes opportunities and involvement in research projects including EEF. Sir Robert Geffery's is a learning centre for apprentices, kick start employees and trainee teachers so that the children benefit from additional support and many extra opportunities. All staff share their talents and expertise

The school is engaging with the National Tuition Programme and the NELLI programme as part of the recovery curriculum and also has employed a school based tutor once a week in order to target further support.

Teachers regularly assess pupils to ascertain the support needed and as a single class primary school all staff know the pupils well. Regular pupil reviews to discuss assessments and individual needs are held between the head and teachers and the SENco and teachers, so additional support or pre-learning can be implemented when appropriate to ensure all have positive learning experiences that result in good progress.

### Challenges

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

Challenge number	Detail of challenge
1	Through observations and discussions with staff many of the disadvantaged children need social and emotional support for a variety of reasons in order to make sure they are in a good place to learn Children need to develop good self-esteem and confidence
2	Children needing support to learn to play and collaborate with one another
3	Poorer oral language and lower literacy skills on entry in EYFS over past two years
4	Catch up in maths needed to ensure the usual strong foundations developed without gaps
5	Phonics support needed for some children as before pandemic
6	More children are seemingly increasingly literal and need to be taught basic skills and then inference and other higher reading skills
7	Attendance data reflects a drop after COVID

## 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
<i>Add or delete rows as needed</i>	
Children ready to learn	Children fully engaged in learning TIS sessions have been in place and support has been positive Self esteem improved Growth mind set vocabulary used
Better social skills	Children able to work both independently and in groups to solve problems
Oral skills are well developed	Children's vocabulary is extended Extended sentence formation and explanations Children all have plenty of first hand experiences
Accelerated progress in maths	Children reaching at least the levels expected from starting points but data overall shows higher percentages again at greater depth 2022-35% 2023-38%
Phonics data reflects that children have good foundations at the end of year one	Over 90% have met the standard at the end each year
Reading and comprehension skills	Children participating on accelerated reader programme Reciprocal reading fully implemented on daily basis Cracking comprehension

Attendance data back to pre-covid high figures with	Less than 3 pupils overall have attendance under 90% by 2023 0 pupils by 2024 unless exceptional circumstances
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## 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: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of intervention for English and Maths that provides individualised programme	Research shows accelerated progress from starting points if used for an hour a week. Proven effective for all pupils including dyslexic pupils.	3 and 4
Coaching programme for staff to support high quality First Teaching and support in the classroom	<a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</a>	456
Time for TA to work on NELLI activities	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>	3
Updated English training for staff in reciprocal reading and talk for writing	EEF research reflected if used with targeted groups then it showed good progress	6
Further training in helping children to develop their metacognitive skills	Further staff training related to metacognition building from course previously attended run by EEF research schools	1 6

Training for all staff after SLT leaders take part in CPD	<a href="https://www.educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants-eeef">Making Best Use of Teaching Assistants   EEF</a> ( <a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	
	Staff to attend EEF research feedback in January 2022	

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

Budgeted cost: £11,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics booster and catch up</i>	<a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition-eeef">One to one tuition   EEF</a> ( <a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	5
<i>National Tutoring Programme 3 to 1 Maths</i>	And in small groups: <a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition-toolkit-strand">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	4
<i>Tutoring support school led-</i>	<a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition-toolkit-strand">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	4
<i>SEN interventions</i>	<a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition-eeef">One to one tuition   EEF</a> ( <a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	456
<i>IDL</i>	<a href="#">Egidio Zindato from Lancaster University, conducted a large study and analysed 96,978 performance records on the IDL programme from 2011 to 2018. This study looked at factors including learner demographics, lesson frequency and improvements gained from the programme. The results show that on average 1 session of IDL improves reading ability by 1.9 days and spelling ability by 1.8 days</a>	456
<i>Small group work-modelled and scaffolded</i>	<a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition-toolkit-strand">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a> .	23456

<i>Reading comprehension strategies timetabled and additional support targeted when necessary</i>	EEF says successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge	6
Phonic catch up sessions for year one and two who need support	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	5 3 6
Reading individual sessions for children in year one and two linked to Better Reading Project	<a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	6
Use of accelerated reader and motivational reward scheme	Our own research and data over the past five years has shown that all pupils engagement with accelerated reader has resulted in good data at both expected levels and greater depth at the end of KS2. Children report their enjoyment by receiving badges	6

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

Budgeted cost: £ 10,000 (mainly TIS)

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number (s) addressed</b>
<i>Additional TIS sessions delivered by trained</i>	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):	1

<i>practitioners</i>	<a href="https://www.eef.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	
<i>Rewards for all pupils and targeted support for those requiring more intervention</i>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence	7
<i>Training for senior mental health lead</i>	We have applied <a href="#">DfE grant to train a senior mental health lead</a> . This will enhance the provision we already have in school	1
<i>Use of visits to provide first hand experiences including residents to all children to develop vocabulary and language</i>	<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:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>EEF says there is evidence of an impact on non-cognitive outcomes such as self confidence which is one of our school aims as has impact on all learning in school</p> <p>As these often include outdoor education then.</p> <p>EEF states that collaborative approaches on learning is positive.</p>	3

**Total budgeted cost: £ 24,500**



## 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.

Over 50 children received TIS support. Parent questionnaire responses and staff discussion showed the benefit of the intervention. Children who had experienced high anxiety or families that needed guidance or support had regular contact with school staff and TIS practitioners due to the number available.

The average attendance for pupil premium children was 95.73 but two children were under 90% whereas in past years there were no children in this bracket. This could have been due to anxiety linked to the pandemic.

At the end of KS2 the teacher assessments backed up by previous assessment tests showed all 5 children receiving pupil premium reached expected levels in reading, writing and maths (100%) In maths 2/5 40% reached greater depth, in reading 3/5 60% and in writing 3/5 60%. The progress scores from KS1-2 would also have shown a positive picture if published a narrowing gap between non pupil premium children.

Due to live lessons and breakout rooms all children received support during lock down and were heard to read etc. They also received the interventions planned whether on site or off site. The phonics progress was good and in December 2021 the phonic assessment results reflected great progress with all PP children reaching the expected level (93% of all children tested met standard.)

The end of KS1 data also showed a positive picture especially in relation to progress because of the SEN needs of the PP children in that cohort. Support was targeted on and off the school site. Children were given chrome books and opportunities to attend school as appropriate.

Music lessons and visits were started once again and all children in KS2 had a residential experience for two days and one night. The residential experience was particularly positive after experiences of lock down and team building and personal challenge activities were planned.

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## 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
Accelerated reader	Renaissance Learning
Mathletics	3P Learning

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We employed additional TIS trained practitioners to support the children as needed.</p> <p>We purchased additional chrome books to support learning at school and home</p> <p>We funded additional classroom support to work with children and offer additional extra-curricular activity opportunities</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>At the end of KS2 teacher assessments supported by tests 6/6 were expected in English Maths and Writing and of these 3/6 achieved greater depth in 2/6 in reading and 1/6 in writing</p> <p>The progress from KS1-2 was particularly good.</p> <p>Parents were positive about support given during the year and work of TIS practitioners.</p> <p>Through school all children achieving at least expected levels through targeted support.</p>

## Further information (optional)

As we develop self esteem and confidence we also provide music lessons and additional PE opportunities. All children are able to come into the building for supported learning from 7.45 and remain until 4.30. We encourage all our disadvantaged children to attend clubs and activities that will help develop their skills and confidence in areas that they may excel or equally would like support. Staff are deployed to support the clubs that the children select. Staff are also employed from 7.45am so that children can make a smooth transition and are ready to learn when school starts at 8.40 Children can come in at any time from then.

We have used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

Our governor committees oversee the strategy and after thorough evaluations regularly during the year adjustments may be made so outcomes for pupils continue to be good.