

Sir Robert Geffery's Primary School - Pupil Premium Strategy Statement, December 2023

This statement details our school's use of pupil premium 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
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	16% 33/206
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 2021 - 2024
Date this statement was published	18/12/2023
Date on which it will be reviewed	31/10/2024
Statement authorised by	Edward O'Hara
Pupil premium lead	Edward O'Hara
Governor / Trustee lead	David Landers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,920
Recovery premium funding allocation this academic year	£4,060
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£38,980

Part A: Pupil premium strategy plan

Statement of intent

At Sir Robert Geffery's Primary School, we are a 'School for Enthusiasts' where we 'live life in its fullness'. Our mission statement is that *With God's help we will be the best we can be* and our aim is to provide a living, caring Christian school environment in which individual child can thrive in their own way, 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.

Quality First teaching is key to the learning of all pupils and research (including that of the EEF) has proven that developing and building teacher knowledge and pedagogical expertise, along with curriculum development, can be the most impactful in improving pupil attainment, including for disadvantaged pupils. In this way, high quality CPD for staff is prioritised. Sir Robert Geffery's is a learning centre for apprentices and trainee teachers so that the children benefit from additional support and many extra-curricular opportunities. We continue to engage with the local Maths Hub in teaching Maths for Mastery, we have reached out to start working similarly with the English Hub and we use the Wellcomm language screening and NELI programme to further support early language development.

The school has fully engaged with the National Tutoring Programme, both in recent years as part of the recovery curriculum and currently to target academic support to promote the very best progress for all, with a particular focus on the disadvantaged. The school employs its own academic mentor and 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 headteacher and teachers, and the SENDCo and teachers, in order to track progress closely and identify appropriate interventions and provision.

Challenges

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

Challenge number	Detail of challenge
1	Pupil Progress meeting discussions between the headteacher and class teachers, along with behavioural notes, evidence that social and emotional needs continue to pose barriers for learning. There is need to continue to support children in developing self-esteem, strong learning behaviours and resilience.
2	Early language skills in the EYFS and into Year 1 continue to be a challenge for many of our disadvantaged pupils.
3	Children who have made progress from phonics gaps from COVID periods are at times not consistent in applying these to their writing. Targeted literacy support for identified children through years 2 – 4 is needed to accelerate progress.
4	Catch up maths support needed for identified individuals in KS2 year groups – including some able children who need a boost to reach their potential.
5	The development and application of more advanced reading skills.
6	Attendance data, whilst strong and above national, continues to reflect a small drop post-COVID.
7	Continue to develop metacognition to impact on progress across the curriculum and in all year groups.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Children are ready to learn	Children show at least good learning behaviours in class and fully engaged in learning. TIS sessions have been in place and support has been positive. Self-esteem improved. Growth Mindset vocabulary used by pupils.
Early language skills are well developed	Children's vocabulary is extended and oral sentence formation is extended. Children give explanations and use target vocabulary linked to their varied experiences.
Phonics skills applied consistently to writing	Targeted children show improvement in writing, particularly spelling of phonetically plausible words. Progress in writing for identified pupils is accelerated. Academic Mentor intervention supports application of skills to whole class curriculum.

Catch up maths support enables children to reach potential	In-year data shows over 90% attaining at least in line with prior attainment for each year group. Proportion reaching Expected Standard in maths in year 6 returns to over 85% in 2024.
Improved development of higher-level reading skills	Teaching of reading across school is consistently outstanding. In-year data shows over 90% attaining at least in line with prior attainment for each year group in Reading. Proportion reaching Greater Depth Standard in reading in year 6 maintained at over 30% in 2024.
Improved attendance data	Persistent Absenteeism improves to be closer to pre-COVID levels. Target: less than 6 pupils (i.e. less than 3% of the school) with absence over the year less than 90%.

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: £4,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
External targeted CPD to support teaching of phonics and developing Oracy	Strengthening phonics teaching and developing the school approach to oracy, including pedagogic strategies and teaching expertise, has impact on outcomes for all children, including the disadvantaged.	5
Lesson Study approach to peer-to-peer, coaching style professional development	Characteristics of Effective Teacher Professional Development EEF (educationendowmentfoundation.org.uk)	5
Purchase of intervention for English and Maths that provides	Research shows accelerated progress from starting points if used for an hour a week. Proven effective for all pupils including dyslexic pupils.	2, 4

individualised programme		
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 Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	1, 7
Purchase of Wellcomm language screening and support. Time for TA to work on NELI 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: Early language EEF (educationendowmentfoundation.org.uk)	2
Staff CPD through identified areas of School Improvement package - subject leadership, knowledge, maths mastery, writing moderation	Training, support and challenge to develop teaching expertise and pedagogy has been proven to impact on pupil outcomes.	5

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

Budgeted cost: £21,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic Mentor targeted individual and small group literacy and maths support	One to one tuition EEF (educationendowmentfoundation.org.uk)	1, 3, 4
School-led tutor small group maths tuition	Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 4
Phonics intervention groups targeted for accelerated progress in year 1 and 2	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. Phonics EEF (educationendowmentfoundation.org.uk)	3
Individual reading sessions for children in year one and two	One to one tuition, with focus on reading, as per EEF link above.	1, 3, 5

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	1, 3, 5
IDL literacy and numeracy	Research available shows strong evidence of positive impact on reading and spelling ages.	3, 4, 5

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

Budgeted cost: £13,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
TIS (Trauma Informed Schools) support for individual children's SEMHL needs	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and subsequent life chances (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	1, 6
Senior Mental Health Lead practitioner trained	Part-funded by DfE grant, evidence supports the readiness to learn of having stronger mental health and strategies to support own wellbeing.	1, 6
Before and after school activities led by school staff	Engagement in structured activities in before and after school extra-curricular sessions can improve overall engagement at school and attendance.	6
Learning Outside the Classroom Experiences – trips, visitors and residential	Broadening experiences and exposure to opportunities supports language acquisition, through dialogic classroom discussion etc for high impact at relatively low cost: Oral language interventions EEF (educationendowmentfoundation.org.uk) Such enriching experiences also address social and emotional needs and supports the aims for the holistic development of our children as outlined above.	1, 2, 6

Total budgeted cost: £38,980

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Of the 3 disadvantaged pupils at the end of KS2 in 2023, 2 achieved the expected standard or above in reading and writing and 1 in maths. This, taking the small group size into account, is broadly in line with national – there are identified actions on the School Development Plan to further improve number fluency, which was a deciding factor for the one child who had been targeted for reaching the expected standard. Writing was a particular success and was moderated by external moderators.

The average attendance for pupil premium children over the year was 95.5% with four pupil premium children whose attendance was under 90%. Attendance and persistent absenteeism is monitored very closely and this data is compared to similar groups nationally – both for groups such as the disadvantaged and for individuals. This is in-line with 'Working Together to Improve School Attendance' DfE guidance.

Observations and feedback from staff indicated that TIS sessions helped greatly with vulnerable pupils' readiness to learn across school and the importance of maintaining this support and part of our strategy is clear.

Learning Outside the Classroom experiences are a key part of the personal development that we pride ourselves on at SRG. These memorable experiences are cherished by children and parents alike and, as well as enjoying day visits linked to curriculum learning, KS2 pupils ALL have the opportunity for a residential experience which increase in challenge and ambition through Years 3 to 6. Feedback from pupils was overwhelmingly positive from the 2022/23 trips with Year 6 for example citing the independence and confidence they had gained from their trip to London setting them up well for starting secondary school.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Accelerated Reader	Renaissance Learning
Mathletics	3P Learning

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
We employed additional TIS trained practitioners to support the children as needed. We continued to offer free before school and after school activities that support children from all families, including those whose parent(s) are in the services.
The impact of that spending on service pupil premium eligible pupils
<p>The SEMHL support offered by the TIS trained staff at school is recognised by all stakeholders.</p> <p>Parents have fed back the value that they place on the before and after school clubs, both for their children in feeling part of the school community and engaged in a wide extra-curricular offer, and for them as working parents. Pupils often comment on their enjoyment of the clubs.</p>

Further information (optional)

At Sir Robert Geffery's, we also pride ourselves on the value we place on pupil engagement in the Arts and Physical Education. Our use of the Pupil and Service premium also enables us to provide music lessons for some disadvantaged pupils and additional PE opportunities. All children are able to come into the building for supported learning from 7.45am and remain until 4.25pm. 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 8.40am.

We have continued to use 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 also 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 at least good.