

# 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	Gisburn Road Community Primary School Barnoldswick
Number of pupils in school	201 R-Yr6 229 including Nursery
Proportion (%) of pupil premium eligible pupils	47 children YR-Y6 = 22%
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	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mrs Nicola Walker Headteacher
Pupil premium lead	Mrs Keziah Brown
Governor / Trustee lead	Ms Caron Longden

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,565
Recovery premium funding allocation this academic year	£4531
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	£67,096

# Part A: Pupil premium strategy plan

## Statement of intent

At Gisburn Road Community Primary School we intend to explicitly teach and empower learners with the ability to confidently talk about skills, knowledge, vocabulary, learning habits and prior learning.

We strive to increase attainment within EYFS, KS1 & KS2 and to diminish the difference so it is at least broadly in line with National and focus on those learners whose gap has widened from starting points due to the Pandemic and beyond. The focus of our Pupil Premium Strategy is to support the most disadvantaged pupils to achieve this goal, including ensuring supporting those who are already high attaining pupils.

High quality learning and teaching is at the heart of our approach. All staff receive bespoke training to ensure consistency of messages and approaches across school with the current focus on collaborative learning, oracy, and metacognitive approaches. This focus on learning and learners has a direct impact on raising standards of teaching and outcomes for all learners.

At GRCPS, our rigorous assessment cycle enables us to ensure all learners have their next step needs met. High value skills relevant to diminishing the attainment gap are identified in order to accelerate progress for all groups of learners whether they are disadvantaged learners or not.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

### **Ultimate objectives:**

- ✚ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✚ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.

- ✚ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

Implementation:

At Gisburn Road We intend to do this through;

- ✚ Ensuring that teaching and learning opportunities meet the needs of all the pupils
- ✚ Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- ✚ Recognising that not all pupils who receive free school meals will be socially disadvantaged
- ✚ Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- ✚ Allocating Pupil Premium funding following a needs analysis, this will identify priority, individuals, groups or classes.
- ✚ Ensuring provision for PPG with additional needs is well planned and effective

Achieving the Objectives;

The range of provision the Governors consider making for this group include and would not be limited to:

- ✚ Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- ✚ Allocating staff for catch up therapies (speech and language, reading, writing, maths and nurture) - providing small group work focussed on overcoming gaps in learning and running nurture groups.
- ✚ Ensuring that all teaching assistants are used effectively to support pupil premium children.
- ✚ 1:1 support additional teaching and learning opportunities provided for children.
- ✚ All work will be aimed at accelerating progress, moving children to at least age related expectations.
- ✚ Targeting able children on Free School Meals to achieve Age Related Expectations
- ✚ Supporting payment for activities, educational visits, residentials and experiences.
- ✚ Pastoral Care team support for pupils who need to access the support.
- ✚ Children to access clubs in school and signpost to other organisations.

## IMPACT:

We will measure the impact of all our provision provided for our learners on a termly basis. This will be based on rigorous teacher assessment, regular book looks and pupil conferencing.

## Challenges

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

Challenge number	Detail of challenge
1	Impact of school closure due to Covid 19 on pupil wellbeing and emotional support including those eligible for PP.
2	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This is evident within the Early Years.
3	With an increased focus on metacognition strategies, it is essential learning and teaching ensures that learners develop positive learning attitudes to talk confidently about their learning progress, role within learning, learning habits and themselves as learners.
4	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.
5	Internal data indicates that disadvantaged pupils, particularly boys do not achieve as well in writing
6	Our safeguarding forms, observations and discussions with learners and families have identified social and emotional issues for some learners who also experience chaotic family lives.
7	Attendance and punctuality data is monitored half termly with specific emphasis on specific groups including DAPS. Attendance was affected considerably due to Covid 19 and through into the last academic year. Persistent absenteeism is higher than National Averages.
8	Our disadvantaged learners need the opportunity to access a wide variety of life experiences to build upon their Cultural Capital. This may be physical activity or wider community based experiences.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident through engagement in lessons, book scrutiny, case studies and ongoing formative assessment.
Progress in Writing (KS2)	Internal data over the last 3 years show good or better progress
Progress in Reading (KS2) (KS1)	Data shows disadvantaged pupils achieve the expected standard in line with the national average in the National Phonics Test Internal data over the last 3 years show good or better progress
Progress in Maths (KS2)	Data shows disadvantaged pupils achieve the expected standard in line with the national average in the Multiplication Check Internal data over the last 3 years show good or better progress
DAPS learners' attendance to continue to improve to maximise learning opportunities and ensure DAPS learners achieve ARE, make accelerated progress and close the gap.	Reduce the number of persistent absentees to 6% or below.  Overall attendance for PP learners to improve to 96%
Our disadvantaged pupils to have increased confidence	Experiences and visits planned for children across the year, wide range of extracurricular activities offered to pupils

## 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)

Budget: £28,000

Activity	Evidence that supports this approach
<p>Staff training in active, collaborative learning and metacognition to improve the profile of teaching and learning overall.</p>	<p>The EEF states that this is high impact for low cost.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p>Metacognition and self-regulation approaches to teaching support learners to think about explicitly, often by teaching them specific strategies for planning, monitoring, and evaluation.</p> <p>Learners who can collaborate with others and are proactive in their learning are able to motivate themselves. They are more motivated and engaged to persevere and improve.</p>
<p>Oral language interventions  Speech and language training for staff through a bought in Speech Therapist</p>	<p>The EEF states that this is high impact for low cost.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>Oral language interventions (also known as oracy or speaking and listening interventions) that emphasise the importance of spoken language and verbal interaction in the classroom activities. Oral language interventions are based on the idea that comprehension and retention are improved through explicit discussion of either content or processes of learning, or both, oral language interventions support learners' use of vocabulary, articulation of ideas and spoken expression.</p>
<p>Improve the quality of social and emotional (SEL) learning and pupils overall wellbeing.</p>	<p>At Gisburn Road, we have a Family support worker and talented teaching assistants that deliver specific interventions according to need each day.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes and in later life (e.g., improved academic performance, attitudes, behaviour and relationships).  <a href="https://educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>

<p>Interventions delivered by TAs</p> <p>Additional training for teachers in oracy</p>	<p>Progress meetings identified children with lower attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy</a></p>
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £16,596

Activity	Evidence that supports this approach	Challenge Number addressed
<p>Purchase of a program to improve vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Purchase of resources for an intervention to improve attention and listening skills.</p> <p>Speech and Language therapist to deliver training to staff. Release time provided.</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: <a href="https://educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2,3</p>

<p>Additional sessions targeted at disadvantaged learners who require further phonics support, spelling or precision teaching of HFW.</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>	<p>4</p>
<p>Additional Reading Fluency sessions targeted at disadvantaged learners who require further support.</p> <p>1:1 reading through peer support and TA support</p>	<p><a href="#">Fluency   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">The reading framework - GOV.UK (www.gov.uk)</a></p> <p><a href="#">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>4</p>



<p>Interventions based on gap analysis and assessment.</p> <p>Using and precision teaching.</p>	<p>Teaching Assistants are trained to deliver specific bespoke interventions. They liaise closely with teachers to identify gaps in learning and set next step LOs. Opportunities for application of these skills are then planned across the curriculum. The impact of intervention is monitored termly by the Head of School (Provision Impact analysis is shared with Governors). Monitoring also takes place through drop ins, audits and formal observations. Progress Meetings are held to account for progress made through Performance Review Targets. Phase Leads review provision half termly and feedback to SLT. Provision mapping is completed termly.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>4,5</p>
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 22,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family Support Worker/SENCo and Head teacher identify and support families and children with lower attendance</p> <p>SEND Pupils requiring further support to be allocated from this budget.</p> <p>All PP children who struggle to access due to financial difficulties are supported</p>	<p>DfE's <a href="#">Improving School Attendance</a> advice</p> <p><a href="https://www.gov.uk/government/publications/pupil-premium/pupil-premium">https://www.gov.uk/government/publications/pupil-premium/pupil-premium</a></p>	<p>1,3,6</p>

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**Total budgeted cost: £ 67,096**

## **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 2021-2022 academic year.

#### **How successfully were the intended outcomes of last year's plan met?**

Our assessments during 2022/2023 suggest that disadvantaged learners perform less well than non-disadvantaged learners across most year groups, with the exception of Key Stage 1 reading and Year 1 phonics which shows disadvantaged learners outperforming their non-disadvantaged peers. These two areas were a focus within school and shows a positive picture with school data exceeding the Local and National averages by a considerable amount. The data indicates that learners who are disadvantaged perform particularly less well in science and writing, however internal assessments show accelerated progress in these areas, confirmed by termly assessments.

#### **Quality of Teaching for All**

Intended Outcome 1: Improved oral language skills and vocabulary among disadvantaged pupils.

Our whole school focus on Oracy has had a positive impact on all pupils and specifically the assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident through engagement in lessons, book scrutiny and ongoing formative assessment.

Intended Outcome 2: Progress in Writing –with particular focus on boys writing.

Our KS2 writing data shows that our pupils made above expected progress in writing with an average progress score of 1.91 with boys 0.84. These are both above national standard, which stands at 0.04 and -0.75 for boys. Note: Progress data is based on all pupils. Attainment for disadvantaged pupils achieving ARE in writing at the end of KS2 is 40% which is below national at 58%.

### Intended Outcome 3: Progress in Reading

Our phonics screening data shows that 83% of our disadvantaged pupils achieved the expected standard in the National Phonics Test, compared to the National data of 67%. Our ks2 data shows that pupils made above expected progress in reading with an average progress score of 1.88, with national data at 0.04 for the last academic year. Note: Progress data is based on all pupils. Attainment for disadvantaged pupils achieving ARE in reading at the end of KS2 is 60% which is in line with national.

### Intended Outcome 4: Nurture

Children attended our Nurture provision throughout the year and mostly achieved their termly targets, determined by the Boxall Profile. This in turn has allowed children to make accelerated progress throughout school with improved learning behaviours. Pupils are now able to access the classroom learning more frequently.

### Intended Outcome 5: To develop speech and language skills of DAPS.

Learners with speech and language difficulties were identified early with interventions and support put in place by a speech and language therapist, learning mentors and class teaching assistants. This will continue into next year with class teaching assistants delivering speech and language therapy to pupils identified to enable them to reach their full potential.

### Intended Outcome 6: DAPS learners' attendance to improve to maximise learning opportunities and ensure DAPS learners achieve ARE, make accelerated progress and close the gap.

The work that all the staff have done towards attendance, especially towards our disadvantaged pupils has had a huge impact and the data is looking positive compared to local and national data. Data shows that these pupils' attendance is above the national average total for 22-23 at 92.2% and the number of pupils on the persistent absence register is significantly below national average at 20%. This has maximised learning opportunities and enabled our disadvantaged pupils to make accelerated progress and close the gap.

## **Externally provided programmes**

<b>Programme</b>	<b>Provider</b>
WELCOM	LCC
NELI	Nuffield