Pupil premium strategy statement – Gawsworth Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	188
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2022-23 2023-24 2024-25
Date this statement was published	Originally December 2022 Updated November 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Lisa Wainwright
Pupil premium lead	Lisa Wainwright
Governor / Trustee lead	Steve Hassan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,790
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*	£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*	£13,790

Part A: Pupil premium strategy plan

Statement of intent

At Gawsworth Primary School our priority is to make sure that all children have access to high-quality teaching and to ensure there are strong systems in place to monitor quality of education. The curriculum at Gawsworth is delivered using research informed strategies so our children have the best pedagogical approaches. Teachers have access to high quality CPD that is planned effectively around research, and they access appropriate tasks and coaching to enable them to have the right skills and knowledge. If any children experience barriers to their learning, bespoke intervention is implemented swiftly, and its impact monitored carefully by staff. The challenges for our children can be varied and there is no 'one size fits all'. We work hard to know every Pupil Premium child and their strengths and areas to improve, to be able to tightly target our support to their current needs.

Our ultimate objectives are:

- To narrow and ultimately close any attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring our teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that the 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.
- Allocating Pupil premium funding based on a needs analysis which will identify priority classes, groups or individuals.

Achieving these objectives:

The provision school consider making for this group is evidence informed. In line with EEF research, our priority strategy in accelerating the progress of Pupil Premium children to close any gaps with peers/ national is ensuring that the quality of teaching experienced by all children is of a high quality.

In addition, we consider other resources including:

- Additional Teaching and learning opportunities provided through bespoke interventions delivered by teachers and TAs.
- Additional Learning support.
- Support for payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.

We would ask any parent who thinks they may be eligible for free school meals to contact the school office for further information or view the Cheshire East website for information on how to apply.

Challenges

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

Challenge number	Detail of challenge
1	Closing the attainment gap between PP and non-PP pupils in achieving expected standard with KS1 pupils in maths.
2	Closing the attainment gap between PP and non-PP pupils in achieving expected standard with KS1 pupils in reading.
3	Closing the attainment gap between PP and non-PP pupils in achieving expected standard with KS1 pupils in writing.
4	Meeting the Phonics Screener Standard for PP children in Year 1
5	Supporting KS2 PP children already working at expected standard to achieve greater depth in maths and reading.
6	Meeting the range of pastoral needs of pupils of our PP students.
7	Ensuring curriculum offers opportunities for cultural capital development for all & that there is equitable access to residentials/ educational visits, not impeded by cost.

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
Outcomes for KS1 PP pupils in reading, writing and maths to be in line with peers (in EYFS, Y1 and Y2) and national (in EYFS and Y2) Improved levels of attainment for PP children in EYFS and KS1	Achieve at least national average attainment at the end of KS1 in reading (68%), writing (60%) and maths (70%) – based on Summer 23 outcomes. PP children to achieve the ELGs in word recognition, comprehension, writing and maths. PP children to achieve outcomes in line with peers

Improved ability to decode when reading using secure phonics knowledge	PP children to achieve national average expected standard in PSC
Raise attainment of able PP children to secure strong progress reading/writing/maths – working increasingly at GD in KS2 pupils	Strong progress data for KS2 PP pupils Achieve in line with peer and national at GDS - in reading (29%) writing (13%) maths (24%) and combined (8%)
Ensure personal and social needs are supported and well supported	Non-academic needs are not a barrier to achievement and progress. Pupils demonstrate strong sense of well-being, self-confidence, and motivation.

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: £ *3500*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics CPD including bespoke support for external consultants and in house for all staff to ensure consistency in approach to maximise impact	DFE approved programme for synthetic phonics for the teaching of early reading and to support pupils to catch up who did not achieve phonic screening at the end of KS1 - EEF Research Phonics (+5 months)	4
CPD KS1 staff Maths Mastery in Number Programme	DFE approved approach to mastery in maths	1,5
Additional training to support curriculum subject leaders with the development of pedagogical approaches to be employed across the school.	EEF best practice Quality First Teaching.	5
Additional time given to curriculum subject	EEF best practice Quality First Teaching.	1-5

leaders to enable them to monitor and develop pedagogy of staff.		
Additional time provided for subject leaders from across the Trust to meet, develop and support progress throughout their subject.	EEF best practice Quality First Teaching.	1-5
Embedding of My Happy Minds programme to all children	EEF – Social & Emotional Learning	6
Provide forest school sessions to develop personal, social, and emotional skills.	EEF – Social & Emotional Learning	6,7

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

Budgeted cost: £ *7000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke teaching by experienced TAs	EEF – Making best use of Teaching Assistants.	1-5
RWI Catch Up Sessions	DfE approved programmes of learning for synthetic phonics	4
Pre-Teaching	EEF– Making best use of Teaching Assistants.	1,2,3,5
Diagnostic assessment of needs of PP children by SENCO leading to targeted choice of available and bespoke, research informed interventions to close gaps	EEF– Making best use of Teaching Assistants.	1,2,3,5
Targeted support for PP children working at ARE to achieve greater depth	EEF– Making best use of Teaching Assistants.	5

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

Budgeted cost: £3290

Activity	Evidence that supports this approach	Challenge number(s) addressed
Musical instrument tuition	The benefits of musical tuition impacts on the well- being of children as well as widening access to cultural experiences which the children may not otherwise have access to. (EEF Arts participation)	7
Residential Visits and educational visits.	Residential visits and other educational visits impact upon the well-being of a child. It also develops a further understanding of the world around them which impacts on classroom-based learning.	7
Access to social and emotional therapy prioritised for Pupil Premium children	EEF Social and Emotional Aspects of learning	6
The development of a sensory safe space to develop the provision for pupil premium children with social and emotional needs.	EEF Social and Emotional Aspects of learning	6,7

Total budgeted cost: £ *13790*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Of the 9 pupil pupils during last year: - Last year, there were two pupil premium children in reception, one in Y1, one in Y2, one in Y3, two in Y5 and two in Y6. Two pupil premium pupils at the end of KS2 achieved the expected standard in maths, reading and writing. There were three further PP children working within KS2. All three achieved the expected standard in reading; two achieved it in maths and one in writing. Neither of the KS1 children achieved the expected attainment and the two children in the early years did not achieve a good level of development. For all those children who are not in line with the expected standard, targeted provision within our own team is prioritised based on their needs. For some of those children we are seeking external advice and support. This is most commonly related to social and emotional needs. We are finding the biggest barrier to their progress is the impact of the social and emotional needs and are therefore prioritising our support in that area moving forward.

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
None	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.