# Pupil premium strategy statement – Dean Gibson 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

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| Detail | Data |
| Number of pupils in school | 147 + 17 nursery |
| Proportion (%) of pupil premium eligible pupils | 8.8% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2023-26 |
| Date this statement was published | October 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Sarah Tansey |
| Pupil premium lead | Clare Ritchie |
| Governor / Trustee lead | Victoria Armstrong |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | EYPP x1 £342  PP £1455 x 10  PP plus £2530 x 3  Total: £22,482 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years | £0 |
| **Total budget for this academic year** | £22,482 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our aim at Dean Gibson Primary School is to provide all students with the opportunity to achieve their full potential and become resilient learners. We want our children to be curious and knowledgeable of the world around them, to develop the skills and values to be successful and make positive, caring contributions to society. We have high aspirations and ambitions for all of our children and believe that no child should be left behind.  We employ strategies and interventions to remove barriers which can be caused by personal circumstances or learning gaps. We promote all students having full access to the rich extra-curricular provision on offer at Dean Gibson Primary School. This ensures we develop well-rounded and resilient individuals who achieve their ambitions and flourish in life.  Common barriers to learning for disadvantaged pupils may include:   * *➢ less support at home* * *➢ weak language and communication skills* * *➢ lack of confidence* * *➢ more frequent behaviour difficulties* * *➢ 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” plan for support.  **Our ultimate objectives are:**  ➢ eliminate the attainment gap between disadvantaged and non-disadvantaged pupils at Dean Gibson Primary School  ➢ for all disadvantaged pupils in school to meet or exceed nationally expected progress rates  ➢ for all disadvantaged pupils to access to the rich extra-curricular provision on offer and be well-rounded individuals who achieve their ambitions and flourish in life  **We aim to do this through:**  ➢ frequent monitoring of qualitative and quantitative data to ensure accurate and timely identification of pupils in need of support  ➢ ensuring that teaching and learning opportunities meet the needs of all the pupils and that where pupils have specific needs that these are addressed through high quality, evidence-based interventions led by appropriately trained staff  ➢ ensuring all vulnerable learners are ready to learn through access to a breakfast club, equipment and uniform provision.  ➢ close monitoring of attendance at extracurricular provisions along with promotion and support to increase the attendance of vulnerable learners  ➢ ensuring that vulnerable learners have access to high quality pastoral and mental health support  ➢ When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.  ➢ Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.  **Achieving these objectives:**  The range of provisions available at Dean Gibson Primary School include but are not limited to:  ➢ frequent monitoring of progress and needs from the Head Teacher, Deputy Head Teacher/Pupil Premium Lead and the SENCo  ➢ literacy and numeracy support which includes in class support and small group support  ➢ running a breakfast club to ensure vulnerable learners are prepared for the day  ➢ tracking and monitoring attendance to provide intervention and support where a need is identified  ➢ allocating high quality teaching assistants to support wellbeing. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Some of our disadvantaged children struggle to attend school consistently and are at risk of becoming persistently absent/late. |
| 2 | Some of our disadvantaged pupils start school with below average speech, language and communication skills. |
| 3 | Some children have SEMH needs which have a detrimental impact on academic progress. |
| 4 | The attainment gap in reading, writing and maths has widened for some children due to the outlined factors |
| 5 | Some of our disadvantaged children come from families where there is limited engagement with learning or who are not able to afford to pay in full for additional educational activities, trips and visits. |

## 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.

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| Intended outcome | Success criteria |
| Children in receipt of pupil premium achieve their expected target in line with their peers with similar starting characteristics (SEND for example). | Disadvantaged children achieve the same learning and curriculum successes as the main school cohort or their peers where other characteristics apply. The percentage difference between attainment of disadvantaged pupils and non-disadvantaged pupils decreases in all year groups. The progress measure for disadvantaged pupils is in line with National data. |  |
| Pupils emotional and mental health needs are met and receive the necessary support when required.  To ensure that ACES children may have experienced are identified and addressed and children have access to the correct support. | All children regardless of ‘disadvantage’ can meet the school vision statement for every child to fulfil their potential, leaving Dean Gibson as curious, caring and resilient learners and are equipped with the skills to learn and make progress. |  |
| Parents are actively engaged in their child’s learning and promote a positive attitude towards education | Parental communication is effective and supportive. Parents attend parents’ evenings.  Parents support homework. |
| All pupils have access and equal opportunities to participate in extra-curricular activity. | All pupils in receipt of pupil premium are able to participate in chosen extra-curricular activity. Percentage ‘take-up’ of clubs/activities/trips is the same for disadvantaged pupils as their non-disadvantaged peers. Pupils draw on their experiences and this has a positive impact on their learning. |
| To ensure that disadvantaged pupils’ attendance and punctuality is high priority and the gap between disadvantaged pupils and their peers closes. | Disadvantaged pupils’ attendance % increases on a 3-year trend. Gap between disadvantaged attendance and non-attendance narrows. Disadvantaged pupils attend regularly and are punctual. Parents of disadvantaged pupils engage with school processes to support them. |

## 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: £5,000

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| Activity |  | Evidence that supports this approach | Challenge number(s) addressed |
| Use of TAs to provide targeted intervention for pupils whose prior attainment indicates the need for them to make accelerated progress to reach appropriate ARE. |  | Sutton Trust’s 2011 report revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds. This has been highly successful in the past. Use of intervention plans ensured that children made significantly better than average progress in reading, and mathematics. | 1, 4  2 |
| Feedback training  All staff  To ensure that the feedback given is capable of producing improvements in students work. |  | CPD on feedback, in the moment, verbal and written to ensure that the feedback  Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months).  [Feedback | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback) | 1, 2, 3, 4, 5 |
| Training/CPD – specific staff training and support for wellbeing, recovery and reestablishment of teaching and learning. |  | Evidence supports the view that teachers need to be equipped to respond to the needs and concerns that children present in the classroom.  Increasing numbers of children are presenting with additional learning and wellbeing needs in the classroom.   * Autism training CPD All staff   Senior mental health Lead training CR | 1,2, 3, 4, 5 |

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

Budgeted cost: £12,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Maintain a Teaching Assistant in Reception to enable early intervention and small group focus to meet speech, language and communication needs on entry. | Research shows on average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.  [Communication and language approaches | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches) | 1, 2, 3, 4, 5 |
| Maintain a Teaching Assistant in Reception and in Year 1to enable early intervention and small group focus to meet low personal, social and emotional skills development on entry  Social emotional literacy | Existing evidence suggests that SEL strategies can have a positive impact on social interactions, attitudes to learning, and learning itself. On average, children who follow SEL interventions make around three additional months’ progress in early years settings and reception classes. Though, on average, all children benefit, there is also some evidence that social and emotional approaches can benefit disadvantaged children more than their peers. | 3, 2, 4, 5 |
| 1:1 and small group TA led provision in KS2 based on teacher directed activities following termly progress review. | Additional TA hours in KS2 to support small group teaching and interventions. Research from the EEF shows that additional small group support can be effectively targeted at pupils from disadvantaged backgrounds and should be considered as part of a school’s pupil premium strategy.  [Small group tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition) | 1,2,3,4 |
| 1:1 focused sessions with a TA to ensure that identified gaps in knowledge/skills are filled | The use of the initial ‘catch up’ funding has shown that some children benefit from being taught in a different environment and by a different adult for specific interventions in our school. | 1,2,3,4 |

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

Budgeted cost: £5000

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| Activity | Evidence that supports this approach | | Challenge number(s) addressed |
| No charge for children in receipt of pupil premium for extra-curricular activities and Breakfast Club offered to ensure breakfast has been given to each child at the start of the day. | EEF research indicates improved outcomes have been identified in English, mathematics and science learning. On average greater effects have been identified for younger learners. Widespread evidence on positive impact on self-esteem. | 1,4,5, 3  Piano lessons  Breakfast Club  Uniform  Milk  School trips  Club payments | |
| Ensure children have access to experienced emotional literacy support Assistant. (PW) | Research (See study by Bowerman & Davies, Child and Educational Psychologists, Cheshire West and Chester, Spring 2018) suggests positive outcomes for LAC children in relation to access to ELSA. | 1,4,5, 2, 3 | |
|  | Access to Lunch Club for disadvantaged/vulnerable pupils. A quiet lunch club is offered to all children who may feel overwhelmed when eating in the school hall. 1, 4 | 1, 2, 3 | |
| Funding to support disadvantaged children’s access to trips, visits, clubs, extra-curricular activities – ongoing. | Many of our disadvantaged pupils are unable to access trips/visits (particularly residential) before leaving primary school. These experiences have helped children build resilience and self-confidence. By subsidising these visits, they are accessible to all families. Use of poverty proofing resources and recommendations. | 1, 2, 3, 5 | |
| Part-funded access to Music lessons | Research shows that overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. | 3, 4, 5  Piano lessons part funded | |
| Free school uniform, PE Kit and school equipment. | Sense of belonging to school community and lack of equipment/clothing does not provide a barrier to participation in clubs/activities/trips etc. | 3, 4, 5 | |

**Total budgeted cost: £**