

Pupil Premium Strategy Statement – Gomer Infant School

This statement details our school’s use of Pupil Premium (and Recovery Premium and for the 2022 to 2023 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 – From October 2022 Census
Number of pupils in school	179
Proportion (%) of pupil premium eligible pupils	12% FSM +Ever 6 (21 Children) 17% Service Family + Ever 6 (31 children) 0.5% LAC/PLAC (1 child)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	31 st December 2022
Date on which it will be reviewed	April 2023/December 2023
Statement authorised by	Sarah Duffy (Executive Head)
Pupil premium lead	Claire Woollett (Inclusion Lead)
Governor / Trustee lead	Julie Wharton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year – 2022-2023	Autumn Term 2022/Spring Term 2023 - based on October 2021 Census £21,520 – FSM £6,406 – Service £1,563 (£496 – retained by HCC Virtual School) – LAC/PLAC Summer Term 2023 – based on October 2022 Census £9,695 – FSM £3,306 – Service £803 (£270 – retained by HCC Virtual School) – LAC/PLAC
Recovery premium funding allocation this academic year	Autumn Term 2022 and Spring Term 2023 based on October 2021 Census - £2,030 Summer Term 2023 based on October 2022 Census £1,015
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*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.</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>	£42,527

Part A: Pupil premium strategy plan

Statement of intent

At Gomer Infant School we have high expectations of achievement for all our children. We constantly seek to provide a safe, nurturing, happy environment in which all children can shine. The Government believes that the Pupil Premium funding, which is additional to main school funding, is the best way to address the current underlying inequalities between children and their peers by ensuring that funding reaches the pupils who need it most.

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, they will be held accountable for how they have used the additional funding to support pupils. The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for free school meals (FSM), or have been in the last six years and children who have been looked after by the Local Authority. There is also a Pupil Premium for children whose parents are currently, or have recently served, in the Armed Forces.

From September 2016, schools are required to publish a Pupil Premium Strategy. This will ensure that parents are fully informed about the amount of allocation, barriers faced by eligible pupils, how the funding is to be spent, how impact will be measured and the date the strategy will be reviewed. We also need to include how the allocation was spent for the previous year and its impact on eligible and other pupils. Our key objective in using the Pupil Premium Grant is to diminish the differences between pupil groups. As a school we consistently track all groups of pupils to ensure that they make good or better progress.

There is no single strategy or intervention which provides a complete solution to narrowing the gap for all children. We therefore employ a three-tiered approach to our Pupil Premium spending model in order to improve teaching and ensure that the needs of all children are accurately assessed and addressed. This includes ensuring all teachers are supported to keep improving through professional development and training, targeted interventions which are planned specifically to meet the needs of individuals and thirdly wider strategies including addressing non-academic barriers such as attendance, social and emotional need and behaviour. Decisions on how to deploy the Pupil Premium Grant in this way are based on the context of the school and rigorous

assessment of the needs of the children.

Through targeted interventions we are working to eliminate barriers to learning and progress. For new entrants that start with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school. Once at age related expectations we always continue to extend that learning further to ensure that they reach higher levels of attainment. We closely monitor how we are spending the allocated funds to ensure they are having an impact on children's achievement and well-being.

Pupil Premium Funding

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

The Pupil Premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

The funding is based on whether a child is eligible for free school meals.

The Department of Education will allocate the following amounts for 2022/2023: -

£1,385 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 2. (Ever 6 FSM)

£2,410 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority

£2,410 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order (SGO), a child arrangements order or a residence order

£320 per service family child. Funding for Pupil Premium children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral Pupil Premium during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment. Pupils attract the premium if they meet the following criteria: -

- one of their parents is serving in the regular armed forces - they have been registered as a 'service child' in the school census (Ever 6)
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

Recovery Premium Funding – Recovery Premium 2021-2022 and National Tutoring Programme 2022-2023

In June 2020 the government announced £1 billion of funding to support children and young people to catch up on missed learning caused by coronavirus (COVID19). This is especially important for the most vulnerable pupils and pupils from disadvantaged backgrounds who we know have been most affected. Schools' allocation was calculated on a 'per pupil' basis with £80 allocated per pupil from September 2020→ July 2021, allocated in 3 tranches. (Catch UP Premium/ CUP) It is for all pupils, particularly disadvantaged, SEND and vulnerable pupils to receive the catch-up support needed to make substantial progress by the end of the academic year. There is an expectation that all pupils receive a high-quality education, the curriculum remains broad and ambitious. Where needed remote education is high quality and safe and aligns as closely as possible with in-school provision. There needs to be prioritisation within subjects of the most important components for progression. Schools need to consider how all subjects can contribute to the filling of gaps in core knowledge, for example reading. Curriculum planning should be informed by an assessment of pupils' starting points and addressing their learning gaps, making the use of regular formative assessment. Schools could use Catch-Up Premium (2020/21) and Recovery Premium (2021/22) to access subsidised tuition from the National Tutoring Programme. The Department for Education (DfE) launched NTP in academic year 2020 to 2021 to support schools and local authorities to provide tuition for their pupils. The programme is well-established, with the majority of state-funded schools in England now offering tutoring. On 31 March 2022, the department announced plans to simplify the programme for academic year 2022 to 2023. These plans involve providing £349 million of NTP funding directly to schools and giving them the freedom to decide how best to provide tutoring for their pupils. In early July 2022, the department published new guidance setting out information for schools and local authorities on how to provide tuition for pupils through NTP in academic year 2022 to 2023.

<https://www.gov.uk/government/publications/recovery-premium-funding>

<https://www.gov.uk/government/publications/education-recovery-in-schools-spring-2022/education-recovery-in-schools-spring-2022>

<https://www.gov.uk/government/publications/coronavirus-covid-19-recovery-premium-funding-allocations-and-conditions-of-grant-2022-to-2023/coronavirus-covid-19-recovery-premium-2022-to-2023-conditions-of-grant-for-local-authorities>

The government have stated that: 'Children and young people across the country have experienced unprecedented disruption to their education as a result of the COVID-19 Pandemic. Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate

impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.’

From September 2022 – July 2023 schools will receive an additional £145 for each child eligible for FSM Pupil Premium and Post Looked After (PLAC)

As the Recovery Premium has been designed to mitigate the effects of the unique disruption caused by COVID-19, the grant will only be available for the designated academic years. It will not be added to schools’ baselines in calculating future years’ funding allocations.

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching throughout the pandemic, in line with the guidance on curriculum expectations for the academic year. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a Recovery Curriculum guide for schools with evidence-based approaches to catch up for all students. Schools can use this document to help them direct their additional funding in the most effective way.

Cambridge University Press has published evidence surrounding the need for Recovery Curriculums and strategies to implement.

<https://www.cambridgeassessment.org.uk/Images/research-matters-34-what-are-recovery-curricula-and-what-do-they-include.pdf>

Identified impact of the COVID 19 pandemic –

Maths – Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. There has been a mixed approach to support by parents within cohorts, particularly year 1. This has led to content being planned for but not always being covered. Recall of basic skills has been affected – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.

Writing – Children haven’t necessarily missed ‘units’ of learning in the same way as Maths, however they have lost essential practising of writing skills. Children’s specific knowledge has been affected e.g. punctuation, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn’t write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.

Reading – Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap

between those children that read widely and those children who don't is now increasingly wide.

Non-core subjects – There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.

The EEF recommends that strategies such as the following are effective –

Tier 1 – Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Tier 2 – Targeted approaches

- One-to-one and small group tuition
- Intervention programmes
- Extended school time

Tier 3 – Wider strategies

- Supporting parents and carers
- Access to technology
- Summer holiday support

Gomer Infant School's Pupil Premium Strategic Principles:

Our building blocks for tackling educational disadvantage

Whole-school ethos of attainment for all

There is a culture of high expectations for all.

There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.

Disadvantaged pupils and their families are held in high regard

Leaders, teachers and other adults understand their role within the school's strategy

Addressing behaviour and attendance

A strong emphasis is placed on developing positive behaviours for learning.

The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.

Attendance is monitored. Strategies, where applicable are implemented to improve absence or lateness to maximise opportunities for learning in school.

Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

High quality teaching for all

The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on-going formative assessment is essential to ensure disadvantaged pupils make strong progress.

Teachers are committed to successfully engage with those disadvantaged pupils who are facing learning barriers.

Professional development is focused on securing strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self-regulation. Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

Meeting individual learning needs

There is a strong understanding of the barriers to learning and how these barriers present in school.

Personalised profiles are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.

Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.

Transition processes for disadvantaged pupils are carefully planned and implemented with high level of support throughout.

Data-driven

The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones.

Actions are identified, implemented and regularly reviewed within each

assessment phase.

Accelerated progress should lead to higher attainment within an academic year and key stages.

Clear, responsive leadership

The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.

Leaders apply robust quality assurance processes and clear success criteria.

Deploying staff effectively

All staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.

Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.

Whilst our strategy adopts the recommended EEF tiered approach, we recognise that many elements of the strategy will overlap categories and that our balance of approach will vary year on year, cohort to cohort, as the school's and the children's priorities change. Gomer Infant School plans our approach based on past experience and success, knowing that often the biggest difference is made through a small number of robust and consistent strategies. The guidance from the EEF is used by Gomer Infant School to help us make the best use of this funding and we have also consulted the guidance published for COVID-19 catch up principles and approaches:

https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf



Challenges

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

Challenge number	Detail of challenge
1	Standards in writing for disadvantaged pupils through effective pedagogy so that gaps continue to close and good or better progress is made from starting points.
2	Standards in maths for disadvantaged pupils through effective pedagogy so that post COVID gaps close and good or better progress is made from starting points.
3	Gap between disadvantaged pupils and their peers in all subject areas.
4	Ensuring emotional wellbeing and mental health needs are met.
5	

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
To improve standards in writing through effective pedagogy so that gaps continue to close and good or better progress is made from starting point	Progress rates to improve from starting points and the attainment at End of Key Stage 1 to be in line with non-disadvantaged children and National Figures.
To improve standards in maths through effective pedagogy so that gaps continue to close and good or better progress is made from starting point	Progress rates to improve from starting points and the attainment at End of Key Stage 1 to be in line with non-disadvantaged children and National Figures
To close the gap between disadvantaged children and their peers in all subject areas	Progress rates to improve from starting points and the attainment at End of Key Stage 1 to be in line with non-disadvantaged children and National Figures
Ensuring emotional wellbeing and mental health needs are met.	For all children to learn in an Attachment and Trauma conducive environment with appropriate support given to those identified

	with higher needs to ensure wellbeing and good mental health.
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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: £11,527

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maximising the Impact of Teaching Assistants (MITA) Project for all support staff and school leaders	<p><i>DfE document – Supporting the Attainment of Disadvantaged Pupils</i></p> <p><i>EEF ‘Using you Pupil Premium Funding Effectively’ 2. Using Strong Evidence – tiered approach – High quality teaching is the highest priority including CPD</i></p> <p>EEF toolkit: Strand: Assessment and feedback</p> <p><i>EEF ‘Using you Pupil Premium Funding Effectively’ Teacher feedback to improve pupil learning recommendations</i></p> <p>All support staff are effectively trained in meeting the needs of children with a particular focus on those who are disadvantaged</p>	1,2,3,4
Middle Leader training with Local Authority	<p><i>DfE document – Supporting the Attainment of Disadvantaged Pupils</i></p> <p><i>EEF – ‘Putting Evidence to Work’ – 2 – Create a Leadership Environment and School Climate that is Conducive to Good Implementations</i></p>	1,2,3,4

	<p>Middle Leaders have a clear understanding of actions needed to develop their team and the impact that this has on all children including those who are disadvantaged</p>	
<p>Subject Leader training- All subject leads to have access to LA Networks and training</p>	<p><i>DfE document – Supporting the Attainment of Disadvantaged Pupils</i></p> <p><i>EEF – ‘Putting Evidence to Work’ – 2 – Create a Leadership Environment and School Climate that is Conducive to Good Implementations</i></p> <p>Subject Leaders have a clear understanding of their subject accountability and the impact this has on all children including those who are disadvantaged. Subject Leaders are able to support staff in identifying need, implementing strategies to target children and close gaps.</p>	1,2,3
<p>Character Education training- Network with partner schools</p>	<p><i>EEF- ‘Putting Evidence to Work’- 2- Create a leadership environment and school climate that is conducive to good implementations</i></p> <p><i>EEF- ‘Metacognition and Self-Regulated Learning’</i></p> <p>Children are able to effectively talk about how they are using learning behaviours to support their progress and development and the targets they are working on</p>	1,2,3
<p>Attachment and Trauma Training</p>	<p><i>EFF ‘Using your Pupil Premium Funding Effectively’ 1. Diagnosing your pupils’ challenges and needs</i></p> <p>All staff to receive attachment and trauma training through the New Staff Induction Programme.</p> <p>SLT to attend Gold Accreditation Attachment and Trauma training and disseminate the throughout the school</p> <p>School to demonstrate knowledge and expertise to attain gold attachment and trauma accreditation</p> <p>Staff are able to use strategies learnt</p>	1,2,3

	<p>to support children’s emotional needs enabling them to focus on learning and make good or better progress from starting points.</p> <p>All staff members to have a clear understanding of actions and their impact for all children including those who are disadvantaged</p>	
Cultural Capital/British Values training	<p><i>EFF ‘Using your Pupil Premium Funding Effectively’ 1. Diagnosing your pupils’ challenges and needs</i></p> <p>Staff have a clear understanding of Cultural Capital and British Values and the impact of this is clear for all children including those who are disadvantaged</p> <p>Disadvantaged children are supported with opportunities to develop their capital and staff are knowledgeable in being able to facilitate opportunities</p>	1,2,3
Develop action planning for writing and maths with Local Authority Advisory Teams	<p><i>DfE document – Supporting the Attainment of Disadvantaged Pupils</i></p> <p><i>EFF ‘Using your Pupil Premium Funding Effectively’ 1. Diagnosing your pupils’ challenges and needs</i></p> <p><i>EEF – ‘Putting Evidence to Work’ – 2 – Create a Leadership Environment and School Climate that is Conducive to Good Implementations</i></p> <p><i>EEF toolkit: Strand: Assessment and feedback</i></p> <p>Action plans in place, new writing curriculum and cyclical maths programmes to ensure progress and achievement for all children including those who are disadvantaged.</p> <p>Staff to receive specific training in task design to ensure the needs of all , particularly disadvantaged, are met and children make good or better progress from starting points.</p>	1,2,3
Kinetic Letters training for new staff and	<p><i>DfE document – Supporting the</i></p>	1,3

<p>refresher training for all staff</p>	<p><i>Attainment of Disadvantaged Pupils</i></p> <p><i>EFF ‘Using your Pupil Premium Funding Effectively’ 1. Diagnosing your pupils’ challenges and needs</i></p> <p><i>EEF – ‘Putting Evidence to Work’ – 5 monitor progress, solve problems and adapt strategies. 6 - Plan for sustaining and scaling an intervention from the outset and continuously acknowledge and nurture it’s use</i></p> <p>For all staff to confidently teach handwriting using the Kinetic Letters programme to ensure all children, including those who are disadvantaged, receive a multi-sensory approach to the teaching of handwriting</p>	
<p>Read Write Inc. (RWI) phonic training for new staff and refresher training for all staff</p>	<p><i>DfE document – Supporting the Attainment of Disadvantaged Pupils</i></p> <p><i>EFF ‘Using your Pupil Premium Funding Effectively’ 1. Diagnosing your pupils’ challenges and needs</i></p> <p><i>EEF – ‘Putting Evidence to Work’ – 5 monitor progress, solve problems and adapt strategies. 6 - Plan for sustaining and scaling an intervention from the outset and continuously acknowledge and nurture it’s use</i></p> <p>EEF toolkit: Strand: Assessment and feedback</p> <p>Leadership to conduct planning and development day with the RWI team to ensure that phonics teaching is up to date relevant and meets need.</p> <p>For all staff to confidently teach Phonics through the RWI programme to ensure all children, including those who are disadvantaged, receive high quality phonics teaching and progress and attainment is strong</p>	<p>1,3</p>
<p>Inclusion Leader training for staff</p>	<p><i>DfE document – Supporting the</i></p>	<p>1,2,3,4</p>

<p>relating to disadvantaged children including Pupil Premium Strategy, SEND Code of Practice and related federated strategies and system</p>	<p><i>Attainment of Disadvantaged Pupils</i></p> <p><i>EFF ‘Using your Pupil Premium Funding Effectively’ 1. Diagnosing your pupils’ challenges and needs</i></p> <p><i>EEF – ‘Putting Evidence to Work’ – 2 – Create a Leadership Environment and School Climate that is Conducive to Good Implementations</i></p> <p><i>EEF toolkit: Strand: Assessment and feedback</i></p> <p>For all staff to have a clear understanding of the systems and strategies for disadvantaged children including those eligible for Pupil Premium and SEND to enable the gap to close between disadvantaged children and their peers and ensure task design meets need.</p>	
<p>Inclusion Leader Senior Mental Health Leader training, coaching and monitoring with Place2Be</p>	<p><i>DfE document – Supporting the Attainment of Disadvantaged Pupils</i></p> <p><i>EFF ‘Using your Pupil Premium Funding Effectively’ 1. Diagnosing your pupils’ challenges and needs</i></p> <p><i>EEF – ‘Putting Evidence to Work’ – 2 – Create a Leadership Environment and School Climate that is Conducive to Good Implementations</i></p> <p>For continue to develop an environment that is inclusive and meeting the needs of the whole school community mental health</p>	<p>1,2,3,4</p>
<p>Inclusion Leader training, coaching and monitoring with EMTAS to gain Bronze EAL Excellence Award</p>	<p><i>DfE document – Supporting the Attainment of Disadvantaged Pupils</i></p> <p><i>EFF ‘Using your Pupil Premium Funding Effectively’ 1. Diagnosing your pupils’ challenges and needs</i></p> <p><i>EEF – ‘Putting Evidence to Work’ – 2 – Create a Leadership Environment and School Climate that is Conducive to Good Implementations</i></p> <p>For continue to develop an environment that is inclusive and has</p>	<p>1,2,3,4</p>

	<p>an ethos of cultural pluralism and diversity.</p> <p>School to demonstrate knowledge and expertise to attain Bronze EAL Excellence Award</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring for all disadvantaged children in Key Stage 1	<p>EEF Teaching and learning toolkit: small group tuition +4 months impact</p> <p><i>EFF ‘Using your Pupil Premium Funding Effectively’ 1. Diagnosing your pupils’ challenges and needs 3. Implement – Implementing you Pupil Premium Strategy. 4 Monitor and Evaluate – monitoring and evaluating your Pupil Premium Strategy</i></p> <p><i>EEF – ‘Putting Evidence to Work’ – 5 monitor progress, solve problems and adapt strategies. 6 - Plan for sustaining and scaling an intervention from the outset and continuously acknowledge and nurture it’s use</i></p> <p>Identified children receive regular bespoke tutoring sessions.</p> <p>Children’s gaps are targeted and begin to close. Children make good or better progress from starting point.</p>	1,2,3
High Impact Teaching Plans introduced to ensure clear targeted identification of children’s needs	<p><i>EFF ‘Using your Pupil Premium Funding Effectively’ 1. Diagnosing your pupils’ challenges and needs 2. Using Strong Evidence to support your approach 3. Implement – Implementing you Pupil Premium Strategy. 4 Monitor and Evaluate – monitoring and evaluating your Pupil Premium Strategy</i></p>	1,2,3,4

	<p>Tiered approach</p> <p>High quality teaching is the highest priority including CPD</p> <p>Staff have a clear understanding of children who need to be targeted, their individual needs and what needs to be in place to meet their outcomes.</p> <p>Children will make accelerated progress from starting points.</p> <p>Progress can be seen in books and data analysis and gaps are closing between identified children and their peers .</p>	
<p>Individual and group interventions for literacy including RWI Fast Track Intervention, FFT Literacy based Interventions, SIDNEY Programme, Precision Teaching,</p>	<p>EEF Teaching and learning toolkit: small group tuition +4 months impact</p> <p><i>EEF 'Using you Pupil Premium Funding Effectively' 2. Using Strong Evidence to support your approach</i></p> <p>Targeted academic development of pupils eligible for Pupil Premium funding</p> <p>Staff have a clear understanding of children who need to be targeted, their individual needs and what strategies need to be in place to meet their outcomes.</p> <p>Details of interventions, targets and impact of the programmed detailed on class provision maps</p> <p>Children will make accelerated progress from starting points.</p> <p>Progress can be seen in books and data analysis and gaps are closing between identified children and their peers</p>	1,2,3
<p>Children's Profile system</p>	<p><i>EEF 'Using you Pupil Premium Funding Effectively' 2. Using Strong Evidence to support your approach</i></p> <p>Tiered approach</p> <p>High quality teaching is the highest</p>	1,2,3,4

	<p>priority including CPD</p> <p>Staff have a clear understanding of children who need to be targeted, their individual needs and the support that needs to be in place to meet their outcomes. Targets will be set and recorded on class Provision Maps. The targets will be recorded on 'Children's Profiles' and shared with all relevant school staff and home to ensure the same approaches are being promoted by school staff and parents/carers.</p> <p>Children will make accelerated progress from starting points.</p>	
<p>Language Link – Speech and Language Assessments and programmes for identified children</p>	<p><i>EEF 'Using you Pupil Premium Funding Effectively' 2. Using Strong Evidence to support your approach</i></p> <p>https://speechandlanguage.info/</p> <p><i>Speechlink mission –</i></p> <p><i>Speech Link Multimedia Ltd was formed in 2004 in the UK and since then we have continued to develop innovative and award winning support packages for children with SLCN. Our ongoing mission is to bring Speech and Language Therapy knowledge and expertise to every school to help all children reach their full communication potential.</i></p> <p>Purchase Language Link assessment and linked programmes subscription</p> <p>Staff training</p> <p>All children to be screened in Year R using the Language Link assessment tool. Identified children to participate in small group Language Link programme sessions in all year groups where appropriate and referred to Speech and Language Services if needed.</p>	<p>1,3</p>

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

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra curricular clubs	<p><i>EEF 'Using you Pupil Premium Funding Effectively' 3. Implement – Implementing your Pupil Premium Strategy and wider strategies. 4. Continually monitor the progress of the practice and strategies, adapting approach when and where appropriate</i></p> <p>A variety of clubs are provided for children to participate in school. Outside providers are contracted to provide allocated spaces for children eligible for FSM Pupil Premium Funding and school pays for one club a year. These identified children are encourage to attend other clubs that are cost free.</p>	4
Funding to Pupil Premium school trips and uniform	<p><i>EEF 'Using you Pupil Premium Funding Effectively' 3. Implement – Implementing your Pupil Premium Strategy and wider strategies. 4. Continually monitor the progress of the practice and strategies, adapting approach when and where appropriate</i></p> <p>Each child eligible for FSM Pupil Premium has 1 school trip funded a year.</p> <p>Each child eligible for FSM Pupil Premium is given 1 school jumper/cardigan and a water bottle</p>	4
Nurture and Social groups	<p><i>EEF 'Using you Pupil Premium Funding Effectively' 3. Implement – Implementing your Pupil Premium Strategy and wider strategies. 4. Continually monitor the progress of the practice and strategies, adapting</i></p>	4

	<p><i>approach when and where appropriate</i></p> <p>Children’s needs are identified. Staff have a clear understanding of the children’s needs.</p> <p>Children develop skills and strategies that develop their social and mental health at home and in school.</p>	
ELSA Pupil Premium	<p><i>EEF ‘Using you Pupil Premium Funding Effectively’ 3. Implement – Implementing your Pupil Premium Strategy and wider strategies. 4. Continually monitor the progress of the practice and strategies, adapting approach when and where appropriate</i></p> <p>Children’s needs are identified. Staff have a clear understanding of the children’s needs.</p> <p>Children develop skills and strategies that develop their social and mental health at home and in school.</p>	4
Home/School Link Worker	<p><i>EEF ‘Using you Pupil Premium Funding Effectively’ 3. Implement – Implementing your Pupil Premium Strategy and wider strategies. 4. Continually monitor the progress of the practice and strategies, adapting approach when and where appropriate</i></p> <p>HSLW to develop relationships with children and their families. Identify need and work with parents on specific areas.</p> <p>Referrals to other agencies to ensure families are supported and guided by other professionals where needed.</p>	4
Mental Health Team/CAMHS joint working for the wellbeing of	<p><i>EEF ‘Using you Pupil Premium Funding Effectively’ 3. Implement – Implementing your Pupil Premium Strategy and wider strategies. 4.</i></p>	4

children	<p><i>Continually monitor the progress of the practice and strategies, adapting approach when and where appropriate</i></p> <p>Children's needs are identified and school staff work with mental health professionals and parents to refer to appropriate agencies, obtain therapy/strategies and implement this to support children's wellbeing.</p>	
Parent and toddler groups	<p><i>EEF 'Using you Pupil Premium Funding Effectively' 3. Implement – Implementing your Pupil Premium Strategy and wider strategies. 4. Continually monitor the progress of the practice and strategies, adapting approach when and where appropriate</i></p> <p>Parent and carers groups for all parents runs once a month with disadvantaged children's families being targeted. Sessions run by HSLW and the Inclusion Leader and outside agencies attend including the School Nursing Team and Primary Behaviour Support Team.</p> <p>Toddler group to be developed for parents and their pre-school children. This will enable children attending school in the future to develop relationships with staff and familiarise themselves with the school environment.</p>	4
Service Clubs	<p><i>EEF 'Using you Pupil Premium Funding Effectively' 3. Implement – Implementing your Pupil Premium Strategy and wider strategies. 4. Continually monitor the progress of the practice and strategies, adapting approach when and where appropriate</i></p> <p>Service Clubs run fortnightly for all eligible children within their year groups. Activities encouraging links with service family members who are on deployment, wellbeing, deployment packs for families, reading while on</p>	4

	deployment etc.	
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Total budgeted cost: £42,527

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This section details the impact that our Pupil Premium activity had on pupils in the 2021 to 2022 academic year.

Teaching and Learning:

Curriculum design has continued to be a focus this academic year with a high-quality curriculum put in place for all children to address gaps in learning. The focus has centred on the core curriculum but also on the foundation curriculum with staff receiving high quality CPD to ensure they can develop colleagues in specific areas and ensure that children have access to the skills and knowledge that will enable them to make better than expected progress from starting points.

We have bought in the Hampshire Inspection and Advisory Service (HIAS) in both English and Maths to support the development of our core curriculums. This has ensured we are better placed to meet the needs of all children and target our task design to ensure children are making good or better progress from starting points.

We have continued to focus on developing phonics across Key Stage 1 ensuring detailed assessments, planning and teaching.

The use of summative assessment has become more forensic; learning gaps, targeted planning and progress reviews are focussed on specific gaps that need to be addressed. These are then fed into planning and the impact monitored. Feedback within lessons and 'live' marking target areas for improvement and pupils are able to use the feedback to improve their work and be further challenged at that point in their learning, having maximum impact.

Training has continued to take place for all staff including Special Educational Needs and Disabilities, Mental Health, Attachment and Trauma, Recovery Curriculum, Curriculum Development, Kinetic Letters and RWI Phonics alongside training for specific interventions. This has had a positive effect on developing staff knowledge and understanding of the children and their needs and enables them to identify needs quickly and support appropriately. Teaching has strengthened and this is benefitting Disadvantaged pupils. Disadvantaged pupils have been a high profile during the academic year, with all staff aware of which pupils to target. There has been an emphasis on focusing on high quality teaching provision for these identified pupils. Staff understand and can prioritise where there may be a need of such that specific intervention, out of class, is deemed to have the most positive outcome. The professional development cycle has focussed on Pupil Premium for the disadvantaged with

regular monitoring through book scrutinies, pupil conferencing and lesson observations. The Leadership Team monitors and evaluate progress and achievement made. Data based Age related profile standards 2021-2022 is as follows:

Year 1



Steps Progress Between Terms Y1 - All Pupils (60 pupils)

30 June 2022
Sum2 20-21 to Sum2 21-22

	No.	%	Average of Displayed Subjects			Reading			Writing			Mathematics		
			Rec Sum2	Yr1 Sum2	Progress	Rec Sum2	Yr1 Sum2	Progress	Rec Sum2	Yr1 Sum2	Progress	Rec Sum2	Yr1 Sum2	Progress
All Pupils	60	100.0	34.3	40.3	6.0	34.4	40.7	6.3	34.3	40.2	5.9	34.4	40.2	5.8
Males	23	38.3	34.6	40.6	6.0	34.7	40.9	6.2	34.4	40.3	5.9	34.6	40.4	5.8
Females	37	61.7	34.2	40.2	6.0	34.2	40.5	6.3	34.3	40.1	5.8	34.2	40.1	5.9
FSM	7	11.7	33.0	39.1	6.1	32.7	39.7	7.0	33.0	38.7	5.7	33.3	38.9	5.6
Not FSM	53	88.3	34.5	40.5	6.0	34.6	40.8	6.2	34.5	40.4	5.9	34.5	40.4	5.9
Pupil Premium	6	10.0	33.1	39.3	6.2	32.8	39.8	7.0	33.2	39.0	5.8	33.3	39.2	5.9
Not Pupil Premium	54	90.0	34.5	40.5	6.0	34.5	40.8	6.3	34.4	40.3	5.9	34.5	40.3	5.8
SEN Support	9	15.0	32.1	38.0	5.9	31.9	38.6	6.7	32.2	37.6	5.4	32.2	38.0	5.8
Education, health and care plan	0	0												
Not SEN	51	85.0	34.8	40.8	6.0	34.8	41.0	6.2	34.7	40.7	6.0	34.8	40.6	5.8

Year 2



Steps Progress Between Terms Y1 - All Pupils (60 pupils)

30 June 2022
Sum2 20-21 to Sum2 21-22

	No.	%	Average of Displayed Subjects			Reading			Writing			Mathematics		
			Rec Sum2	Yr1 Sum2	Progress	Rec Sum2	Yr1 Sum2	Progress	Rec Sum2	Yr1 Sum2	Progress	Rec Sum2	Yr1 Sum2	Progress
All Pupils	60	100.0	34.3	40.3	6.0	34.4	40.7	6.3	34.3	40.2	5.9	34.4	40.2	5.8
Males	23	38.3	34.6	40.6	6.0	34.7	40.9	6.2	34.4	40.3	5.9	34.6	40.4	5.8
Females	37	61.7	34.2	40.2	6.0	34.2	40.5	6.3	34.3	40.1	5.8	34.2	40.1	5.9
FSM	7	11.7	33.0	39.1	6.1	32.7	39.7	7.0	33.0	38.7	5.7	33.3	38.9	5.6
Not FSM	53	88.3	34.5	40.5	6.0	34.6	40.8	6.2	34.5	40.4	5.9	34.5	40.4	5.9
Pupil Premium	6	10.0	33.1	39.3	6.2	32.8	39.8	7.0	33.2	39.0	5.8	33.3	39.2	5.9
Not Pupil Premium	54	90.0	34.5	40.5	6.0	34.5	40.8	6.3	34.4	40.3	5.9	34.5	40.3	5.8
SEN Support	9	15.0	32.1	38.0	5.9	31.9	38.6	6.7	32.2	37.6	5.4	32.2	38.0	5.8
Education, health and care plan	0	0												
Not SEN	51	85.0	34.8	40.8	6.0	34.8	41.0	6.2	34.7	40.7	6.0	34.8	40.6	5.8

Following the pandemic primary schools do not need to publish their 2022 achievement results as DfE is not publishing that data. At Gomer Infant School the above progress data reflects the developments the children made in the core areas of the curriculum. Expected progress for the year is 6.0.

Emotional, social and behavioural:

Attachment and Trauma strategies have been audited and Recovery Pupil Premium is in place across the school. Training has been provided and updated and staff have developed strategies and skills that are being used for all children. Gold Attachment and Trauma Accreditation achieved in January 2023.

The Inclusion Leader has facilitated training for all staff in Mental Health and Wellbeing and continues working closely with the Mental Health Support Team (MHST) and Children and Adolescent Mental Health Service (CAHMS) to ensure assessments, programmes, strategies and support is in place for identified children. The staff teams work to support vulnerable Pupil Premium children with emotional needs in order to ensure this does not become a barrier to learning and that the children are in school and ready to access the curriculum.

Enrichment:

We pride ourselves on every child, especially disadvantaged children, being ready to learn when they are in school. All staff meet and greet the children and provide support for those who need it to settle them into school. Space is provided for the child to talk if they need to at any time. The school provides a rich and varied curriculum for all children which involves several enrichment activities. The school asks for voluntary contributions, but no children is disadvantaged by being eligible for Pupil Premium funding. All disadvantaged children are provided with a free school jumper and water bottle to enable them to feel proud of their Gomer Infant School identity.

The school runs a variety of school clubs, some are free of cost to all families. Children are signposted to these clubs and we ensure that each child eligible for FSM Pupil Premium has the opportunity to attend a club that supports their interests and hobbies. Any clubs that are run by local providers are again signposted and Pupil Premium funding eligible children and those children in receipt of LAC/PLAC Pupil Premium are offer a fully- funded place. Club providers provide a free place for each club they run which are allocated to children eligible for Pupil Premium FSM and LAC/PLAC funding. School trips have been paid for this academic year.

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
Oxford Owl Reading	Oxford Owl

Service pupil premium funding (optional)

<i>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</i>
Service Clubs Resources to share with parents
The impact of that spending on service pupil premium eligible pupils
All service children can attend a Year Group Service Club. They attend on a bi-weekly basis where they have time for talking, sharing and emotional support when parents are at home and on deployment. This support could be time to write letters, emails and postcards to parents who are away on deployment or groups sessions during which the children can talk openly about their feelings surrounding a parent being away with other children who are going through the same experience. The children really benefit to have the opportunities to spend time with forces friends and prepare and share a meal together. This support ensures the wellbeing of children with family members in the forces and has enabled the following progress to be made in core curriculum subjects.

Year 1 – Service Families



Steps Progress Between Terms Y2 - All Pupils (60 pupils)

05 January 2023
Aut1 21-22 to Sum2 21-22

	Average of Displayed Subjects			Reading			Writing			Mathematics				
	No.	%	Yr1 Aut1	Yr1 Sum2	Progress	Yr1 Aut1	Yr1 Sum2	Progress	Yr1 Aut1	Yr1 Sum2	Progress	Yr1 Aut1	Yr1 Sum2	Progress
Service Children	12	20.0	34.6	40.8	6.2	34.6	41.0	6.4	34.5	40.6	6.1	34.7	40.8	6.1
Not Service Children	48	80.0	34.3	40.2	5.9	34.3	40.6	6.3	34.3	40.1	5.8	34.3	40.0	5.7

Year 2 – Service Families





Steps Progress Between Terms Y3 - All Pupils (57 pupils)

05 January 2023
Aut1 21-22 to Sum2 21-22

	Average of Displayed Subjects			Reading			Writing			Mathematics				
	No.	%	Yr2 Aut1	Yr2 Sum2	Progress	Yr2 Aut1	Yr2 Sum2	Progress	Yr2 Aut1	Yr2 Sum2	Progress	Yr2 Aut1	Yr2 Sum2	Progress
Service Children	11	19.3	39.8	46.8	7.0	39.9	47.1	7.2	40.0	46.5	6.5	39.5	46.8	7.3
Not Service Children	46	80.7	38.8	45.5	6.7	39.1	45.7	6.6	38.9	45.3	6.4	38.5	45.6	7.1

Following the pandemic primary schools do not need to publish their 2022 achievement results as DfE is not publishing that data. At Gomer Infant School the above progress data reflects the developments the children made in the core areas of the curriculum. Expected progress for the year is 6.0.

Signed:		Sarah Duffy Executive Headteacher
Signed:		Matthew Dixon Chair of Governors