

# Pupil Premium Strategy Statement – Gomer Infant School – December 2023. Reviewed April 2024. Reviewed October 2024

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 and the effect that last year’s spending of Pupil Premium had within our school.

It outlines our Pupil Premium strategy, how we intend to spend the funding in the 2023-2024 academic year.

## School overview

| Detail  | Data –<br>From October 2023<br>Census   |
|---|---|
| Number of pupils in school  | 180   |
| Proportion (%) of pupil premium eligible pupils   | <b>12% FSM +Ever 6</b><br>(21 Children)<br><b>11% Service Family +<br/>Ever 6</b><br>(20 children)<br><b>0.5% LAC/PLAC</b><br>(1 child) |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2023-2025   |
| Date this statement was published   | 15 <sup>th</sup> December 2023  |
| Date on which it will be reviewed   | December 2024   |
| Statement authorised by   | Sarah Duffy<br>(Executive Head)   |
| Pupil premium lead  | Claire Woollett<br>(Federation Assistant<br>Head – Inclusion)   |
| 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<br>£19,390 – FSM<br>£6,612 – Service<br>£1,606 LAC/PLAC<br><br>Summer Term 2023 – based on October 2022 Census<br>£10,115 – FSM<br>£2,233 – Service<br>£843 - LAC/PLAC |
| Recovery premium funding allocation this academic year  | Autumn Term 2022 and Spring Term 2023 based on October 2021 Census - £2,030<br><br>Summer Term 2023 based on October 2022 Census<br>£1,015  |
| Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )<br><br><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  |
| <b>Total budget for this academic year</b><br><br><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>  | £43,884   |
| <b>Updates October 2024</b>   |   |
| Autumn 2023/Spring 2024 – based on October 2022 Census  | FSM - £20,230<br>21 children<br>Service Families - £4,466<br>20 children<br>LAC - £1,600<br>1 child   |

|  |   |
|--|---|
| Summer Term 2024 – based on October 2023 Census                  | FSM - £10,360<br>21 children<br>Service Families - £2,233<br>20 children<br>LAC - £800<br>1 child   |
| Total for the academic year 2023 -2024                           | £39,689   |
| Autumn Term 2024/Spring Term 2025 – based on October 2023 Census | FSM - £20,720<br>21 children<br>Service Families - £4,533<br>20 children<br>LAC - £1,600<br>1 child |
| Summer Term 2025 – based on October 2024 Census                  | FSM - £9,373<br>19 children<br>Service Families - £2,153<br>19 children<br>LAC - £800<br>1 child    |
| Total for the academic year 2024 -2025                           | £39,179   |

Note – from LAC/PLAC we receive £1,600 per child the additional funding is taken for Virtual School and we access their support and training

## 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 teacher 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 (2023-2024 - £1,455) (2024-2025 -£1,480) 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 (2023-2024 - £2,530) (2024-2025 -£2,570) 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 (2023-2024 - £2,530) (2024-2025 -£2,570) 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 (2023-2024 - £335) (2024-2025 - £340) 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>

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](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 for all children including the most able |
| 2                | Standards in maths for disadvantaged pupils through effective pedagogy so gaps close and good or better progress is made from starting points for all children including the most able                    |
| 3                | Ensuring emotional wellbeing and mental health needs of disadvantaged are met through bespoke provision and Thrive  |
| 4                | Attendance for disadvantaged continues to improve and is in line with their non- disadvantaged peers  |

## 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  |
| Ensuring emotional wellbeing and mental health needs of disadvantaged are met through bespoke provision and thrive                                | Children's needs are being addressed through thrive support and building blocks met, showing progress through the stages                                    |
| Attendance for disadvantaged improves and is in line with their non- disadvantaged peers  | Attendance monitoring and support for parents supports children's attendance being in line with their peers   |

## 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: £11,000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Maximising the Impact of Teaching Assistants through Bespoke targeted intervention training and models</p> | <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>EEF ‘Using you Pupil Premium Funding Effectively’ Teacher feedback to improve pupil learning recommendations</p> <p>All support staff are effectively trained in meeting the needs of children with a particular focus on those who are disadvantaged. Staff have the language and tools to support children who have become dysregulated so they are able to join in with their learning and good or better progress from starting points</p> | <p>1,2,3,4</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> | <p>1,2,3</p> |
| <p>Attendance support- Monthly targeted meetings with Attendance lead to look at attendance of groups, including those who are disadvantaged Targeted support for parents</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>Parents are supported with their children’s attendance, understand the importance and are supported with regular attendance for their children in schools and strategies to support</p>   | <p>1,2,3</p> |
| <p>Thrive</p>   | <p><i>EFF ‘Using your Pupil Premium Funding Effectively’ 1. Diagnosing your pupils’ challenges and needs</i></p> <p>Member of staff Thrive trained and training disseminated to staff to support building blocks and overcoming barriers and challenges to learning leading to good or better progress being made</p>   | <p>1,2,3</p> |

|   |  |                |
|---|--|----------------|
| <p>Kinetic letter 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>RWI coaching from specialist teachers</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>Specialist teacher to be given dedicated time to support coaching of groups and targeting intervention and adapting practice as need arises and progress is made.</p>                   | <p>1,3</p>     |
| <p>Inclusion Leader training for staff relating to disadvantaged children including Pupil Premium Strategy, SEND Code of Practice and related federated strategies and system</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><i>EEF toolkit: Strand: Assessment and feedback</i></p> <p><i>For all staff to have a clear</i></p>   | <p>1,2,3,4</p> |

|  |  |  |
|--|--|--|
|  | <i>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.</i> |  |
|--|--|--|

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

Budgeted cost: £21, 844

| 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                         |

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



|   |   |                |
|---|---|----------------|
| <p>Children's Profile system</p>  | <p><i>EEF 'Using you Pupil Premium Funding Effectively' 2. Using Strong Evidence to support your approach Tiered approach</i><br/> <i>High quality teaching is the highest priority including CPD</i><br/> <i>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.</i><br/> <i>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.</i><br/> <i>Children will make accelerated progress from starting points.</i></p>  | <p>1,2,3,4</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><br/> <a href="https://speechandlanguage.info/">https://speechandlanguage.info/</a></p> <p><i>Speechlink mission – 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><i>Purchase Language Link assessment and linked programmes subscription</i></p> <p><i>Staff training</i></p> <p><i>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.</i></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 children | <p><i>EEF 'Using you Pupil Premium Funding Effectively' 3. Implement – Implementing your Pupil Premium Strategy and wider strategies. 4.</i></p>   | 4 |

|   |  |   |
|---|--|---|
|   | <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 Club to incorporate a Thrive approach to support Children's social and emotional health | <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<br>Thrive approach use and targeted for individual children to support emotional need |  |
|--|--|--|

**Total budgeted cost: £43,844**

## 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 2022 to 2023 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 and foundation curriculum with a focus on recall and the impact this has had on children's learning and specific groups of children. Staff have received 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 and also show they are able to embed long term knowledge.

We have developed the Head of school /English lead role to include the coaching of quality first teaching and the development of the teaching of reading to ensure that all disadvantaged children can make good or better 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. This work has continued to focus on target groups of children. We are now looking closely at more able disadvantaged pupils

We have continued to focus on developing phonics across Key Stage 1 ensuring detailed assessments, planning and teaching. This has developed and we are now using a more targeted assessment system in order to drill down into pupil groups and ensure support is targeted at the right level.

We have introduced the coaching of early reading where a specialist staff member is targeting the quality first practice of phonic teaching and is coaching to support a focus on quality first teaching and the targeting of specific groups

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, RWI and restorative practice. 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 focused on Pupil Premium for the disadvantaged with regular monitoring through book scrutinies, pupil conferencing and lesson observations. The leadership team monitor progress and achievements made.

Data based Age related profile standards 2022-2023 is as follows:

Year 1: Summer 2023

| 60 pupils<br>Period: Yr1 Sum2 | Missing<br>Assessment                            | Below                                 | Risk or higher                         | At or higher                         | Above or higher                       | Significantly<br>Above                  |
|-------------------------------|--|---------------------------------------|--|--------------------------------------|---------------------------------------|---|
| Reading                       | 1 (1.7%)   | 8 (13.6%)                             | 51 (86.4%)                             | 42 (71.2%)                           | 16 (27.1%)                            | 4 (6.8%)                                |
| Writing                       | 1 (1.7%)   | 15 (25.4%)                            | 44 (74.6%)                             | 38 (64.4%)                           | 2 (3.4%)                              | 0 (0%)                                  |
| Mathematics                   | 1 (1.7%)   | 13 (22.0%)                            | 46 (78.0%)                             | 39 (66.1%)                           | 2 (3.4%)                              | 0 (0%)                                  |
| Combined                      | Missing Assessment<br>in one or more<br>1 (1.7%) | Below in one<br>or more<br>18 (30.5%) | Risk or<br>higher in all<br>41 (69.5%) | At or<br>higher in all<br>33 (55.9%) | Above or<br>higher in all<br>2 (3.4%) | Significantly<br>Above in all<br>0 (0%) |

Year 2: Summer 2023

Y3 - Pupil Premium (8 pupils)

| 8 pupils<br>Period: Yr2 Sum2 | Below                                | Risk or higher                        | At or higher                        | Above or higher                     | Significantly<br>Above                  |
|------------------------------|--------------------------------------|---------------------------------------|-------------------------------------|-------------------------------------|---|
| Reading                      | 3 (37.5%)                            | 5 (62.5%)                             | 5 (62.5%)                           | 1 (12.5%)                           | 0 (0%)                                  |
| Writing                      | 5 (62.5%)                            | 3 (37.5%)                             | 3 (37.5%)                           | 1 (12.5%)                           | 0 (0%)                                  |
| Mathematics                  | 6 (75.0%)                            | 2 (25.0%)                             | 2 (25.0%)                           | 0 (0%)                              | 0 (0%)                                  |
| Combined                     | Below in one<br>or more<br>6 (75.0%) | Risk or<br>higher in all<br>2 (25.0%) | At or<br>higher in all<br>2 (25.0%) | Above or<br>higher in all<br>0 (0%) | Significantly<br>Above in all<br>0 (0%) |

At Gomer Infant School the above progress data reflects the developments the children made in the core areas of the curriculum.



**Emotional, social and behavioural:**

Our work on Attachment and Trauma has continued with the school receiving it's Gold Accreditation.

Restorative practice behaviour has been given to all staff and staff are well trained in supporting the social and emotional needs of the children. This has benefitted the disadvantaged children, ensuring they are emotionally ready to learn.

We have been working with the Primary behaviour service and have focused on supporting the quality first teaching of children and strategies to support those finding learning curriculum. Our targeted intervention support benefits our disadvantaged children with need and has had success in integrating some of these children back into the classroom setting

The Inclusion Leader 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)

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**

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.

Emotional support pre, during and post deployment is offered to our parents through our HSLW and families are invited to our tea and talk sessions for support.

Year 2:

| 12 pupils<br>Period: Yr2 Sum2 | Below                | Risk or higher        | At or higher        | Above or higher        | Significantly Above        |
|-------------------------------|----------------------|-----------------------|---------------------|------------------------|----------------------------|
| Reading                       | 1 (8.3%)             | 11 (91.7%)            | 11 (91.7%)          | 5 (41.7%)              | 0 (0%)                     |
| Writing                       | 2 (16.7%)            | 10 (83.3%)            | 10 (83.3%)          | 1 (8.3%)               | 0 (0%)                     |
| Mathematics                   | 1 (8.3%)             | 11 (91.7%)            | 11 (91.7%)          | 3 (25.0%)              | 0 (0%)                     |
| Combined                      | Below in one or more | Risk or higher in all | At or higher in all | Above or higher in all | Significantly Above in all |
|                               | 2 (16.7%)            | 10 (83.3%)            | 10 (83.3%)          | 1 (8.3%)               | 0 (0%)                     |

Year 1:

Y2 - Service Children (8 pupils)

| 8 pupils<br>Period: Yr1 Sum2 | Below                                 | Risk or higher                           | At or higher                            | Above or higher                            | Significantly Above                         |
|------------------------------|---------------------------------------|--|---|--|---|
| Reading                      | 0 (0%)                                | 8 (100%)                                 | 8 (100%)                                | 4 (50.0%)                                  | 2 (25.0%)                                   |
| Writing                      | 0 (0%)                                | 8 (100%)                                 | 7 (87.5%)                               | 2 (25.0%)                                  | 0 (0%)                                      |
| Mathematics                  | 0 (0%)                                | 8 (100%)                                 | 6 (75.0%)                               | 2 (25.0%)                                  | 0 (0%)                                      |
| Combined                     | <b>Below in one or more</b><br>0 (0%) | <b>Risk or higher in all</b><br>8 (100%) | <b>At or higher in all</b><br>6 (75.0%) | <b>Above or higher in all</b><br>2 (25.0%) | <b>Significantly Above in all</b><br>0 (0%) |