

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school. **School overview**

| Detail  | Data                          |
|---|-------------------------------|
| School name   | Girlington Primary School     |
| Number of pupils in school  | 479                           |
| Proportion (%) of pupil premium eligible pupils   | 38%                           |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2023-24<br>2024-25<br>2025-26 |
| Date this statement was published   | 30/11/2023                    |
| Date on which it will be reviewed   | 30/11/2024                    |
| Statement authorised by   | Full Governing Body           |
| Pupil premium lead  | Daniel Walker                 |
| Governor / Trustee lead   | Samantha Keenan               |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £224,303 |
| Recovery premium funding allocation this academic year  | £22,242  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £246,545 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our ultimate objectives are:

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

The current pupil premium strategy aims to achieve this through:

- Ensuring that teaching and learning opportunities meet the needs of all pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

The key principles of our pupil premium strategy is to promote inclusive practice throughout school, to correctly identify barriers to learning for pupils and to use school based solutions to remove those barriers.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Poor language levels on entry to school.  |
| 2                | Progress in reading, writing and grammar punctuation and spelling have been negatively impacted by Covid. |
| 3                | Poor attendance and punctuality for some pupils.  |
| 4                | Poor physical health, including obesity levels and poor nutrition.  |
| 5                | Lack of wider life experiences outside the home.  |

## 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.

| <b>Intended outcome</b>   | <b>Success criteria</b>   |
|---|---|
| Pupils have accelerated progress in reading (phonics and comprehension).  | Every child for whom it is possible will pass the phonics screening check. Our average score will rise and more pupils will score 38+.  |
| Pupils have accelerated progress in communication and language.   | Any child identified with a language difficulty through WellComm screening will be assigned to a tailored language intervention and will be able to communicate consistently using more than three words by the end of Nursery. |
| Pupils have an increased word hoard.  | Reading and writing results will be at or above Girlington's 2019 levels which were higher than national figures.   |
| Standards in reading, writing and Grammar, Punctuation and Spelling return to pre Covid levels.                                   | Standards will be at or above 2019 levels.  |
| Attendance will improve to pre Covid levels.<br>2019 PP – 96% Non PP 95.5%  | Attendance will be 96% which is above the national average.   |
| Pupils levels of activity during the school day will improve.   | The number of steps pupils record will be greater and the number of minutes of moderate to vigorous activity will be greater. The school's MOKI grade will improve.   |
| The Creating Active Schools Programme will be successfully concluded.   | By the end of the academic year 2023-24 termly and annual CAS targets will be achieved.   |
| Pupils will have abroad and balanced curriculum so that they have the required knowledge to move onto the next stage of learning. | Monitoring of the wider curriculum will show increased coverage and higher attainment across all NC subjects.   |
| Pupils will have wider life experiences in line with those often afforded by children from more affluent backgrounds.             | Schemes which offer wider life experiences will be operational. These might include outdoor pursuits, learning an instrument, riding a bike or gardening.   |

## 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: £130,603**

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed                          |
|---|---|--|
| Regular CPD targeted at school improvement priorities.  | EEF guide to Pupil Premium highlights that teaching is the top priority and using a tiered approach to the implementation of strategies is highly effective.<br><a href="#">EEF Implementation Guidance</a>   | 1,2  |
| ECT programme for JH, JA and GW   | It is imperative that we use the tiered approach to CPD for them.<br><a href="#">EEF Implementation Guidance</a>  | 1,2 FW KG SC MH NL<br>NS Time<br><b>£12,191</b>        |
| Training and follow up monitoring of effective feedback strategies.   | Meaningful feedback supports pupil progress, builds learning, addresses misconceptions and closes the gap between where the pupil is and where the teacher wants them to be.<br><a href="#">EEF Teacher Feedback to Improve Pupil Learning</a>            | 1,2  |
| Employment of a Speech and Language Therapist and a Speech and Language Therapy Assistant.                                  | Evidence suggests that prioritising the development of communication and language early is the foundation to good progress in literacy.<br><a href="#">EEF Preparing for Literacy - Improving communication, language and literacy in the early years</a> | 1<br>Therapist & Assistant per annum<br><b>£20,821</b> |
| Regular CPD from the Speech and Language Therapist to upskill school staff in delivering Speech and Language interventions. | Evidence suggests that prioritising the development of communication and language early is the foundation to good progress in literacy.<br><a href="#">EEF Preparing for Literacy - Improving communication, language and literacy in the early years</a> | 1  |
| Extra teacher employed in Upper Key Stage 2 so that more children can receive targeted interventions.                       | Small group teaching led by experienced and skilled teachers, targeted at specific needs and knowledge gaps, can be an effective  | 1,2 FW<br>FW– Salary pa<br>3/5                         |

|  |  |   |
|--|--|---|
|  | <p>method of supporting low attaining pupils or those falling behind.</p> <p><a href="#">EEF Teaching and Learning Toolkit small group tuition</a></p>   | <b>£44,870</b>  |
| Whole school vocabulary CPD.   | <p>The Reading Framework highlights the importance of teaching vocabulary especially with children from disadvantaged backgrounds. "Extending children's familiarity with words across domains is particularly important for children from disadvantaged backgrounds who might not otherwise meet such vocabulary."</p> <p><a href="#">The Reading Framework</a></p> | 1,2   |
| Purchase of core story books for each year group providing enough copies for take home and for the next year group up. | <p>The Reading Framework emphasises the importance of story-telling and the importance of choosing suitable books for children of all ages.</p> <p><a href="#">The Reading Framework</a></p>   | 1,2<br><b>£15,000</b>   |
| Training in the latest research about the teaching of reading to lead to adaptation of school strategies.              | <p>Research into the latest approaches to teaching reading provides strong evidence that these strategies support rapid early reading development.</p> <p><a href="#">The Reading Framework</a><br/><a href="#">EEF Improving Literacy in Key Stage 1</a></p>  | 1,2   |
| Training, support and release time to develop subject leaders.   | <p>A broad and balanced and rich curriculum will provide learners with the essential knowledge and skills to move to the next stage of their education. Teachers' expertise in this area is essential for narrowing the social divide.</p>   | 1,2,5<br>KM salary <b>£5,546 pa</b> (1/5)<br>AS salary <b>£19,192 pa</b> (3/5) ER 2/5 ER salary till Christmas <b>£12,983</b> |

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

**Budgeted cost: £22,480**

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed  |
|---|--|--|
| Employ tutors to provide targeted interventions for pupils across school.<br>1-1 tutoring         | Small group tuition enables the teacher to focus on a small number of learners, it benefits lower attaining learners or those falling behind.<br><br><b><u>EEF Teaching and Learning Toolkit small group tuition</u></b>                         | 1,2,5<br><br>Third Space Learning<br><br><b>38 per term @ £230 - £17,480 (Spring Summer)</b> |
| Employed 2 days of TAs in Reception to enable SALT interventions to run.                          | Evidence suggests that prioritising the development of communication and language early is the foundation to good progress in literacy.<br><u>EEF Preparing for Literacy - Improving communication, language and literacy in the early years</u> | 1<br>Supply<br><br><b>£5,000</b>   |
| Employ a speech and language therapist to provide targeted interventions and assessments.         | Evidence suggests that prioritising the development of communication and language early is the foundation to good progress in literacy.<br><u>EEF Preparing for Literacy - Improving communication, language and literacy in the early years</u> | 1  |
| Employ a speech and language therapy assistant to provide targeted interventions and assessments. | Evidence suggests that prioritising the development of communication and language early is the foundation to good progress in literacy.<br><u>EEF Preparing for Literacy - Improving communication, language and literacy in the early years</u> | 1  |
| Employ teaching assistants to provide targeted interventions for SEND pupils.                     | Small group tuition targeted at specific needs and knowledge gaps will ensure that children make expected progress from their starting points.<br><br><u>EEF Teaching and Learning Toolkit small group tuition</u>                               | 1,2  |

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

**Budgeted cost: £93,462**

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed  |
|--|---|--|
| Employ an Inclusion Manager to monitor and analyse attendance and provide targeted support to families.              | Engaging effectively with parents has a positive impact of 4 months additional progress.<br><a href="#">Teaching and Learning Toolkit Parental Engagement</a>   | 3  |
| Employ an Inclusion Manager to work with vulnerable families and improve attendance and outcomes for these children. | Engaging effectively with parents has a positive impact of 4 months additional progress.<br><a href="#">Teaching and Learning Toolkit Parental Engagement</a>   | 3,4,5<br><b>SA- £35,162</b>  |
| Employ 2 learning mentors to support attendance, inclusion, parental engagement.                                     | Engaging effectively with parents has a positive impact of 4 months' additional progress.<br><a href="#">Teaching and Learning Toolkit Parental Engagement</a>  | 3,4,5<br><b>LW - £23,419</b><br><b>EP- £28,177</b>   |
| Train 1 mentor and 1 leader, in Attachment Lead training in order to support our most vulnerable children.           | Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.<br><a href="#">EEF Teaching and Learning Toolkit Social and Emotional Learning</a>  | 3 SC<br>Cost of Attachment training – <b>7 days - £1,785</b>   |
| Subsidise a breakfast club to support attendance, punctuality and wellbeing.   | Attendance at school is a key indicator for academic success. A calm and timely start to the school day ensures that children start learning as soon as teaching begins.  | 3,4<br><b>£1500</b><br><b>Provisions</b> (minus contributions)   |
| Employ staff to run after school clubs to provide enrichment opportunities for children.                             | <a href="#">EEF Teaching and Learning Toolkit Extending School Time</a><br>Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.<br>We plan to deliver a range of academic and non-academic sporting clubs to provide our most disadvantaged children with opportunities they would otherwise be denied. | 5<br>extra hours<br><br>DM – £831.00<br><br>AS - £629.00<br><br>KM - £565.00<br><br>LW - £694.00<br><br>EP - £700.00<br><br><b>£3,419.00</b> |

|   |  |   |
|---|--|---|
| Provide opportunities for children to be more active during the school day reduce inequalities between this community and affluent communities. | <p>This strategy is important in increasing children's activity levels and are acknowledged for reducing childhood obesity and recognised within the UK Government's 2018 Childhood Obesity Strategy.</p> <p>JU:MP! Website –</p> <p><i>'Research has shown that low levels of physical activity during childhood and adolescence can have a negative impact on children and young people's academic achievements, social abilities and life skills, as well as their health.</i></p> <p><i>Born in Bradford data has shown that 77% of 5-11 year olds in Bradford don't do the recommended 60 minutes of moderate to vigorous physical activity each day and 38% leave primary school overweight or obese.</i></p> <p><i>Being active doesn't only improve children's physical health, but also their emotional wellbeing, meaning that active children are more confident and happier.'</i></p> <p><a href="https://www.activebradford.com/what-is-jump">https://www.activebradford.com/what-is-jump</a></p> | 4 |
| Provide opportunities for children to learn about nutrition in order to increase life expectancy.   | <p>This strategy is important in increasing children's activity levels and are acknowledged for reducing childhood obesity and recognised within the UK Government's 2018 Childhood Obesity Strategy.</p> <p>JU:MP! Website –</p> <p><i>'Research has shown that low levels of physical activity during childhood and adolescence can have a negative impact on children and young people's academic achievements, social abilities and life skills, as well as their health.</i></p> <p><i>Born in Bradford data has shown that 77% of 5-11 year olds in Bradford don't do the recommended 60 minutes of moderate to vigorous physical activity each day and 38% leave primary school overweight or obese.</i></p> <p><i>Being active doesn't only improve children's physical health, but also their emotional wellbeing, meaning that active children are more confident and happier.'</i></p> <p><a href="https://www.activebradford.com/what-is-jump">https://www.activebradford.com/what-is-jump</a></p> | 4 |

**Total budgeted cost: £ 246,545**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Reception GLD All Pupils – 51% PP - 48%

Year 1 Phonics All Pupils - 78% (87% - 6EHCP) PP - 84%

Year 2 Phonics All Pupils - 88% (100% - 9EHCP) PP - 87%

Year 2 Reading All Pupils - 68% (80% - 9EHCP) PP - 70%

Year 2 Writing All Pupils - 65% (76% - 9EHCP) PP - 61%

Year 2 Maths All Pupils - 57% (67% - 9EHCP) PP - 52%

Year 2 EGPS All Pupils - 63% (75% - 9EHCP) PP - 57%

Year 2 Combined All Pupils 66% PP - 60%

Year 4 Multiplication Tables Check Mean Score = 21 +20 = 76%

25/25 =46% (PP =42 %)

Year 6 Reading All Pupils - 60% (73% - 9EHCP) PP - 58%

Year 6 Writing All Pupils - 70% (90% - 9 EHCP) PP - 74%

Year 6 Maths All Pupils - 55% (65% - 9 EHCP) PP - 58%

Year 6 EGPS All Pupils - 68% (82% - 9 EHCP) PP - 90%

Year 6 combined – All Pupils 40% (47% - 9EHCP) PP - 42 %

Attendance Sept 22 – July 23 – 92 % - All Pupils / PP – 93%

At Girlington Primary School pupil premium money is used to address barriers to learning in order to improve educational outcomes. During 2022-23 about 65 children attended breakfast club each day. This ensured that these children were in school on time, well fed and learned much needed social skills in order that they could access learning. Our inclusion manager had dedicated time each day where she rigorously followed up attendance issues, seeking support for parents and signposting them to other agencies in order to improve attendance. The mentor team provided individual

and group work for children and families to remove barriers to learning and address social, emotional and mental health issues. Our case studies show us that this work has had a direct impact upon standards. Some of the money has been used to employ a speech and language therapist who has worked with pupil premium children to improve language acquisition and language development. All children made accelerated progress in language development as a result of this work.

A number of pupils who are pupil premium also have special educational needs, it is crucial that we devise individual programs of work for these children, which are reviewed regularly. Employing a full time senior leader who is responsible for SEND ensures that our most vulnerable children have excellent provision, case studies show that these children have made good progress.

Early indications from our Creating Active Schools (CAS) work show some success. The average number of steps per child has risen from below 4000 to above 5000. +30 active minutes a day have doubled 25% to 50% for boys and 7% to 14% for girls. Our CAS framework percentage score has risen from 22% to 48% over the past year.

Children in reception and nursery have made excellent progress on the WellComm scales. The employment of speech and language specialists has had great impact on the ability of the staff to improve pupils' communication and language.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

| Programme | Provider |
|-----------|----------|
|           |          |

**Service pupil premium funding (optional)** *For schools that receive this funding, you may wish to provide the following information:*

| Measure  | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year?    | N/A     |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A     |