

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Godfrey Ermen Primary
Number of pupils in school	414
Proportion (%) of pupil premium eligible pupils	153/37%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	Sept 2022
Statement authorised by	Michael Critch-Higham Chair of Governors
Pupil premium lead	Jenny Clancy Headteacher
Governor	Cllr John Mullen

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£185,366
Recovery premium funding allocation this academic year	£9,716
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£195,082</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Godfrey Ermen Memorial CE Primary School we target the use of Pupil Premium funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

### **Our ultimate objectives are to:**

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential and first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

### **Key Principals:**

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Characteristics of the area Godfrey Ermen serves:</p> <ul style="list-style-type: none"> <li>- Deprivation indicator of 0.32;</li> <li>- Acorn data demonstrates that our families are considered as falling into the Urban Adversity categories.</li> </ul> <p>This creates a challenge for our pupils <u>regarding ambition and expectations</u>; lack of <u>cultural capital</u> &amp; <u>additional experiences</u>.</p> <p>EEF finds “significantly lower achievement”, with a “large and concerning gap” for disadvantaged pupils Jan 2021</p>
2	<p>Impact of COVID 19 = 123 school days lost in addition to national lockdown. This has had a negative impact on achievement in reading (inc, phonics), writing and maths across the school.</p>
3	<p>Issues of school readiness, especially amongst children classified as disadvantaged and in EYFS: communication and language, independence, self-care, social skills, resilience.</p>
4	<p>80% disadvantaged children come from a family with some kind of vulnerability, as identified by our Pastoral Team ie, chaotic household, parental conflict, negative attitude about school, outside agency involvement etc.</p> <p>This vulnerability can impact on school life through poor attendance, lack of support with reading and homework, poor attitude to school work etc.</p>

## 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
<p><b>Challenge 1</b> Improved and extended Cultural Capital offer</p>	<p>Strategic, broad and balanced plan for cultural capital opportunities</p> <p>Each year group has a number of experiences that support and enhance the curriculum</p>
<p><b>Challenge 2</b> Rapid progress and improved attainment for our disadvantaged and vulnerable pupils</p>	<p>All pupils make rapid progress and at least 75% meet age related expectations</p>
<p><b>Challenge 3</b> 2021 new starters make an effective start to their education in our Nursery and Reception</p>	<p>All new starters make an effective start in Nursery and EYFS</p> <p>85% meet age related targets by the end of the academic year</p>
<p><b>Challenge 4</b></p>	<p>Attendance and punctuality is in line with National figures.</p>

Effective parental engagement that impacts positively on outcomes	Increased engagement with 'core' vulnerable families.
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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: £57,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Programme of Read, Write, Inc phonics sessions</p> <p>New &amp; refresher training</p>	<p>Validated systematic synthetic phonics programme</p> <p><i>'By ensuring high-quality phonics teaching the government wants to improve literacy levels to:</i></p> <ul style="list-style-type: none"> <li>- <i>give all children a solid base upon which to build as they progress through school;</i></li> <li>- <i>help children to develop the habit of reading widely and often, for both pleasure and information'</i></li> </ul> <p>DFE July 2021</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2, 3, 4
<p>Embed pedagogical approaches across the school curriculum.</p> <p>Purchase resources and fund ongoing teacher training and release time.</p>	<p>Metacognition and self-regulation approaches support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Direct Instructional approach to whole class teaching, using pedagogy from Rosenshine.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	2, 3
	<p>Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.</p> <p>Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an</p>	2, 3

	<p>outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective).</p> <p>This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers (see also Peer tutoring).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	
<p>Purchase of standardised diagnostic assessments</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	2, 3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>To fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	2, 3, 4
<p>Teaching Assistant (additional to ratio requirements) deployed in Nursery &amp; Reception to ensure targeted support in S&amp;L and phonics</p>	<p>WELCOMM</p> <p>The WellComm toolkits were developed by Speech and Language Therapists at Sandwell and West Birmingham Hospitals NHS Trust with the aim of providing easy to use support for everyone involved with children.</p> <p>Requiring no specialist expertise, they quickly identify areas of concern in language, communication, and interaction development in order to ensure early targeted intervention.</p>	2, 3, 4

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

Budgeted cost: £89,716

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching Assistants deployed in Y1 – Y6 to ensure targeted support in English, maths and basic skills lessons</p> <p>Programme of School-Led Tutoring &amp; Tuition Partner sessions, as part of the NTP</p>	<p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	2, 3
<p>Programme of in-school interventions, based on analysis of July &amp; Sept 21 assessment information</p>	<p>Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p>	2, 3
<p>SENDCO</p>	<p>‘Leading On Inclusion: The Role of the SENDCO’ 2021 Kay &amp; Middleton</p> <ul style="list-style-type: none"> <li>• <i>Reduces barriers</i></li> <li>• <i>Increases participation and access to learning</i></li> <li>• <i>Supports diversity</i></li> </ul>	2, 3, 4

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

Budgeted cost: £51,349

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker	EEF 'Working With Parents To Support Children's Learning' (2018)	4
Education Welfare Officer	'Absences and Attainment' DFE 2016 Clear link between poor attendance and poor academic attainment	2, 3, 4
Cultural Capital/ Educational Visits subsidy	p31 Ofsted EY Inspection Handbook "the essential knowledge that children need to be educated citizens... Cultural capital is the essential knowledge that children need to prepare them for their future success"	1
Thrive Programme & Thrive Practitioner	Thrive helps to develop resilience in young people (Hart and Heaven 2015)  Staff using the Thrive Approach feel more equipped to manage behaviour and better able to support more vulnerable children (Office for Public Management 2013)  Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance. (McGuire-Snieckus et al 2015)  The Department for Education is focused on supporting schools to build whole school environments and develop approaches within which all students can achieve their full potential. A 2018 review of published policies and information - Mental health and wellbeing provision in schools - was commissioned in response to the Green Paper 'Transforming children and young people's mental health provision'. This review included Thrive as an initiative that supports and promotes positive mental health. (DfE 2018).	2, 3, 4
CPOMs	CPOMS is an efficient tool to enable staff to swiftly act on safeguarding and well-being. This is monitored 'in real time' by DSLs which leads to timely actions and Thrive support for children.	2, 3, 4

**Total budgeted cost: £198,065**

## 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 2020 to 2021 academic year. Internal data shows...

In the Reception cohort:

- despite the disruption to learning caused by COVID restrictions, children made good progress during 20/21. This will stand them in good stead as they start on the National Curriculum in Y1:

<b>2019 National Good Level Development (GLD): 72%</b> <b>2019 School GLD: 66%</b>	<b>Starting Point 1 Oct 2020</b>	<b>Assessment Point 1 March 21</b>	<b>Assessment Point 2 July 21</b>
Expected to achieve the GLD: Expected			52%
Expected to achieve Reading: Expected	40%	46%	59%
Expected to achieve Writing: Expected	34%		52%
Expected to achieve Number: Expected	53%	50%	61%

- the gaps between boys and girls in July 21 are narrowing, particularly in reading and maths:

<b>% of Boys and Girls at GLD July 2021</b>					
<b>Reading</b>		<b>Phonics</b>		<b>Maths</b>	
<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>
50%	47%	44%	52%	56%	50%

In the Y6 cohort:

- there was an increase in both disadvantaged and non-disadvantaged pupils attaining the Expected Standard in Reading, Writing and Maths from 2019 to 2021. Although both of these are still below the National Average from 2019.

<b>Expected Standard RWM</b>		
	<b>2019</b>	<b>2021</b>
<b>GEMS Disadvantaged Pupils</b>	33%	50%
<b>GEMS Non-disadvantaged Pupils</b>	53%	69%
<b>N/A Non-disadvantaged Pupils</b>	71%	71% (2019)

Across the school as a whole:

- there was an increased in parental communication and engagement in learning.
- pupils had the opportunity to broaden their experiences despite the restrictions.
- there was a reduction in the number of fixed-term exclusions in 20/21 when compared to the last national averages that are available in 2019. The trend appears to be continuing in 21/21:

	2019/20		2020/21	
	GEMS	National 2019	GEMS	National 2019
Pupils with 1 or more fixed period exclusions	1.3%	0.63%	0.5%	0.63
Pupils with 2 or more fixed period exclusions	0.8%	0.29%	0.25%	0.29

## 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
Speech, Language and Communication	WELCOMM
Phonics	Read, Write, Inc
Maths	White Rose Maths, Mathletics
Computing	Purple Mash
Online Safety	National Online Safety
EYFS	SeeSaw
Times Tables	TT Rockstars
Spanish	Catherine Cheater

## 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
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