



PUPIL PREMIUM STRATEGY 2021-2024

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help to improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in the 2022-23 academic year and the effect that the previous year's spending of pupil premium had within our school. The impact of the spending is detailed in the outcomes section on pages 4 - 6.

2022- 2023

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	420
Proportion (%) of pupil premium eligible pupils	36% (153)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023-24
Date this statement was published	Nov 2022
Date on which it will be reviewed	Sept 2023
Statement authorised by	J. Kinch
Pupil premium lead from February 2022	Gillian Stanger Deputy Headteacher
Governor	Cllr John Mullen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£205, 667 (£199, 853 + EYFS £5814)
Recovery premium funding allocation this academic year	£20, 880
Pupil premium funding carried forward from previous years	£9, 176.96
Total budget for this academic year	£235, 723.96

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, residentials 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 Principles:

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"> - Deprivation indicator of 0.32; - Acorn data demonstrates that some families can be considered as falling into the Urban Adversity categories. <p>This can create a challenge for some of our pupils <u>regarding ambition and expectations</u>; lack of <u>cultural capital</u> & <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 mathematics across the school.</p> <p>Assessment processes have needed to adapt to identify smaller gaps and intervention/practice to impact upon progress. An ongoing package of staff CPD is planned to support these diagnostic assessment processes.</p>
3	<p>Issues of school readiness, especially amongst some children classified as disadvantaged 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, this can include a household facing challenges, parental conflict, negative attitude about school, outside agency involvement for example.</p> <p>This vulnerability can, in some instances, impact on school life through lower levels of attendance, limited support with reading and homework, or a lack of resilience towards school work.</p>
5	<p>Our attendance data 21-22 indicates that attendance among disadvantaged pupils was 2.95 % lower than for non-disadvantaged pupils. We believe this was also impacted by closures/partial closures.</p> <p>Our assessments and observations indicate absenteeism is impacting disadvantaged pupils’ progress.</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>Challenge 1</p> <p>To ensure that pupils have a wider range of curriculum experiences to have an impact upon reading and writing outcomes, attendance and</p>	<p>The school has a strategic, broad and balanced plan for cultural capital opportunities.</p> <p>Each year group has a number of enrichment experiences that support and enhance the curriculum as evidenced in discussion and written work.</p>

remembering – by making memorable links between learning and experiences.

Starting Point 2022-23

	Summer 2022	Summer 2023
Number of experiences offered	8 – 1 trip per class 4 – 4wk After school club with 4 activities (Ys3-6) 2 – additional KS2 after school clubs (weekly – choir, football) 3 – Parental engagement activities 1 – whole school day 1 – Ethos Conference (6 pupils) 2 x 3 groups – Year 4 and 5 Forest School 1x group work – Laurel Trust (reception)	

Challenge 2

To improve outcomes in phonics, reading, writing and maths through the development of diagnostic assessment, high quality teaching, programme of interventions and a curriculum that responds to the needs of disadvantaged and vulnerable pupils.

The vast majority of children to achieve in phonics by the end of year 2.

Y1 Phonics	July 2023
All	
D pupils	
National	

Y2 Phonics	July 2022	July 2023
All	61%	
D pupils	23%	
National	76%	

All pupils make rapid progress and at least 75% meet age related expectations

Starting Point 2022-23

Y6 All pupils	July 2022 Exp+	July 2023 Exp+
Reading	50%/15%	
Writing	39%/3%	
Maths	37%/7%	

Y6 D pupils	July 2022 Exp+	July 2023 Exp+
Reading	36%/4%	
Writing	25%/	
Maths	20%/	

<p>Challenge 3</p> <p>To support the new EYs intake in 2022 to make an effective start to their education in our Nursery and Reception through a focus upon language development and vocabulary.</p>	<p>All new starters make an effective start in Nursery and EYFS. 85% meet age-related targets by the end of the academic year</p> <p>Starting Point 2021-22</p> <table border="1" data-bbox="727 259 1390 414"> <thead> <tr> <th>Wellcomm</th> <th>July 22</th> <th>July 23</th> </tr> </thead> <tbody> <tr> <td>N (all)</td> <td></td> <td></td> </tr> <tr> <td>R (all)</td> <td>51%</td> <td></td> </tr> </tbody> </table>	Wellcomm	July 22	July 23	N (all)			R (all)	51%																								
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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: £117,861.98

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1)</p> <p>To develop high quality teaching, assessment and a curriculum in response to the needs of pupils, including disadvantaged pupils, through a carefully planned CPD calendar. The main focus of CPD will be to develop Teaching and Learning Pedagogy (Rosenshine’s Principles; Metacognition and Self-Regulation).</p> <p>The use of PIXL’s diagnostic assessment will support staff practice in identifying smaller gaps and intervention/practice to impact upon progress.</p> <p>Embed the use of new Sonar Online Assessment Tool to support the assessment process across the whole curriculum and target key groups effectively through quality first teaching and further interventions/therapies.</p> <p>Further CPD is planned throughout the year in the key areas of reading (through the RWInc CPD Development Package and VIPERS Reading Skills), writing (see SIP and English</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF’s guidance reports offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The EEF Toolkit includes summaries of the best available evidence on approaches. • Evidence Based Education’s Great Teaching Toolkit provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness. • Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The EEF ‘Cognitive Science Approaches in the Classroom: A Review of the Evidence’ summarises the evidence for teachers. 	<p>1, 2, 3</p>

AP) and mathematics (see SIP and Maths AP).		
<p>2)</p> <p>Linking to Activity 1, professional development is planned on evidence-based approaches such as:</p> <ul style="list-style-type: none"> • phonics (RW Inc CPD Development Package) • reading comprehension (Literacy Shed VIPERS Programme) • writing (PIXL Basic Skills focus and CPD with Literacy Consultant) • mastery learning in mathematics (White Rose) 	<p>Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF Toolkit and guidance reports. • The EEF's 'Effective Professional Development' guidance report offers support in designing and delivering PD and selecting external PD. • The EEF has developed support tools to go alongside the 'Effective Professional Development' guidance, such as 'Considering a balanced design', and more here. 	2, 3
<p>3)</p> <p>To support teacher professional development, mentoring and coaching models across the school are developed at different levels:</p> <ul style="list-style-type: none"> • ECT Mentor Programme (4 x ½ days per half term) • Teacher Mentoring through Phase Leader (1/2 day per week) • Subject Leader Cluster Mentoring Programme (1 day per week) 	<p>A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. Schools should carefully consider the mechanisms, for example, whether they are going to be adopting a mentoring or coaching approach. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF guidance on 'Effective Professional Development' is accompanied by a poster to help consider the 'Effective Mechanisms of PD' - i.e. what are the essential elements that make mentoring or coaching more likely to be effective. 	2

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

Budgeted cost: £58, 930.99

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>4)</p> <p>Interventions are carefully planned to support pupils' language development, literacy and numeracy – matched to specific needs but allowing access to the curriculum.</p> <p>The strategic deployment of TAs is key to the delivery of</p>	<p>Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF's 'Selecting Interventions' tool offers evidence-informed guidance to select an apt programme. • The EEF has dedicated web pages on effective approaches to support literacy and numeracy. 	2, 3,

<p>the programme of interventions including:</p> <ul style="list-style-type: none"> • RWInc Phonics Group and 1:1 Interventions • Literacy Shed Reading Resources • PIXL Maths and Literacy Therapies • WELLCOM Assessment and Resources 		
<p>5) A programme of whole-school CPD is planned to support staff to meet the specific needs of disadvantaged pupils with SEND. The use of PIVATS tool is being further developed as a form of diagnostic assessment to inform next steps of learning. The 5 evidence-based recommendations of the EEF are the focus of on-going CPD., alongside specific resources to target individual needs.</p>	<p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. Supporting resources: The EEF guidance report on Special Educational Needs in Mainstream Schools includes 5 evidence- based recommendations to support pupils with SEND</p>	<p>2,3</p>
<p>6) Linking to activity 4 - the strategic deployment of TAs is key to the delivery of the programme of interventions including:</p> <ul style="list-style-type: none"> • RWInc Phonics Group and 1:1 Interventions • RWInc Fresh Start • Literacy Shed Reading Resources • PIXL Maths and Literacy Therapies • WELLCOM Assessment and Resources • Precision Teaching <p>TAs take part in weekly whole-school meetings and training; TAs also benefit from regular in-house training and external CPD.</p>	<p>Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF guidance report on Making the Best Use of Teaching Assistants includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction. • The EEF Toolkit has a strand on teaching assistant interventions. 	<p>2,3</p>

<p>7)</p> <p>Intensive individual and small group support is planned and delivered by the staff who know the pupils and the curriculum best. This links with Activities 4, 5 and 6.</p> <p>Refer to Phase Targeted Intervention Timetables.</p>	<p>Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact. Supporting resources:</p> <ul style="list-style-type: none"> The EEF Toolkit has a strand on one to one tuition and small group tuition. 	2,3

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

Budgeted cost: £58,930.99

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>8)</p> <p>Supporting pupils' social, emotional and behavioural needs is a key whole-school focus, with a commitment to ongoing Staff CPD and developing strategies through:</p> <ul style="list-style-type: none"> CPD: Senior Lead Mental Health training (5 x ½ days) CPD: Mental Health First Aid training Emotionally Friendly Schools programme JIGSAW – Whole-school mindful approach to PSHE Emotion Balls – emotion coaching resource/ <p>The Pastoral Team meet regularly to respond to individual and family well-being needs. Through a diagnostic approach, pupils are prescribed targeted emotional well-being interventions such as:</p> <ul style="list-style-type: none"> Forest School for Y4 and 5 Emotion Coaching 	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. Supporting resources:</p> <ul style="list-style-type: none"> The EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explicitly. The EEF guidance report on Improving Behaviour in Schools includes 6 recommendations to support evidence-informed decisions about behaviour strategies. <p>The EEF Toolkit has a strand on social and emotional learning and behaviour interventions</p>	1, 2, 3,4

<ul style="list-style-type: none"> Place 2 Be sessions with School Counsellor. 		
<p>9)</p> <p>A new attendance reward approach has been designed to support and improve school attendance through pupil engagement and parental communication.</p>	<p>There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.</p> <p>Supporting resources:</p> <p>The EEF guidance report on ‘Working with Parents to Support Children’s Learning’ includes a focus on offering more intensive support, which can include approaches to support attendance</p>	<p>4, 5</p>
<p>10)</p> <p>A programme of extracurricular activities is planned including sports, outdoor activities, arts, culture and trips to increase engagement in learning and school attendance. Refer to:</p> <ul style="list-style-type: none"> After-School Club Programme Enrichment Trips and Visits Programme 	<p>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. Supporting resources:</p> <ul style="list-style-type: none"> The EEF Toolkit has a strand on arts participation. 	<p>1, 2, 5</p>
<p>11)</p> <p>A termly calendar of parent/carer events is planned to engage with parents – aiming to develop effective partnerships and improve academic outcomes. These include:</p> <ul style="list-style-type: none"> See Saw teacher-parent communication tool Regular Newsletters At least 1 x Parental Engagement day per half term Weekly Celebration Assembly participation 1 x Teacher-Parent Pupil Learning Reviews per term 	<p>Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools. Supporting resources:</p> <ul style="list-style-type: none"> The EEF Toolkit has a strand on parental engagement. The EEF guidance report on ‘Working with Parents to Support Children’s Learning’ offers practical approaches and insights for communicating and supporting parents. 	<p>2, 3, 4, 5</p>

Total budgeted cost: £235,723.98

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 2021 to 2022 academic year.

Challenge 1 Improved and extended Cultural Capital offer

Success Criteria:

Each year group has a number of experiences that support and enhance the curriculum

Starting Point 2021-22

	Autumn 2021	Summer 2022
Number of experiences offered	10	8 – 1 trip per class 4 – 4wk After school club with 4 activities (Ys3-6) 2 – additional KS2 after school clubs (weekly – choir, football) 3 – Parental engagement activities 1 – whole school themed day 1 – Ethos Conference (6 pupils) 2 x 3 groups – Year 4 and 5 Forest School 1x group work – Laurel Trust (reception)

Comment:

There were a number of experiences planned and delivered in 2021-22 which children and families were able to access. Children accessed a range of additional opportunities throughout the Spring and Summer terms and all children were able to access these activities. Further work on embedding opportunities to grow cultural capital are planned so that children are able to make links between learning and experiences. The impact on outcomes and committing experiences into long term-memory now needs embedding.

Challenge 2: Rapid progress and improved attainment for our disadvantaged and vulnerable pupils

Success Criteria:

All pupils make rapid progress and at least 75% meet age related expectations

Phonics 2022:

School	Year 1	Year 2
All	61%	89%
Disadvantaged	23%	62%

Starting Point 2021-22

Y6 All pupils (?)	Jan 2022 Exp+	July 2022 Exp+
Reading	55%/18%	67%/9%
Writing	48%/4%	39%
Maths	41%/7%	55%/9%

Y6 D pupils (?)	Jan 2022 Exp+	July 2022 Exp+
Reading	55%/18%	50%/3%

Writing	48%/4%	31%
Maths	41%/7%	38%/7%

Comment:

This targeted challenge was not met due to the fact that there has been a significant impact on writing following the pandemic. Basic skills were not secure and this impacted on outcomes throughout the school. Writing is now a key school improvement priority.

The phonics gap is closing in Year 2 but there is a significant gap in Year 1 which is now being addressed in Year 2. CPD for the delivery of phonics has been completed with additional development days in place to monitor the impact of this.

Challenge 3: New starters make an effective start to their education in Nursery and Reception

Success Criteria:

85% meet age-related targets by the end of the academic year

Starting Point 2021-22

Wellcomm	Sept '21	July 22
N (all)	29%	51%
R (all)	69%	88%

Comment:

Children have made progress throughout the year in the spoken language. The low starting points are being built on and language is promoted well in activities in class and additional support packages. Continued focus on language programmes will be needed for the early years.

Challenge 4: Effective parental engagement that impacts positively on outcomes

Success Criteria:

Increased engagement with 'core' vulnerable families.

Starting Point 2021-22

	Autumn 2021	Summer 2022
Number of families	29	150+

Comment:

A continued focus on parental engagement has led to an increased number of families coming into school. Parents have attended themed mornings and completed family activities. The focus now is on increasing attendance on targeted workshops to include online safety, phonics and reading, and speech and language activities.

Targeted work will continue to engage with core families, particularly in signposting to pastoral support.

Challenge 5: Improved attendance

Success Criteria:

Attendance and punctuality are in line with National figures.

Starting Point 2021-22:

Attendance	Autumn 2021	Summer 2022
<i>All Pupils</i>	91.3%	91.6%
<i>D Pupils</i>	88.6%	88.2%
Punctuality	Autumn 2021	Summer 2022
<i>All Pupils</i>	97.4%	97.6%
<i>D Pupils</i>	96.4%	95.7%

Comment:

Attendance is now a focus on the school improvement plan – particularly the monitoring of outcomes for vulnerable groups – disadvantaged and SEND. Outcomes for these groups, particularly in specific year groups, have been impacted by low attendance.

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
Computing	Purple Mash
Online Safety	National Online Safety ESafe/Smoothwall
EYFS	SeeSaw
Times Tables	TT Rockstars
RESPECT/Second Step	Youth Workers (Salford LA)
Curriculum input	Salford City Academy
Counselling	Place2Be

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