

# Pupil Premium Strategy Statement – Gayton Junior School

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   | Gayton Junior School                                 |
| Number of pupils in school  | 362  |
| Proportion (%) of pupil premium eligible pupils   | 33%  |
| 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 2023  |
| Date on which it will be reviewed   | July 2024  |
| Statement authorised by   | Sukhy Mahal, Chair of Governors                      |
| Pupil premium lead  | Jane Hill, Headteacher                               |
| Governor  | Paul Hassall, link governor for disadvantaged pupils |

## Funding overview

| Detail   | Amount          |
|--|-----------------|
| Pupil premium funding allocation this academic year                                    | £148,251        |
| Recovery premium funding allocation this academic year                                 | £14,210         |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0              |
| <b>Total budget for this academic year</b>   | <b>£162,461</b> |

## Part A: Pupil Premium Strategy Plan

### Statement of intent

At Gayton Junior School, we provide an engaging and creative curriculum that allows all of our pupils to develop the skills, vocabulary and knowledge required to succeed and to give them a secure foundation for their future years in education. We strive to support our disadvantaged children, where necessary, to achieve as well as their peers and to build their confidence in utilising skills for learning (which have been particularly affected during the pandemic). Additionally, through our Passport of Experiences, we also aim to ensure children have access to enrichment opportunities alongside their peers.

Our targeted and strategic use of pupil premium funding aims to ensure that there is no significant gap between the achievement and opportunities of pupils eligible for Pupil Premium and other pupils in the school, including those who are already high attainers.

To achieve this, we place high quality teaching at the heart of our approach, with a focus on areas in which disadvantaged pupils currently require the most support: currently particularly reading and mathematics and providing pastoral care. Over time, this approach has enabled our disadvantaged pupils to achieve better than all children nationally (on average) when looking at comparing of Key Stage 2 assessments.

This strategy remains integral to wider school plans for education recovery and will be responsive to arising challenges and developing needs, particularly for our more vulnerable disadvantaged pupils, as and when they arise throughout the 2023-24 academic year.

As a school, staff carefully consider the challenges faced by our disadvantaged pupils and our approach is responsive to both common challenges and individual needs. Views of pupils are also considered when planning and reviewing our approaches to meeting these challenges. The progress of disadvantaged pupils, including those with special educational needs (SEN), are monitored closely throughout the year by the SLT and middle leaders to ensure that interventions and strategies are having the desired impact.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | <p><b>Lost learning/poor progress in learning for some children due to COVID pandemic</b></p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in some significant knowledge gaps leading to disadvantaged pupils falling further behind age-related expectations, particularly in core-curriculum areas.</p>   |
| 2                | <p><b>Poor acquisition of phonic knowledge</b></p> <p>Assessments, observations, and discussions with staff and pupils suggest disadvantaged pupils generally have greater difficulties with retaining and recalling phonic knowledge than their peers during the junior phase. This negatively impacts their development as readers as they progress through Key Stage 2.</p>   |
| 3                | <p><b>Wellbeing of pupils</b></p> <p>Our assessments (including wellbeing surveys), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to school closures and a lack of enrichment opportunities during these times away from school. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic, particularly those who currently require support with social and emotional needs.</p>   |
| 4                | <p><b>Maintaining high levels of attendance</b></p> <p>Over previous years, attendance between disadvantaged pupils and their peers at Gayton has not been significantly different; however, this appears to have changed since the pandemic. Our attendance data for Autumn Term 2023 indicates that disadvantaged pupils have higher rates of lateness, unauthorised absence and illness.</p>  |
| 5                | <p><b>Lack of aspirations, passive approach to learning</b></p> <p>Teaching staff have identified that some of our disadvantaged pupils have low aspirations, which has a significant impact on their attitudes to and engagement with learning.</p>   |
| 6                | <p><b>Ability to support at home</b></p> <p>Through discussions with parents and pupils, many of our disadvantaged pupils are not always supported at home with homework or home learning tasks. This is for a range of reasons: parents are working from home, parents do not feel able to help due to language barriers, etc.</p> <p>Despite having access to school laptops during lockdowns, 40% of pupils who did not engage/engage well with home learning during the January-March 2021 lockdown were disadvantaged children. This had a significant impact on them when returning to school alongside their peers.</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   |
|--|--|
| Improved phonic knowledge among disadvantaged pupils.  | Assessments and observations indicate significantly improved phonic knowledge and acquisition among disadvantaged pupils. This will be evident when triangulated with other sources of evidence, including engagement in lessons, listening to children read and ongoing formative assessment.                                 |
| Improved reading attainment among disadvantaged pupils.  | KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.   |
| Improved writing attainment among disadvantaged pupils.  | KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.   |
| Improved maths attainment for disadvantaged pupils at the end of KS2.  | KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.   |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul> |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.              | Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 4%, and the unauthorised attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by at least 5%.</li> </ul>                    |
| To provide opportunities for parents to develop more confidence in supporting their child at home.             | Observations, discussions and surveys with parents and teacher data shows that there has been an increase in parental confidence in offering support at home.  |
| To increase aspirations and improve approaches and attitudes to learning.                                      | Behaviour reward system data shows an increase in gold and silver awards over the three-year period for disadvantaged children.  |

## 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: **£7,500**

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Purchase of standardised diagnostic assessments.<br><br>Training for staff to ensure assessments are interpreted and administered correctly.  | 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.<br><br><a href="#">Education Endowment Foundation   EEF   Teaching Assistant Interventions</a>      | 1, 2                          |
| Developing reading fluency across the school through CPD.   | Reading fluency provides a bridge between word recognition and comprehension.<br><br><a href="#">Education Endowment Foundation   EEF   Reading Comprehension Strategies</a>   | 1, 2                          |
| Improve the quality of social and emotional (SEL) learning.<br><br>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):<br><br><a href="#">Education Endowment Foundation   EEF   Social and Emotional Learning</a> | 3                             |

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

Budgeted cost: **£90,978**

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Sustained additional Teaching Assistant support to enable all classes to have regular support during lessons and for interventions.  | Teaching Assistants can provide targeted intervention with small groups of pupils.<br><a href="#">Education Endowment Foundation   EEF   Teaching Assistant Interventions</a><br><br><a href="#">Education Endowment Foundation   EEF   High Quality Teaching</a>  | 1, 2                          |
| Use of recovery funding to provide support for targeted lower ability Year 6 pupils in reading, writing and maths in the Spring and early Summer Term.   | Small group tuition for booster groups run by a qualified teacher gives a better ratio of teacher:pupil for those who are struggling to reach age-related expectations.<br><a href="#">Education Endowment Foundation   EEF   Small Group Tuition</a>  | 1, 2                          |
| Use of recovery funding to provide support for targeted middle ability Year 5 pupils in reading, writing and maths in the Autumn Term.   | Teaching Assistants can provide targeted intervention with small groups of pupils.<br><a href="#">Education Endowment Foundation   EEF   Teaching Assistant Interventions</a>  | 1                             |
| Additional phonics and reading comprehension sessions targeted at Year 3 and 4 pupils who require further phonics support. This will be delivered by our teaching assistants and Year 3 teacher. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:<br><a href="#">Education Endowment Foundation   EEF   Phonics</a> | 1, 2                          |

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

Budgeted cost: **£65,800**

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>Collaborative working with TEAM Education Trust to boost attendance and work with families to provide support with attendance issues.</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>   | 4                             |
| <p>Learning Mentor/SENCO engagement with parents to support them in supporting their child at home, in collaboration with TLR team.</p>   | <p>Increasing parental engagement is low cost and can have a high impact if parents feel more able and confident in supporting their children with learning at home.</p> <p><a href="#">Education Endowment Foundation   EEF   Parental Engagement</a></p> | 6                             |
| <p>Learning Mentor support in being ready to learn for targeted disadvantaged children through a mentoring approach.</p>  | <p>Targeted work for low-achieving children with low aspirations and poor attitude to learning.</p> <p><a href="#">Education Endowment Foundation   EEF   Social and Emotional Learning</a></p>  | 5                             |
| <p>Subscription to TT Rockstars and Mathletics to support home learning and homework tasks.</p>   | <p>To support children who do not have parental support with daily learning tasks at home.</p> <p><a href="#">Education Endowment Foundation   EEF   Homework</a></p>  | 1, 2, 6                       |
| <p>Contribution to Visits &amp; Visitors budget to allow for disadvantaged children to have access to real-life experiences in and out of school.</p>   | <p>We value our enrichment provision through our curriculum and aim to ensure it remains accessible to all pupils.</p> <p><a href="#">Education Endowment Foundation   EEF   Life-Skills and Enrichment</a></p>  | 5                             |

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Purchase of Pupil Premium packs, to include a Kindle, home learning resources, uniform and contributions to school trips.                               | <p>We have been providing this pack for a number of years in an aim to allow our disadvantaged children to feel more on a par with their peers and also to have access to online learning that they may not have had previously. Discussions with pupils show that these also improve self-esteem.</p> <p><a href="#">Children's Commissioner   Children Without Internet Access During Lockdown</a></p> | 5                             |
| Release time for staff to monitor progress of disadvantaged children and to support staff where necessary in the delivery of a high-quality curriculum. | <p>Great teaching is the most important lever schools have to improve pupil attainment. We use funding to continue to ensure that every teacher is supported in delivering high-quality teaching, which is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged.</p> <p><a href="#">Education Endowment Foundation   EEF   High Quality Teaching</a></p>         | 1, 2                          |

**Total budgeted cost: £164,278 (£1,817 from school budget)**



## 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.

Our Year 6 disadvantaged children did well in their end of Key Stage 2 assessments in May 2023, with 88% achieving ARE or better in reading (compared to a national average of 73% for all children); 63% achieving ARE or better in writing (73% nationally) and 83% achieving ARE or better in maths (compared to 73% of all children nationally).

Phonics interventions had a good impact upon children in Year 3, filling in gaps generated by lost learning during COVID and enabling children to better access the curriculum by improving reading fluency. Children receiving this intervention have made, on average, 25 months progress over the year in terms of their reading age when assessed using the Salford Reading Test.

Additionally, children receiving the Dyslexia Gold Intervention led by the SENCO have made, on average, 24 months progress over the year in terms of their reading age when assessed using the Salford Reading Test.

Across the school, use of classroom-based teaching assistants delivering the Better Reading Programme has seen an increase in the reading ages of disadvantaged children who took part of an average of 23 months. This programme has notably better impact on children who are supported by reading at home so letters explaining the programme have included references to this this year.

Use of the Pupil Premium budget towards our Visits & Visitors budget to allow for disadvantaged children to have access to real-life experiences in and out of school had a proven impact in 2022. At the end of Spring 2022, only 78% of disadvantaged children in Year 6 had achieved the expected standard or better in writing. Staff identified that many of the children were struggling as they had limited experiences to be able to write about. The staff planned a trip for the year group, funded by school, to Speedwell Cavern at the start of June, which provided the stimulus for a number of pieces of writing for their final portfolios for assessment at the end of the month. By the end of Summer 2022, 90% of children had achieved the expected standard or better in writing, with 35% of disadvantaged children making accelerated progress.

This programme was rolled out across the whole school in 2022-23, with 75% of disadvantaged pupils) whose work was sampled showed that Experiences for Writing project had a positive impact on their writing outcomes by the end of the school year.

Externally provided programmes

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

## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.