

Pupil premium strategy statement updated September 2024

This statement details our school's use of pupil premium 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	Golcar Junior, Infant and Nursery School
Number of pupils in school	409
Proportion (%) of pupil premium eligible pupils	21.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	September 2022-September 2025
Date this statement was first published	22.12.22
Date on which it will be next reviewed	September 2025
Statement authorised by	Samantha Gallant
Pupil premium lead	Samantha Gallant
Governor / Trustee lead	Sharon Appleby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year - £1480 per child Service Premium – based on £340 per child	£113960 (77 children) £680 (2 children)
Total budget for this academic year	£114640

Part A: Pupil premium strategy plan

Statement of intent

The overall aim of this strategy is to improve outcomes for our disadvantaged children both in educational attainment and in overcoming some of the barriers they face externally to school. In implementing this Pupil Premium strategy, we will maintain a focus on preventing disadvantaged pupils falling behind their better-off peers through regular monitoring and reviewing the strategy's effectiveness.

As the challenges and barriers for our disadvantaged learners are varied, there is no 'one size fits all' approach. When making decisions about the use of Pupil Premium, research conducted by the Education Endowment Fund (EEF) as well as Department for Education (DfE) and National College for Teaching and Leadership (NCTL) guidance has been used to support decisions. It is acknowledged that pupil premium can be utilised to support other pupils with identified needs, not solely those identified as eligible. Therefore, some of the decisions for the way in which funding is used will benefit non-eligible pupils as well.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our tiered approach to pupil premium supports the improvement of teaching, targeted academic support, and wider strategies to meet the needs of our pupils. We follow a four-step approach when developing and sustaining our strategy through analysing the needs of our pupils, ensuring strategies are evidence based, implementing and monitoring and evaluating the strategy at key points across the year for effectiveness.

Challenges

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

Challenge number	Detail of challenge
1	Some of the disadvantaged pupils entering school in early years with gaps in their prime areas of learning, most significantly communication and language plus reading, writing and maths. There is an issue with families indicating whether they are eligible for free school meals due to universal school meals offer.
2	Attainment gaps for some disadvantaged children in key areas.
3	Overcoming attendance and punctuality issues for families, some of which are disadvantaged
4	Increasing levels of support needed for pupils and parents with presenting social, emotional and mental health needs
5	Disadvantaged children don't always have the same opportunities to develop their cultural capital and extend their vocabulary
6	A significant amount of the disadvantaged children also have a registered additional or special educational need

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
1 To improve the outcomes for pupils at the end of the early years foundation stage so that they are school ready.	<p>Pupil phonic and early reading knowledge and skills are strong for all and supportive of the transition to the national curriculum in year 1</p> <p>The vast majority of pupils are independent in managing their personal needs and able to self-regulate</p> <p>The vast majority of pupils are confident communicators and have the vocabulary required to support good individual development and progress</p>
2 The progress for all disadvantaged pupils in reading/writing and maths is at least in line with their peers and any gaps in knowledge / understanding are reduced across the school (including prime and specific areas in EYFS)	<p>Progress for PP pupils is not significantly different to Non-PP pupils and gaps in learning are closing effectively</p> <p>End of Key Stage outcomes will demonstrate that our disadvantaged pupils achieve in line or better than their non-disadvantaged peers.</p>
3 To raise attendance levels of our disadvantaged learners to at least 95%	Persistent absences have been significantly reduced

	The attendance of disadvantaged learners is good and in line or better than Non-PP peers
4 To improve provision, support and partnerships for pupils with SEMH needs	<p>Parents are accessing supportive services for their child's emotional well-being and mental health due to signposting and partnership working within and external to school</p> <p>Parents report feeling supported and equipped to promote their child's positive mental health</p> <p>Pupils identify and practice positive mental health strategies</p> <p>There is a strong and supportive pastoral offer for all pupils</p> <p>Pupil voice demonstrates strengths of the schools holistic approach to pupil outcomes</p> <p>There is a clear, graduated approach to social, emotional and mental health support in school</p> <p>SEMH provision within classrooms strongly promote and enable all pupils to participate within all lessons and the wider school day</p> <p>SEMH training received is effectively embedded in classrooms</p>
5 To provide varied experiences to build upon pupils experiences and culture	<p>All PP children are able to engage with educational visits and visitors</p> <p>For residential, all PP families are engaged on a personal level and are actively encouraged to partake</p> <p>Individual agreements are made with parents so that no disadvantaged child misses out school trips, enrichment activities or residential</p> <p>Character education will be enhanced through music bursaries for PP pupils</p> <p>The language gaps for all of our pupils will be reduced</p>

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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Higher level of support in early years to enable early intervention and identification of gaps and needs</p> <p><i>Cost: £83207 cost of support in EYFS – dedicated from pupil premium funding £40000</i></p>	<p>EEF making best use of teaching assistants +4 months</p> <p>Using higher levels of staffing for teaching assistants to support provision in early years with a focus on feedback and live learning to enable children make progress. Using high quality support to ensure children’s gaps in learning and needs are met promptly to ensure high levels of progress for all in academic learning and in social, emotional and communication aspects.</p>	1, 2, 4, 6
<p><i>Schemes of work to enhance learning for PP</i></p> <p><i>Cost: £15000 to school – dedicated from PP funding £5000</i></p>		
<p>SENCO/Teachers/Teaching Assistants to access training to enhance our SEMH school offer for pupils and parents</p> <p><i>Cost – £224701 cost to school – dedicated PP funding £30000</i></p>	<p>Social and Emotional Learning EEF +4</p> <p>Evidence suggests that children from disadvantaged backgrounds have on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	3&5, 6
<p>Teaching support and SENCO expertise to ensure SEND needs are provided for</p> <p><i>Cost: £57000 cost to school – dedicated from PP funding £5000</i></p>	<p>SENDCO training and deployment, teaching professional development time to enable excellent first wave teaching to ensure needs can be met, expert teachers who can teach children and ensure progress for all</p>	2,5 and 6

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Leadership development of teaching assistants delivering interventions</p> <p><i>Cost: £6000</i></p>	<p>EEF making best use of teaching assistants +4 months</p> <p>SEND leader to promote lesson study and research-based intervention delivery to enhance and develop support assistant skills. Enhance the teaching and skill development for interventions ensuring independence and high levels of retention for learning.</p>	<p>1, 2 & 4</p>
<p>Teaching assistants targeting phonics keep up intervention strategies.</p> <p><i>Cost £20000</i></p>	<p>EEF +5</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7-year-olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches)</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p>	<p>1 & 2</p>
<p>Teaching assistants allocated to children who have barriers to learning using small group tutoring and intervention programmes</p> <p><i>Cost £30000</i></p>	<p>EEF +4</p> <p>Small group tuition</p> <p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive,</p>	<p>2&4</p>

	<p>targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p>	
<p>Using teaching assistants to develop reading programmes to ensure children make progress in learning.</p> <p>Cost £10000</p>	<p>EEF EEF Improving Literacy in KS1 Guidance Report (2020)</p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics activities to develop reading skills. The use of techniques such as graphic organisers and drawing pupils' attention to text features are likely to be particularly useful when reading expository or information texts.</p> <p>Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches. No strategy should be seen as a panacea, and careful diagnosis of the reasons why an individual pupil is struggling should guide the choice of intervention strategies.</p> <p>Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. However, the UK evidence base is less extensive than the global average, and UK studies show lower impact for all pupils.</p> <p>Reading comprehension strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p>	<p>2&4</p>

Using Phab phonics identification, ELS online, Power Maths, Shine interventions - online programme to develop skills and support learning <i>Cost £accounted for above</i>	Using published schemes and website packages to enhance learning for children. Giving staff opportunities to develop learning using technology. Reducing workload ensuring priority is on personalising the learning for all children.	1 & 2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour and Inclusion Support Worker to support pupils, parents, teachers and ETAs in overcoming barriers due to SEMH, presenting behaviours and attendance. <i>Cost £accounted for above</i>	<p>Self-Regulation and Metacognition EEF +7</p> <p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <p>Social and Emotional Learning EEF +4</p> <p>Evidence suggests that children from disadvantaged backgrounds have on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>EEF Behaviour Intervention +4</p> <p>According to figures from the Department for Education, pupils who receive Free School Meals</p>	3&5

	<p>are more likely to receive a permanent or fixed period exclusion compared to those who do not.</p> <p>The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p>	
<p>Music tuition bursaries to enhance disadvantaged pupils' arts participation</p> <p><i>Cost £5000</i></p>	<p>EEF +3</p> <p>Arts Participation</p> <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment.</p>	6
<p>Subsidised enrichment activities including trips and residential visits for disadvantaged pupils</p> <p><i>Cost £4000</i></p>	<p>EEF</p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.</p>	6

Total budgeted cost: £155000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils in 2024

<p><u>Impact 2023-2024</u></p> <p>Statutory data shows achievement for the disadvantaged children. There are small numbers of children in some year groups so individual progress and achievement shows a clearer picture of achievement.</p> <p>By the end of Key Stage 2, 61% of children nationally achieved the standard of expected levels in reading, writing and maths combined. As a school we achieved 70%. Out of the 7 children receiving pupil premium, 4 gained the key outcome of</p>
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reading, writing and maths combined (57%). This is close to the national average for all pupils. The national average for the disadvantaged group in 2023 was 44% (No data yet available for 2024 comparisons and there is no progress data available in 2024 for kS2 as this cohort did not sit their Y2 SATs due to lockdown).

3 out of 14 PP children scored full marks (21%). Nationally 37% achieved full marks and our school in 2024 - 42% of children. The average score for the disadvantaged group was 18 which is lower than national measures for all pupils which was 21 and our school was 22.

The Y2 phonics re-check was taken by 11 children, 4 of which were pupil premium. None of the 4 PP children achieved 32 marks. 3 of these children are also SEND and have complex needs which need further support in school to overcome.

The Y1 phonics check was achieved by 5 out of the 9 (56%) children receiving the pupil premium. Nationally, 68% of disadvantaged children in year 1 achieved their phonics check. The 4 children who did not achieve the check were all very close to the 32 pass mark and will be successful in Y2 retake.

4 out of the 8 PP children achieved Good Level of Development in early years. 2 of the children who did not achieve the level are complex need SEN and 1 is learning English as an Additional language.