

## Pupil premium strategy statement (Primary)

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	Girton Glebe Primary School
Number of pupils in school	171
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	30 September 2021
Date on which it will be reviewed	30 September 2022
Statement authorised by	Andrew Spencer
Pupil premium lead	Tom Austin
Governor	Alex Read

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,485
Recovery premium funding allocation this academic year	£14,400
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£31,885

# Part A: Pupil premium strategy plan

## Statement of intent

*All disadvantaged pupils will make at least expected progress, in line with national averages for pupils who are not disadvantaged and any Covid-related attainment gaps, particularly evident in writing, will be bridged*

*All disadvantaged pupils will have good attendance and behaviour, in line with national averages for pupils who are not disadvantaged*

*All disadvantaged pupils will be successful learners, provided with timely and accurate feedback on their learning and given additional support to catch up where required, particularly to develop their English and maths skills*

*All disadvantaged students will have access to extra-curricular opportunities and will be given the chance to develop their cultural capital*

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Attainment gaps post-Covid, in particular in writing
2	Lack of support and resources at home
3	Weak language and communication skills
4	Behaviour and emotional difficulties
5	Low confidence and self-esteem

## 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
Progress for all disadvantaged pupils	6 Target Tracker steps across all areas of the curriculum in core and non-core areas
Attainment for all disadvantaged pupils	Year 2 and Year 6 SAT attainment in line with nationals
Improved engagement among disadvantaged pupils	6 Target Tracker steps across all areas of the curriculum in core and non-core areas
Improved engagement among disadvantaged pupils' parents	Parental attendance at parental consultation and learning sessions improves
Attendance rates among disadvantaged pupils as good as all pupils nationally	Attendance of disadvantaged students in line with school target for attendance of 96%
Fewer behavioural and emotional difficulties among disadvantaged pupils	Fewer behavioural incidents logged and improvements to children's mental health evidenced through annual pupil survey

## 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: £3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver Quality First Teaching, informed by lesson studies and educational research	Research-driven approaches provide measurable benefits across all areas of teaching and delivery	1, 2, 3, 4, 5
Ensure barriers to learning are overcome through focus on Pupil Premium Passports	Planning for vulnerable children's specific needs facilitates their development and helps to overcome barriers to learning	1, 2, 3, 4, 5
Review Girton Glebe Primary School curriculum the needs of its vulnerable pupils continue to be met	A stimulating curriculum, relevant to the needs of vulnerable children will facilitate their engagement and development	1, 2, 3, 4, 5
Upskilling of staff through CPD	Upskilling of staff facilitates retention	1, 2, 3, 4, 5
Supportive culture to ensure retention of key staff	Retention of key staff more likely in a supportive culture	1, 2, 3, 4, 5

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

Budgeted cost: £16,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one tutoring	Focused tutor attention facilitates post-Covid catch-up	1, 2, 3, 4,5
Small group catch-up tutoring	Focused tutor attention facilitates post-Covid catch-up	1, 2, 3, 4,5
English tuition groups (including Acceleread, Accelewrite and spelling boosters)	Proven benefits to progress and attainment	1, 2, 3, 4,5
Maths tuition groups (including 1 <sup>st</sup> Class @ Number and Success @ Arithmetic)	Proven benefits to progress and attainment	1, 2, 3, 4,5
Lunchtime writing PP engagement sessions	Proven benefits to progress and attainment	1, 2, 3, 4, 5
Tailored resources provided to vulnerable pupils	Proven benefits to progress and attainment	1, 2, 3, 4,5

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

Budgeted cost: £11,885

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling sessions (Family Support Worker and other agency staff)	Clinically-proven benefits	2, 4, 5
Mental health and social skills sessions	Utilisation in previous years has delivered measurable improvements	2, 4, 5
<i>Chimp Paradox</i> learning group sessions	Utilisation in previous years has delivered measurable improvements	1, 2, 3, 4, 5
Funding of music lessons for vulnerable children	Utilisation in previous years has delivered measurable improvements	2, 4, 5
Funding of educational trips for vulnerable children	Utilisation in previous years has delivered measurable improvements	2, 4, 5
Provision of books and reading resources to encourage reading	Utilisation in previous years has delivered measurable improvements	1, 2, 3, 4, 5
Additional cultural capital provided through enrichment days/sessions	Utilisation in previous years has delivered measurable improvements	1, 2, 3, 4, 5
English/maths learning sessions provided for parents	Parents are more responsive to children's social, emotional and intellectual developmental needs, as well as becoming more confident in their parenting and decision-making skills.	1, 2, 3, 4, 5
Learning plans and Pupil Premium Passports shared with parents	Parents are more responsive to children's social, emotional and intellectual developmental needs, as well as becoming more confident in their parenting and decision-making skills.	1, 2, 3, 4, 5

**Total budgeted cost: £31,885**

## 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.

Due to COVID-19, performance measures will not be published for 2020 to 2021 nationally. However, Girton Glebe Primary School held end of KS2 SATs, under strict test conditions, using past papers unseen by the pupils. Writing was assessed as it would have been in a non-Covid year. The outcomes are as follows:

	Pupils eligible for PP (4 = 11% of the cohort)	Pupils eligible for PP, not SEN (1 = 3% of the cohort)	Pupils not eligible for PP (34 = 89% of the cohort)
% of pupils achieving ARE in reading, writing and maths combined	0%	0%	74%
% of pupils achieving ARE in reading	75%	100%	91%
% of pupils achieving ARE in writing	0%	0%	76%
% of pupils achieving ARE in maths	50%	0%	85%

*For other outcomes, see the document entitled 'Pupil Premium Strategy Statement September 2021 Review'*