

# Pupil premium strategy statement

## Countess Gytha Primary School 2021-2022

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	Countess Gytha Primary School
Number of pupils in school	141
Proportion (%) of pupil premium eligible pupils	26% (36 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
Date this statement was published	17 <sup>th</sup> September 2021
Date on which it will be reviewed	7 <sup>th</sup> July 2021
Statement authorised by	David Gordon
Pupil premium lead	Megan Bridge
Governor / Trustee lead	Paul Wilson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,900
Recovery premium funding allocation this academic year	£4,600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£35,500

# Part A: Pupil premium strategy plan

## Statement of intent

At Countess Gytha Primary School, both staff and governors realise the potential disadvantage children in receipt of pupil premium face and the vital work schools do in ensuring no child is disadvantaged. All staff are committed to ensuring every child's academic, pastoral, and social needs are met during their time at Countess Gytha Primary and the Governing Body are clear in their role of holding school leadership to account for this.

Our aim is to be a fair and harmonious school and community, where every one of us aims to achieve our highest standard in attainment, behaviour, self-esteem and understanding of the world.

This strategy document outlines the school's intent and prospective impact of our work towards ensuring all children develop a love of learning; all children have the knowledge and skills they need to succeed during their time at Countess Gytha; success at secondary school and success beyond time in formal education; all children have high aspirations for themselves and the support around them to succeed in attaining these.

## Challenges

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

Challenge number	Detail of challenge
1	Socio-economic background
2	Readiness for Learning (e.g. behaviour, attendance, mindset)
3	Attainment in line with Non-PP groups
4	High personal and aspirational targets
5	Provision of curriculum enhancement (e.g. trips, the arts, sporting opportunities)

## 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
To ensure that in reading, writing and maths our PP children make at least the progress and attainment from KS1 to KS2 as their non-PP peers nationally and in school.	<ul style="list-style-type: none"> <li>PP children attainment is as good as or exceed non-PP attainment across KS2.</li> <li>Progress of KS2 PP pupils from KS1 is in line with or exceed their non-PP peers.</li> </ul>
To ensure that in reading, writing and maths our PP children reach the expected standard in Year 2 and 6 as their non-PP peers nationally and in school.	<ul style="list-style-type: none"> <li>100% of PP pupils at the end of Y2 and 6 achieve ARE in Reading, Writing and Maths.</li> </ul>
To ensure that all of our PP children have access to high quality education experiences that broadens the school's curriculum offer. This will be in the form of visitors, school trips and other enrichment opportunities.	<ul style="list-style-type: none"> <li>PP children access a wide range of enrichment activities that they may not attend outside of school.</li> <li>PP children engaging in after-school clubs.</li> <li>All PP attending school trips and swimming lessons.</li> </ul>
To ensure that all children from Service families are well-supported and the best provision for their educational and emotional needs are met.	<ul style="list-style-type: none"> <li>Behaviour of children from Service families is very good.</li> <li>Attainment of children from Service families is in line with or exceed children from non-Service families.</li> <li>Attendance of children from Service families is very good.</li> <li>Children from Service families feel well-supported by the school.</li> <li>All children from Service families attend the Gytha Troops club, solely for children with parents in the armed forces.</li> </ul>

## 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
<i>CPD for Phonics</i>	Embedding good phonics knowledge has been shown to lead to an additional four months' progress, with particular benefit for 4 to 7-year-olds. As a key part of teaching children to read in primary schools, the evidence for phonics is strong with a large number of studies, reviews and meta-analyses. <b>+4 months.</b>	1,3

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics interventions</i>	2x weekly interventions for YR, Y1 and Y2 pupils to ensure phonics screening assessment is above National Average.  Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds (EEF Phonics Toolkit).	1,3
<i>Spelling intervention</i>	Small group tuition has an average impact of four months' additional progress over the course of a year. The interventions should be targeted to specific needs, using diagnostic assessments to assess the best way to target support.	1,3

	<p>The cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.</p> <p>Additional LSA hours to run specific spelling sessions for pupils to ensure that they are applying their spelling knowledge to their writing. <b>+4 months</b></p>	
<i>Maths intervention</i>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year. The interventions should be targeted to specific needs, using diagnostic assessments to assess the best way to target support.</p> <p>The cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.</p> <p>Additional LSA hours to run maths sessions for pupils in KS2 to ensure that they have a secure knowledge of arithmetic and multiplication facts. <b>+4 months</b></p>	1,3
<i>One-to-One tuition for identified remaining Covid knowledge and skills gaps</i>	<p>On average, one to one tuition is very effective at improving pupil outcomes. It should be run on the basis of providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. The tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. <b>+5 months</b></p>	2,3,4

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

Budgeted cost: £21,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum broadening activities and visitors as well as additional enrichment opportunities.	PP pupils encouraged to participate in arts activities which come at an extra cost. Theatre shows and productions, artist and poet visits during curriculum time bring key stage and classes together. Pupils have opportunities to take part in performances and exhibitions. All PP children take part. A specific focus to given to equality and diversity for year 21/22, reflecting local community links.	1,4,5
Metacognition through environmental awareness.	The potential impact of metacognition and self-regulation approaches is high <b>(+7 months additional progress)</b> as pupils take greater responsibility for their learning and develop their understanding of what is required to succeed.	2,5
SEMH/Behavioural intervention	Behaviour interventions seek to improve attainment by reducing challenging behaviour. This entry covers interventions aimed at reducing a variety of behaviours that are difficult to manage in class. This will help to ensure quality first teaching can be delivered to all children whilst support is given to those who require additional needs in being ready to learn. <b>3 months.</b>	2,3
<i>Swimming Lessons</i>	All pupils, who cannot swim 25metres unaided are given extra lessons. This group includes pupil premium children and the employment of an additional swimming coach from the pool provider. This will help to ensure smaller swimming groups and therefore more focussed teaching in swimming sessions.	3,4
<i>Support for Service Children</i>	Additional LSA hours to run a specific club for pupils whose parents serve in the military, giving them a sense of knowing others are in the same situation, alongside planned activities to support	3,4,5

	<p>potential social and emotional issues.</p> <p>Gytha Troops (service children's club) to visit the RNAS Yeovilton base on calendar dates related to the services (e.g. Remembrance Day) and to deepen an understanding of their family's place of work.</p> <p><b>+ 4 months</b></p>	
<i>Arts Enrichment</i>	<p>By continuing to employ an arts specialist, the school ensures children are aware of the importance of the arts as well as develop an understanding of arts related careers.</p> <p>Improved outcomes have been identified in English, mathematics and science. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</p>	1,4,5
<i>Wrap Around Care and Enrichment Clubs</i>	<p>Breakfast Club and After School Club provision available to those PP children and families who need it to ensure that attendance at school is at least good.</p> <p>If necessary, children can be supported to do their homework and reading with a school adult, who has the time and capacity to help them daily.</p> <p>Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning. This is particularly important for pupils who may not have a quiet space for home learning.</p>	1,2,5

<i>Uniform</i>	Families who may be in financial difficulties are offered missing items of school uniform free of charge. This ensures that children feel clean and appropriately dressed for school and that barriers to learning are removed meaning children feel safe and included in school life.	1,2
<i>Trip subsidies</i>	Families who may be in financial difficulties are in financial difficulties are offered opportunities to take part in visits and trips, either free of charge or at a subsidised cost. <b>+ 3 months.</b>	1,4,5
<i>PP Sport</i>	To ensure all children attend as wide a range as possible extracurricular events, a minibus will be provided wherever possible being leased from Ansford Academy.	1,5

**Total budgeted cost: £34,600**



## 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.

#### **Bespoke intervention groups in Phonics, Maths, SPAG and Reading**

TA hours were increased in order support vulnerable groups. LSAs were able to deliver targeted interventions based on teacher assessments of vulnerable groups in class. Intervention documentation shows an average increase in attainment of 6 months for each group, a fantastic result. In addition to this, each year group's assessment results were above national average in Y2 and Y6, with Year 6 results well above average.

#### **Bespoke Year 6 Booster groups**

We were delighted with the Year 6 results this year, with 88% of children reaching the expected standard in Reading, Writing and Mathematics, with a 38% of children achieving the higher level. This greatly exceeds the national average of 65% combined in R,W and M and 11% at the higher level. The success of this interventions means that we would look to employ a similar measure in 2021-2022.

#### **School uniform and PE kit**

School uniform was distributed to PP families this year. A stocklist is available for inspection from the school office. This has ensured that children feel ready for school and a part of the school community. A PTA-ran uniform shop has also resumed this year, which provides heavily discounted uniform and school-branded products. The school intends to continue to support this initiative by providing advertisement as well as time and space within the school day to run the events.

#### **Laptops and iPads.**

All children in Y3-6 are confident in the basic use of laptops and intermediate use of iPads. The school's computing curriculum is being adapted to upskill children in the use of a laptop to an intermediary level.

3x additional teacher iPads were purchased. The school now has 1:1 devices for all Y4-6 pupils, with 1:2 devices for children in Years 1 and 2.

### **Employ specialist art, music and drama teacher**

Average school attendance was 96.9% across the year, which we are very proud of.

Parents were surveyed in regard to the quality of education the school has provided this year, particularly during the CV-19 outbreak. A survey return of 13% was recorded, with 95% of parents positive or extremely positive about the school's quality of education.

Through the school council, the school pupils feel that the appointment of the specialist music and drama teacher was extremely positive. They have managed to ensure a high-quality music and performance curriculum has remained in place during remote learning and provided all pupils with the opportunity to learn an instrument during lunchtime clubs.

### **Lunchtime clubs**

Gytha Troops, dance, ukulele and homework clubs were ran across year 20-21, with an average attendance of 15. 4 children identified as having additional SEMH needs were in attendance for at least 6 club sessions. We have been able to focus on a small number of children and ensure that school provides the life skills that they are not benefitting from at home. There has been a notable decline in disruption across lunchtimes, which the school will look to capitalise on in 21-22 by seeking to employ an additional midday supervising assistant to ensure lunchtimes remain an enjoyable part of the day for all children.

### **Learn to Move**

One LSA was provided with Learn to Move CPD. This LSA ran twice weekly sessions of Learn to Move in 20-21. Pupil identified made an average increase in ability of 7 months, with the range being over 19 months. LSA has begun to work with the SENCo to provide additional sessions alongside curriculum PE next year.

### **Reading resources**

Curriculum based reading and reference books were purchased in 20-21, with additional CPD from the Somerset Literacy Network purchased Curriculum based reading and reference books were purchased in 20-21, with additional CPD from the Somerset Literacy Network purchased to ensure reading is better embedded within the school day.

All teaching staff now have daily identified reading slots and all children are listened to at least weekly, with vulnerable children three times weekly.

A librarianship has been established within Lancelot (which we would look to extend next year with the hopeful lifting of bubbles) which has recorded the borrowing of school books across King Arthur, Excalibur and Lancelot. These are in addition to the regular reading scheme in use across the school.

### **Touring theatre companies**

During CV-19 restrictions, we opted to provide an online panto event which allowed children to enjoy this tradition despite the ongoing restrictions to physical theatres.

Children in vulnerable groups were also invited to additional workshops hosted in school via the online panto to create panto props and gags such as shaving cream plates. This gave children additional opportunities to explore the traditions of pantomime and broaden their experience of Art and Design in a practical capacity.

### **School trips and enrichment activities**

The Y5/6 residential school trip took place this year, with vulnerable group places either partly or fully funded. Children were able to experience activities and localities that they would not otherwise have had an opportunity to do so. The school recognised that it would not be possible to attend any trips due to CV-19 and so instead focussed on providing enrichment days within school. Virtual resources as well as hands on resources were purchased to enhance these experiences. As a result, all pupils were able to participate in enrichment activities across the year which related to their class's curriculum.

Whole school attendance was at 96.9% between 7<sup>th</sup> September 2020 and 24<sup>th</sup> July 2021.

### **Regular bespoke teacher led group for service children**

Megan Bridge as PP and SP lead has led Gytha Troops, a specific group for service children. This club has met once a week to provide a range of relevant activities and support for children experiencing family on deployment, life in forces and specific regard to important dates throughout the year. Observing the club, it is clear that children enjoy their time in Gytha Troops and like spending time together as a shared identity. It has been noted that some of the children in KS2 would like more specific activities, which we will look to provide in 21-22.

## 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
N/A	

