

Pupil premium strategy statement

Countess Gytha Primary School 2022-2023

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	Countess Gytha Primary School
Number of pupils in school	146
Proportion (%) of pupil premium eligible pupils	26% (38 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	1 st September 2022
Date on which it will be reviewed	3 rd July 2022
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	£34,828
Recovery premium funding allocation this academic year	£3,888
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£38,716

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	Highly personalised 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"> PP children attainment is as good as or exceeds non-PP attainment across KS2. Progress of KS2 PP pupils from KS1 is in line with or exceeds their non-PP peers.
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"> 100% of PP pupils at the end of Y2 and 6 achieve ARE or EXS in Reading, Writing and Maths.
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"> PP children access a wide range of enrichment activities that they may not attend outside of school. PP children engaging in after-school clubs. All PP attending school trips and swimming lessons.
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"> Behaviour of children from Service families is very good. Attainment of children from Service families is in line with or exceed children from non-Service families. Attendance of children from Service families is very good (96% minimum) Children from Service families feel well-supported by the school. All children from Service families attend the Gytha Troops club, solely for children with parents in the armed forces.

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: £22,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of specialist staff for P.E., school sport and curriculum art and design.	Ensure that specialist staff are retained so that all can benefit from outstanding tuition and outcomes. Wider school staff also benefit from observation and CPD from specialist teachers working with children in-setting.	2,3,4,5
Developing staff awareness and understanding of the National Curriculum across EYFS/KS1 and KS2	Through staff CPD, INSETs, Staff and Phase Meetings, teachers will gain a better understanding of year group curriculums and expectations across different key stages. This enhanced knowledge will ensure high aspirations for all pupils and a deeper understanding of the curriculum content. Staff will be encouraged to observe in other year groups and across other Trust schools to develop their own understanding and put pedagogy into practice. ECTs to undertake a rigorous training and developing programme through internal and external training providers alongside Trust development days. New staff will benefit from the support of peer teachers and ECT mentors to improve their classroom practice subject leader CPD opportunities will ensure leader's knowledge remains current and relevant to the pupil's needs; new learning opportunities for pupils will enrich the curriculum further.	2,3,4,5

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics interventions</i>	<p>Reduction in cost due to subscription purchased in 21-22.</p> <p>2x/4x weekly interventions for YR, Y1 and Y2 pupils to ensure phonics screening assessment is above National Average.</p> <p>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).</p>	1,3
<i>Spelling 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 specific spelling sessions for pupils to ensure that they are applying their spelling knowledge to their writing. +4 months</p>	1,3
<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</p>	1,3

	<p>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. +4 months</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £11,000

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.	1,4,5
Metacognition through environmental awareness.	The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress) 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	2,3

	teaching can be delivered to all children whilst support is given to those who require additional needs in being ready to learn. 3 months.	
<i>Swimming Lessons</i>	All pupils, who cannot swim 25 metres 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>	<p>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 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>+ 4 months</p>	3,4,5
<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</p>	1,2,5

	may not have a quiet space for home learning.	
<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. + 3 months.	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: £38,500

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.

Phonics Interventions

Phonics interventions have successfully been implemented in 21-22 with children benefitting from a personalised intervention programme with between 2 and 4 additional sessions weekly. The outcome of phonics for Year 1 in 21-22 was 74%, below the latest published average available at 82% (2019). The school recognises that this is an area of improvement for 22-23 and beyond. 2 out of 3 pupil premium children in Year 1 passed the phonics screening check in 21-22 with all 3 pupil premium children surpassing the 2022 check pass mark of 32 by July 2022. Interventions will continue in 22-23 for children in Year 1 and for any Year 2 children who did not pass in Year 1.

Spelling Interventions

Spelling interventions have been successful for children in Key Stage 2 (Year 3-6), as writing attainment has improved from 73% in autumn 2021 to 81% in summer 2022 across all pupil premium year groups. Interventions will continue in 2022-23 as writing average across Y3-Y6 for non-pupil premium groups is 87% and it is the intention that all pupil premium groups achieve in line with non-pupil premium groups. Spelling Shed (<https://www.edshed.com/en-gb/>) has also been trialled in Year 4 and 5 and will be rolled out to all Year 3-6 classes. This will provide a daily spelling practice session for all children, regardless of being in the school's spelling intervention groups – this is hoped to continue to improve writing outcomes for all children.

Maths Interventions

Maths interventions have seen pupil premium children benefitting from a personalised intervention programme with between 2 and 4 additional sessions weekly. The outcome of the Year 4 multiplication check in 21-22 was 55% scoring 20 or greater (there is no published pass mark for the multiplication check) for all children in Year 4. For pupil premium children, 60% (3 out of 5 children) scored 20 or greater. Multiplication interventions will continue for children not scoring 20 or greater as children move into Year 5 and for all children in Year 3 and 4.

More widely, maths attainment has improved from 82% in autumn 2021 to 89% in summer 2022 across all pupil premium year groups. Interventions will continue in 2022-23 as maths average across Y3-Y6 for non-pupil premium groups is 89% which shows that outcomes between pupil premium and non pupil premium groups can be equal. For Year 1 and 2 children, average attainment for all groups was 90%, which given the small cohorts of our school, is inline with the 89% achieved by the pupil premium group – a fantastic outcome.

Enrichment Activities

The school has prided itself on the number and range of enrichment activities during 2021-22. As noted by the DfE, using pupil premium funding will inevitably benefit non-eligible pupils and this is particularly the case for enrichment activities. The school has used pupil premium funding to provide equipment for screen printing – an activity that was planned to show children in Year 5 and 6 a range of creative industries that they may wish to consider as future career aspirations. Likewise, funding was also used to engage The Whispering Willow Theatre Company, to celebrate Somerset Day 2022. Children had the opportunity to understand the development of Somerset identity during the inter-war years and how traditional crafts have shaped Somerset in the 21st century. Another whole school activity designed to raise career aspirations for pupil premium and others was the Team GB athlete visit. Funding was used to invite an athlete into school and discuss how athlete careers usually progress after school. A wide range of other enrichment activities can be viewed on the school's website gallery <https://countess-gytha-primary-school.secure-primariesite.net/gallery/>, each always underpinned by a pupil premium challenge to be addressed.

Behaviour/SEMH

A single, weekly behavioural intervention has taken place in 2021-2022 with good results. The school has moved to recording behaviour via its MIS system (SIMS) and the number of recorded instances of behavioural incidents has decreased. As of July 2022, the average number was 1 incident every 15 days. Comparatively, the autumn data was 1 incident for every 10 days. This does not include specific incidents involving children with SEMH recorded as part of their SEN registration.

Pupil premium funding has also been used to engage a circus skills workshop in November 2021, with the aim of developing children's self-worth and aspiration through better understanding mental health and the importance of laughter.

Swimming Lessons

An additional swimming coach was employed at Wincanton Leisure Centre for 2021-22 to ensure that 100% of children (including pupil premium children) could swim 25m unaided. 100% of pupil premium children achieved this and 100% attended all swimming sessions available to their class. The swimming lessons were in part subsidised by the pupil premium allocation (and partly by sports funding for 2021-22), as was the cost of the transport contract. This allocation has helped challenge 1 of socio-economic funding of some of our pupil premium families, ensuring that all children could attend and attain.

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 22-23.

Additionally, the SSAFA charity provided prizes for service children entering their 'Eggcellent Eggs' Easter Egg design competition. Children from Service families were also invited to the Yeovilton Remembrance Service in November 2021. 100% of Service children attended with a minibus provided free of charge to families – leased from Ansford Academy.

Sadly, the conflict in Ukraine ended any possibilities of visits to Yeovilton for Service children for the foreseeable future and this will be kept under review in 22-23. Gytha Troops continues to provide pastoral support for families involved in the Ukrainian conflict.

Arts Enrichment

A local artist – Charlotte England – was engaged for pupil premium and Service children to create a stained-glass window representing the local area, to be displayed in the school hall. All children enjoyed the creative experience and were keen to share their project with the local community, writing about it for the parish magazine. An art specialist is hoped to be employed for year 22-23, who will work with pupil premium/Service children at specific intervals during the year such as Remembrance and the 2022 World Cup.

Trip Subsidies

100% of pupil premium children attended the class trips in 2021-22, including the Year 6 residential trip in June 2022. Although not all trips were subsidised, funding was made available to families and agreements made between the pupil premium lead (Megan Bridge) and the Head Teacher (David Gordon). In part, it is believed that with the Parent Teacher Family Association kindly funding each child £3 for use on trips, not all families decided to take up the offer of additional subsidies. These will remain in place for 22-23 as the PTFA funding was for year 21-22 only.

Pupil Premium Sport

7.5% of pupil premium children engaged in extra curricular or inter-school sporting opportunities. This compares to 15.7% of non-pupil premium children and the school will continue to push opportunities both locally and internally to ensure participation for disadvantaged groups continues to increase and become in-line with each group.

100% of children competed in at least one intraschool sporting opportunity. All children are expected to participate in Sports Day but additional opportunities were given to pupil premium groups, including House Football and House Cross Country. The school received the Gold School Games Mark Award in 2021-22, in part due to the opportunities on offer and subsequent engagement by potentially disadvantaged families.

The Ansford Academy Minibus was leased on two occasions in 21-22 for the county finals in netball and football, hosted at Millfield School near Glastonbury. It is hoped that this can be increased in year 22-23 as cooperation increases post Covid.

School Uniform – community swap shop

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.

Additionally, the local community has agreed to support the school in this particular endeavour with the local parish council using a portion of the Covid Recovery Grant. This will continue into year 22-23.

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
Spelling Shed	https://www.edshed.com/en-gb
Times Table Rockstars	https://trockstars.com/