

Pupil premium strategy statement

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	Gainsborough Primary and Nursery School
Number of pupils in school	391
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	First published September 2021 Reviewed September 2022 & October 2023
Date on which it will be reviewed	Autumn 2022 Autumn 2023 Autumn 2024
Statement authorised by	Mrs J Nurse
Pupil premium lead	Mrs Poulson-Green
Governor lead	Andrea Kettle

Funding review

Detail	Amount 2021-22	Amount 2022-23	Amount 2023-24
Pupil premium funding allocation this academic year	£129, 705	£148.380	£136,770
Recovery premium funding allocation this academic year	£13,630	£14,790	£14,355
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0	£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	£143,335	£163, 170	£151,125

Part A: Pupil premium strategy plan

Statement of intent

- *At Gainsborough Primary and Nursery school our bespoke curriculum is taught with the consideration of the needs of all learners: inclusion is at its heart, as is overcoming any social disadvantage. Through high quality teaching and a spiral curriculum that fosters reading and vocabulary, all children have the opportunity to achieve ARE in all subjects. Every child's progress and attainment, including disadvantaged pupils, is tracked using a robust system and pupils who require support to keep up are quickly identified and supported through additional teaching/coaching.*
- *We also provide additional support for disadvantaged pupils and their families, offering a full-time family support manager, school speech and language therapist, attendance and punctuality committee, behavioural team and mental health and well-being programmes. All our additional services help those identified to remove barriers to learning, enabling all disadvantaged pupils to make accelerated progress from their different starting points. We aim for all disadvantaged pupils to achieve age related expectations by the end of Key Stage 2.*
- *At Gainsborough we facilitate a wide range of enrichment experiences both in and out of school which positively impact on the well-being and academic attainment of our pupils.*
- *We recognise that not all pupils who are eligible for the pupil premium are socially disadvantaged and further, some children who experience disadvantaged backgrounds are not eligible for pupil premium funding.*

Challenges

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

Challenge number	Detail of challenge
1	<ul style="list-style-type: none">• Below average 'on entry' starting points, particularly in the 'basics'
2	<ul style="list-style-type: none">• Emotional well-being, social skills and resilience.
3	<ul style="list-style-type: none">• Poor metacognition skills
4	<ul style="list-style-type: none">• Limited life experiences and enrichment opportunities beyond the home
5	<ul style="list-style-type: none">• Some disadvantaged pupils have attendance that is below national average
6	<ul style="list-style-type: none">• School closures have led to some pupils needing to catch up in the 'basics', especially phonics and reading
7	<ul style="list-style-type: none">• Poor communication and language skills

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
Attainment of disadvantaged pupils is at least in line with national averages by the end of Key stage 2.	<ul style="list-style-type: none"> Pupils make accelerated progress in reading, writing and maths from their different starting points.
Delayed speech and language skills are addressed and are not a barrier to learning.	<ul style="list-style-type: none"> Pupils are well supported to address delayed language and communication skills and they make accelerated progress from their different starting points.
Pupils' metacognition skills are improved.	<ul style="list-style-type: none"> Teaching focuses on strategies to help pupils to retain key knowledge and skills. Pupils are supported to know more and remember more.
Pupils are well supported to remove social and emotional barriers to learning.	<ul style="list-style-type: none"> Disadvantaged pupils Pupils' emotional literacy is fostered in the school. Pupils needing additional personal, social and emotional support are swiftly identified; 1 to 1 support or Emotionally Healthy Schools intervention support is implemented. The wider curriculum supports pupils to develop their resilience.
Attendance of disadvantaged pupils is good - at least in line with national averages.	<ul style="list-style-type: none"> Pupil Premium pupils and their families are supported by the school Family support Manager and attendance is at least 96%.
All pupils have access to a wide range of enrichment opportunities regardless of social background or any disadvantage.	<ul style="list-style-type: none"> The school's curriculum provides a range of enrichment opportunities for all pupils.
Additional support is given to pupils to help them catch up in the basic skills, including in phonics, following the school closures.	<ul style="list-style-type: none"> Pupils make rapid progress in the essential skills, especially reading, and catch up, addressing any gaps swiftly.

Activity in this academic year 2023 - 24

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 £6,542

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further improve consistency and high expectations in the teaching of RWI to ensure pupils' rapid progress through coaching and monitoring.	<i>EEF The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better</i>	1, 6
Stronger focus on inference, summary and explain elements of VIPERS to improve pupils' comprehension skills.	<i>EEF The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</i>	1, 6
Through rigorous monitoring, ensure the delivery of Spelling Shed lessons improve pupils' knowledge and application of phonics and spelling rules.	<i>EEF – Our classes need to deliver it with Peer tutoring Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year.</i>	1
Train staff and launch NCETM 'Mastering Number' programme in KS1 to secure pupils' knowledge, understanding and fluency in number by the end of KS1.	<i>EEF - The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</i>	1, 3
Ensure AFL is used systematically to monitor understanding, identify misconceptions and provide direct feedback. Respond and adapt teaching to meet children's needs.	<i>AFL aids metacognition. The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</i>	1, 3, 6

Refine use of 'Flashback 4' in all subjects as a means of helping children recall prior learning and as a tool for ongoing assessment.	<i>Flashback 4 is a metacognition strategy. The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</i>	7
Continue to embed and monitor the impact of the Oracy project to improve pupils' understanding of a wider range of vocabulary by providing sentence stems for pupils to help scaffold their oral responses.	<i>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year.</i>	7
EEF – CPD Pupil Premium lead to attend PP Network Meetings to develop the schools' approach in improving children's metacognition.	<i>EEF Studies show that if metacognition difficulties are identified and strategies have been put into place, progress is accelerated. The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</i>	7
Through CPD, help staff to become more consistent in the effective application of adaptive teaching - when to scaffold, when to stretch, when to repeat, when to pre-teach and when to move on.	<i>Within the practice of effective adaptive teaching, all learners experience the same high expectations set out by the teacher, with differing layers of support, to help them make good progress and achieve well over time.</i>	1
CPD for all staff members to understand the importance of modelling active listening to pupils and integrate active listening opportunities into the school day.	<i>EEF The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year.</i>	7

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

Budgeted cost: £118,846

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Addressing progress of the lowest 20% of readers TAs or teachers to work with lowest 20% readers in each class, focusing on application of phonic knowledge and their reading comprehension in daily sessions.</p>	<p><i>The EEF supports small group work as a key to success.</i></p>	<p>1, 6, 7</p>
<p>RWI Phonics interventions TAs deliver the effective Read, Write, Inc interventions to ensure targeted pupils 'keep up' and reach age related standards in reading.</p>	<p><i>EEF 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.</i></p>	<p>1,3, 6</p>
<p>Reading Intervention Vice Principal, teachers and TAs to deliver bespoke reading booster sessions focusing on comprehension strategies and VIPERS for Year 6.</p>	<p><i>The EEF supports small group work as a key to success. Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.</i></p>	<p>1, 6, 7</p>
<p>Maths intervention Vice Principal, TAs and teachers to deliver highly effective maths booster sessions focusing on misconceptions and the Power Maths programme for Year 6.</p>	<p><i>The EEF supports small group work as a key to success. Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.</i></p>	<p>1, 6, 7</p>
<p>1 to 1 small group tuition TAs to deliver recognised intervention programmes to identified pupils both 1:1</p>	<p><i>The EEF supports small group work as a key to success. Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often</i></p>	<p>1, 6, 7</p>

and in small groups Eg; WAT, BLAST, Talk Boost, Wellcomm	<i>interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</i>	
SALT support Identified pupils who do not meet the SAL NHS threshold, but still have difficulties, are supported by a specialist speech and language teacher through 1 to 1 work and group interventions.	<i>EEF</i> <i>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</i>	1, 2, 3, 6, 7
Precision Teaching Continue to embed and monitor the impact of precision teaching to targeted pupils. Ensure focus is on Common Exception words and High Frequency words in order to accelerate reading and writing progress.	<i>Targeted Mental Health in Schools TAMHS</i> <i>Identifies specifically what the young person needs to be taught next, enabling the adult to teach this.</i> <i>Ensures the teaching programme is effective.</i> <i>Improves the young person's accuracy, fluency and retention of skills.</i> <i>Positively impacts a young person's motivation, self-confidence and belief in their own abilities as progress is tracked visually.</i> <i>Provides daily feedback on the young person's performance, helping adults to decide when to move on</i>	1, 2, 3, 6, 7

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

Budgeted cost: £81,846

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training through MHST Eg attachment, ACEs etc to support children with additional emotional needs Employ a trained counsellor to work with identified pupils who have needs that are above the threshold of MHST.	<i>EEF</i> <i>The average impact of successful Social and Emotional learning (SEL) interventions is an additional four months' progress over the course of a year.</i>	2
Pastoral Support Worker and Attendance Officer to work with identified families in order to remove barriers to learning.	<i>EEF</i>	5

<p>The attendance team to hold weekly attendance meetings to identify persistent absentees and agree actions.</p> <p>An Inclusion Assistant has been employed to address attendance each morning and follow up calls and make home visits.</p> <p>Improve parental engagement throughout EYFS and KS1 groups with 'Come and Read' morning, 'open lessons' and reading and maths workshops. All year groups to offer 'Look at My Learning' afternoon termly.</p>	<p><i>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</i></p>	
<p>ELSA / EHS</p> <p>Provide support for emotional, health and well being of identified pupils to remove barriers to learning through the delivery of EHS and ELSA interventions.</p>	<p><i>ELSA (Emotional Literacy Support Assistant) intervention was originally developed within Southampton, then Hampshire, by Sheila Burton, Educational Psychologist.</i></p> <p><i>It recognises that children learn better and are happier in school if their emotional needs are also addressed. This intervention is now widely implemented by educational psychologists across Britain.</i></p>	2, 3, 4
<p>Subsidise educational visits for families experiencing hardship.</p>	N/A	4
<p>Provide Curriculum enrichment activities for all pupils.</p> <p>Year 4 music tuition for all pupils.</p> <p>Key strings concert</p>	N/A	4
<p>To ensure all pupils have access to school uniform, helping all feel a valued member of the school community.</p>	N/A	2

Total budgeted cost: £ 206,631

Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2021 - 2022 academic year. 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	Review 2021- 22	Review 2022 – 23	Review 2023 - 24
Attainment of disadvantaged pupils is at least in line with national averages by the end of Key stage 2.	Pupils make accelerated progress in reading, writing and maths from their different starting points.	<p>49% of the Year 6 cohort were eligible for Pupil Premium.</p> <p>68% (19/28) of these pupils achieved at least the expected standard in reading and 5 of these pupils achieved the greater depth standard.</p> <p>When compared to end of Key stage 2 results in 2019, there has been an increase in the numbers of pupils eligible for pupil premium achieving the expected standard in all areas. In 2019 the % of PP pupils achieving the expected standard in R, W , M combined was 26% and in 2022 the % has increased to 54%.</p>	<p>25% of the Year 6 cohort were eligible for Pupil Premium.</p> <p>71% (10/14) of these pupils achieved at least the expected standard in writing and maths and 14% achieved the greater depth standard in maths.</p> <p>When compared to end of Key stage 2 results in 2022, there continues to be a significant increase in the numbers of pupils eligible for pupil premium achieving the expected standard in all areas. In 2022 the % of PP pupils achieving the expected standard in R, W, M combined was 54% and in 2023 the % has increased to 64%.</p>	
Delayed speech and language skills are addressed and are not a barrier to learning.	Pupils are well supported to address delayed language and communication skills and they make accelerated progress from their different starting points.	Pupils were able to access specialist speech and language provision on-site. A specialist teacher delivered Talk Boost intervention sessions and 1:1 SALT care plans.	Pupils were identified and accessed specialist speech and language provision on-site. A specialist teacher delivered Talk Boost intervention sessions and 1:1 SALT care plans.	

		<p>Groups of pupils in Nursery took part in the WELCOMM intervention and pupils in reception were targeted with either NELI or BLAST.</p> <p>17 pupils have been referred for an internal/external SALT referral. Targeted interventions enabled these pupils to have their needs met quickly in school.</p> <p>In September 2021, 26% of the reception cohort were working at age typical in communication and language and 43% were working well below age typical. At the end of the academic year, 59% of the pupils in the cohort were working at age typical.</p>	<p>Groups of pupils in Nursery took part in the WELCOMM intervention and pupils in reception were targeted with BLAST.</p> <p>27 pupils have been referred for an internal/external SALT referral. Targeted interventions enabled these pupils to have their needs met quickly in school.</p> <p>In September 2022, 30% of the reception cohort were working at age typical in communication and language and 33% were working well below age typical. At the end of the academic year, 57% of the pupils in the cohort were working at age typical in communication and language.</p>	
Pupils' metacognition skills are improved.	Teaching focuses on strategies to help pupils to retain key knowledge and skills. Pupils are supported to know more and remember more.	<p>All foundation subject lessons have a clear structure, beginning with a recap of prior learning. This was acknowledged by the 2022 OFSTED report. 'pupils can recall prior learning confidently'</p> <p>In 2022/23 the school will be revisiting the assessment policy and refining formative assessment procedures.</p>	<p>All foundation subject lessons have a clear structure, beginning with a recap of prior learning. This was acknowledged by the 2022 OFSTED report. 'pupils can recall prior learning confidently'</p> <p>Peer tutoring in foundation subjects enabling learners to work in pairs or small groups to provide each other with explicit teaching support.</p>	
Pupils are well supported to remove social and emotional barriers to learning.	Disadvantaged pupils Pupils' emotional literacy is fostered in the school.	Three ELSA groups were delivered in KS2 to develop pupils' emotional literacy.	ELSA intervention were delivered weekly in KS2 to identified pupils to develop their emotional literacy.	

	<p>Pupils needing additional personal, social and emotional support are swiftly identified; 1 to 1 support or Emotionally Healthy Schools intervention support is implemented.</p> <p>The wider curriculum supports pupils to develop their resilience.</p>	<p>The ELSA coach worked with a group of vulnerable Y5 pupils to manage anxieties and build resilience.</p> <p>An additional adult was trained as an ELSA in Summer 2022 to meet the increasing needs of pupils in Year 3 and 4.</p> <p>'My Happy Mind' is now embedded across the school with weekly lessons taking place to help children to manage and understand their feelings, overcome adversity and build resilience.</p> <p>The school has access to an Education Mental Health Therapist each week who works in school to support staff with advice and with pupils to address issues such as anxiety and low mood. Our Mental Health Support Practitioner delivers Worry Warriors Workshops for year 3 and 4, and Master your Mind Workshops for identified pupils in Year 5 and 6.</p> <p>Therapists from Dove counselling worked with pupils who had experienced a bereavement.</p> <p>School subsidised the cost of breakfast for identified vulnerable pupils.</p>	<p>The ELSA coach worked with a group of vulnerable Y5 pupils to help them to manage anxieties and build resilience.</p> <p>The school continued to access an Education Mental Health Therapist each week who works in school to support staff with advice and with pupils to address issues such as anxiety and low mood. Our Mental Health Support Practitioner delivered Worry Warriors Workshops for year 3 and 4 identified pupils, and Master your Mind Workshops for identified pupils in Year 5 and 6.</p> <p>EHS interventions supported identified pupils in areas such as managing feelings and reducing anxiety.</p> <p>Therapists from Dove and - Daisy's Dream counselling supported staff and pupils following the bereavement of a pupil and other losses.</p> <p>School subsidised the cost of breakfast for identified vulnerable pupils.</p>	
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<p>Attendance of disadvantaged pupils is good - at least in line with national averages.</p>	<p>Pupil Premium pupils and their families are supported by the school Family support Manager and attendance is at least 96%.</p>	<p>The school's Family Support manager continues to have a positive impact on supporting families with high family stress eg. signposting families to relevant agencies such as My CWA</p> <p>34% (139) of the school were monitored for safeguarding reasons during academic year 2021 – 22.</p> <p>Improving attendance remains a strong focus in 2022 – 23 and the school will be employing an Attendance consultant to reduce persistent absenteeism.</p>	<p>The school's Family Support manager continues to have a positive impact on supporting families with high family stress eg. signposting families to relevant agencies such as My CWA.</p> <p>114 pupils in the school were monitored for safeguarding reasons during academic year 2022 – 23.</p> <p>Improving attendance remains a strong focus in 2023 – 24 and the school will hold weekly attendance meetings to identify persistent absentees and agree actions.</p> <p>An Inclusion Assistant has been employed to address poor attendance each morning and to make follow up calls, meet with parents and make home visits.</p>	
<p>All pupils have access to a wide range of enrichment opportunities regardless of social background or any disadvantage.</p>	<p>The school's curriculum provides a range of enrichment opportunities for all pupils.</p>	<p>The Ofsted parent view questionnaire in 2022 showed that 96% of parents agreed or strongly agreed that their child can take part in a range of clubs and activities. During 2021 all Year 4 pupils learned to play the violin during the Autumn term.</p> <p>All pupils experienced and learnt about Music through</p>	<p>All children participated in a number of enrichment weeks. E.g Healthy Living Week, Multicultural Arts, Anti-bullying Week</p> <p>During 2022- 2023, the school offered pupils 64 after school clubs. 174 of the attendees at these clubs were pupils eligible for the Pupil Premium which is an increase on the previous year. The parent view questionnaire from 2022</p>	

		the ages with The Pop Project.	<p>showed that 97% of parents agreed or strongly agreed that their child can take part in a range of clubs and activities.</p> <p>During 2022-23 all Year 4 pupils learned to play the violin during the Autumn term.</p> <p>All pupils experienced and learnt about Music in the 1980's with The Pop Project.</p>	
Additional support is given to pupils to help them catch up in the basic skills, including in phonics, following the school closures.	Pupils make rapid progress in the essential skills, especially reading, and catch up, addressing any gaps swiftly.	<p>In February 2022 RWI was introduced and successfully implemented across Reception, Year 1 and Year 2. Identified pupils in Year 3, 4 and 5 receive bespoke, daily lessons to close gaps.</p> <p>OFSTED 2022</p> <p>Leaders have introduced a consistent approach to the teaching of phonics that all staff, including those in the early years, have embraced. Well-trained staff deliver this new programme well.</p> <p>Despite high mobility and several pupils being new to school, 83% of Yr1 disadvantaged pupils passed the Phonics screening test.</p> <p>In Year 2, 4 out of the 5 disadvantaged pupils passed the Phonic screening retake.</p> <p>Recovery Premium funds were used to run before and</p>	<p>Despite 58% of Year 1 having EAL, 20% new to the cohort and 18% having SEN, 75% of the cohort passed the Phonics screening test.</p> <p>In Year 2, 3 out of the 7 disadvantaged pupils passed the Phonic screening retake.</p> <p>Most Y6 pupils who were offered additional after school booster sessions in reading and maths achieved the expected standard by the end of the year.</p> <p>The % of pupils who achieved the expected standard at the end of KS1 in reading writing and maths exceeded that of the Crewe EIP average.</p>	

		after school tutoring sessions for targeted pupils in Y1 and 2 resulting in all but 2 targeted pupils passing the phonics screening test.		
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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
No Outsiders	
NCETM mastering Maths	
Power maths	
Spelling Shed	
Literacy Shed	
Kapow	