

## 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   | Gotham Primary School     |
| Number of pupils in school  | 170                       |
| Proportion (%) of pupil premium eligible pupils   | 15%                       |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2020-2023                 |
| Date this statement was published   | 29.11.2021                |
| Date on which it will be reviewed   | November 2022             |
| Statement authorised by   | Janette Allen             |
| Pupil premium lead  | Marta Kenny               |
| Governor / Trustee lead   | Linda Dale/ Jennie Walker |

### Funding overview

| Detail  | Amount |
|---|--------|
| Pupil premium funding allocation this academic year   | £30900 |
| Recovery premium funding allocation this academic year  | £2900  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0     |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £33800 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Gotham Primary School, it is our intention that every child, irrespective of their background or the challenges they face, will flourish and develop a love of learning. Our approach in teaching and learning reflects our school culture, one of metacognition and self-regulation. We aim to equip all children with the tools to: activate their prior knowledge, plan, monitor and evaluate, and have the resilience to want to improve. Children reflect on their own work and the work of others so that we are: **Being the best we can be together!** Our Mission Statement.

Gotham Primary School uses research-based evidence to support decision-making when spending our allocated Pupil Premium Grant (PPG). National research shows that the academic gap between disadvantaged and non-disadvantaged pupils has widened further due the effects of Covid-19. Current international and national, and bespoke research have determined the foci in supporting our Pupil Premium pupils, and in narrowing the gap.

Our Pupil Premium Strategy Statement uses the tiered approach, highly recommended by the EEF.



It is our intent to ensure an effective teacher is in front of every class, believing **“Every teacher needs to improve, not because they are not good enough, but because they can be even better.”** Dylan William.

We therefore use some of our PPG to invest in professional development, training and support.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Assessments, discussions and observations have indicated a limited language & vocabulary for PP pupils compared with non-PP pupils. This has been further exacerbated by the lack of social interaction during Covid Pandemic/ lockdowns     |
| 2                | Assessments, phonics screening, observations and monitoring have highlighted pupils' early reading experiences are below our expectations and National standards. This has been impacted further by school closures, particularly PP pupils. |

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| 3 | Our internal assessments throughout school indicate that writing attainment has been adversely affected by Covid lockdowns, particularly PP pupils.   |
| 4 | Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.   |
| 5 | Our research, observations and discussions with pupils and families have identified executive functioning delay in most pupils, particularly PP pupils. For example, 44% of PP pupils showed delays in memory and recall, compared with 39% non-PP pupils. These challenges particularly affect disadvantaged pupils, including their attainment. |
| 6 | Our observations and discussions with pupils and families have identified limited life experiences and opportunities to join enrichment activities.   |
| 7 | Our data shows that attendance for some PP pupils is below national average. 19% of our PP pupils have been 'persistently absent'. Our assessments and observations indicate that absentee-ism is negatively impacting disadvantaged pupils' progress.  |

## 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   |
|---|--|
| Improved oral language skills and vocabulary among disadvantaged pupils.                                    | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil interviews and ongoing formative assessment.   |
| Improved early reading attainment for all pupils, particularly our disadvantaged pupils.                    | 2022-23 Year 1 phonics screening to be in align or better than the expected average for all pupils including PP pupils.<br>The gap between PP and non-PP pupils will close.<br>Pupils' enjoyment in reading is evident from sources such as parent surveys, reading engagement, pupil interviews and ongoing formative assessment.<br>KS2 reading outcomes in 2022/23 show that more than 80% of disadvantaged pupils met the expected standard. |
| Improved writing attainment for disadvantaged pupils at the end of KS2.                                     | KS2 writing outcomes in 2022/23 show that more than 80% of disadvantaged pupils met the expected standard.   |
| Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2022/23 demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations, improved attendance   |
| Support executive functioning development in all pupils especially disadvantaged pupils.                    | Assessments and observations indicate significantly improved executive functioning. This is evident when triangulated with other sources of  |

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|   | evidence, including engagement in lessons, pupil interviews, ongoing formative assessment and external assessments.                 |
| Provide opportunities to broaden life experiences and enrichment.                   | Parental surveys, monitoring, observations and pupil voice indicate PP pupils' increased participation in enrichment opportunities. |
| PP persistent absentee-ism reduces so it is at least in line with national figures. | Attendance data shows persistent absentee-ism has reduced in line with national figures.  |

## 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: £ 16900

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <i>All staff trained using Read Write Inc Materials and early reading strategies</i> | EEF – Improving Literacy in Key Stage One (strand 3,8)<br>Improving Literacy in Key Stage 2 (strand 2, 7)<br>The Art & Science of Primary Reading – Christopher Such  | 1, 2, 3, 4, 5                 |
| <i>NELI and the teaching of vocabulary</i>   | EEF- Improving Literacy in Key Stage 1 (strand 1)<br>EEF toolkit – Oracy Language Interventions<br>Mind the Vocabulary Gap - Alex Quigley<br>The Art & Science of Primary Reading – Christopher Such  | 1, 2, 3                       |
| <i>Well Within Reach and further mental health training<br/>ELSA</i>                 | EEF – Metacognition & Self-Regulated Learning (all strands)<br>EEF- Improving Behaviour in Schools Guidance Report (recommendations 1-6)<br>EEF Social & Emotional Learning Guidance Report (recommendations 1-6)<br>Jo Stockdale's 'Well Within Reach' work<br>Upstairs, Downstairs Brain – Dan Deigal<br>Zones of Regulation (alongside Notts Behaviour Team)                                   | 1-7                           |
| <i>Training in supporting Executive Functioning</i>                                  | EEF – Metacognition & Self-Regulated Learning (all strands)<br>EEF Social & Emotional Learning Guidance Report (recommendations 1-6)<br>From Best Practices to Breakthrough Impacts – The Center on the Developing Child – Harvard University<br>Fear is the Mind Killer – James Mannion & Kate McAllister<br>Powerful Teaching – Unleash the Science of Learning – Pooja Agarwal & Patrice Bains | 1-7                           |

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

Budgeted cost: £ 12361

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <i>Use of programmes to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. (NELI &amp; Frayer Models)</i> | Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions   EEF ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )<br>Using Frayer Model/ Edgar Dale as mentioned in Closing the Vocabulary Gap by Alex Quigley | 1, 2, 4                       |
| <i>Use RWI intervention and Early Reading Strategies targeted for disadvantaged pupils who require further support</i>   | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:<br>Phonics   Toolkit Strand   Education Endowment Foundation   EEF   | 1,2, 3, 4                     |
| <i>Use intervention using retrieval practice strategies</i>  | Retrieval Practice strategies have been proven to support long term memory and automaticity.<br>EEF blog –Retrieval Practice – Common Place or Common Sense<br>Powerful Teaching – Unleash the Science of Learning – Pooja Agarwal & Patrice Bains  | 4, 5                          |

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

Budgeted cost: £ 4539

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <i>Whole staff training on behaviour management and well-being approaches with the aim of developing our school ethos across school.</i> | Both targeted interventions and universal approaches can have positive overall effects:<br><a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a><br>EEF – Metacognition & Self-Regulated Learning (all strands)<br>EEF- Improving Behaviour in Schools Guidance Report (recommendations 1-6)<br>EEF Social & Emotional Learning Guidance Report (recommendations 1-6)<br>EEF small group tuition | 4, 7                          |

|   |  |            |
|---|--|------------|
| <i>Use of ELSA to support targeted interventions to develop self-esteem &amp; resilience</i>  | EEF Social & Emotional Learning Guidance Report (recommendations 1-6)  | 4, 5, 7    |
| <i>Cultural capital experiences – trips including residential are free for PP pupils. No cost for school extra-curricular activities.</i> | Ofsted research 2019 places emphasis on improving cultural capital, particularly disadvantaged pupils<br>Recht & Leslie demonstrated how cultural capital affects reading comprehension. | 2, 4, 6, 7 |

**Total budgeted cost: £ 33800**

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

|   |
|---|
| <p>Priority 1<br/>To develop 'reading for pleasure' to motivate, engage &amp; inspire children with their reading</p> <p>Internal assessment showed PP pupil's, who were beyond early reading, continued to make the expected progress in reading. Where pupil premium pupils were emerging, early readers (46%), results showed progress was slower than expected.</p> <p>Priority 2<br/>To develop children's resilience and independent learning</p> <p>Our overall attendance and the attendance of PP pupils was above national averages – PP attendance: 94.8%</p> <p>Well-being support (all TAs were trained Mental Health Champions) to support all children including disadvantaged, ELSA support also paramount in providing safe havens to encourage and support attendance.<br/>Training in and embedding metacognition and the science of learning supported children's long term memory (internal data shows good progress in maths)</p> <p>Priority 3<br/>Provide a range of enrichment opportunities</p> <p>Despite the effects of the Covid Pandemic, Gotham Primary School used virtual visits to help provide enrichment activities for all pupils.<br/>Incredibly, we were able to take our Year 5 &amp; 6 pupils on a 3 day residential including abseiling, canoeing, rock climbing activities. There was no cost for our PP pupils.</p> |
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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 |
|-----------|----------|
|           |          |

## Service pupil premium funding

| Measure  | Details   |
|--|---|
| How did you spend your service pupil premium allocation last academic year?    | Emotional behaviour support and resources used.<br>Extra TA/Teacher time supporting social interactions in and outside the classroom. |
| What was the impact of that spending on service pupil premium eligible pupils? | Pupil's attendance & progress above average   |

## Further information

*Gotham Primary will continue to develop metacognition, self-regulation and retrieval practices throughout the curriculum. Our aim is to equip all of our children as independent learners throughout their time here and beyond.*