

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Gillingham Primary
Number of pupils in school	59
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Heather Brand
Pupil premium lead	Maria Adcock
Governor / Trustee lead	Alan Larkin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18105
Recovery premium funding allocation this academic year	£2000
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	£20105

Part A: Pupil premium strategy plan

Statement of intent

At Gillingham Primary School we want all children to have the best educational opportunities and to achieve to the best of their potential. We want all children to make expected progress in reading, writing and maths. We believe in offering the same opportunities to all children and this includes our extra-curricular activities and visits that enhance the learning experience.

Our ultimate objectives for disadvantaged pupils are:

- To make expected progress in reading, writing and maths
- To narrow the attainment gap
- To fully embrace the whole curriculum offer, with funding support for extra-curricular activities

We aim to meet these objectives in the following ways:

- Ensure children have quality first teaching that is scaffolded to support children where necessary
- Ensure appropriate scaffolding and interventions are in place to support children's learning and help to close the gaps in their knowledge.
- Thorough question level analysis of assessments to ensure we are targeting the correct gaps.
- Supporting families with payments to extra-curricular clubs and enrichment where needed

Challenges

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

Challenge number	Detail of challenge
1	Poor engagement with reading for pleasure, especially at home
2	The gap between PP children and Non PP children in writing particularly is wider than other subjects, also a focus on maths

3	Some of our pupil premium children do not have the varied experiences as non-pupil premium children seem to have meaning knowledge of the world and vocabulary is limited
4	Children do not always remember the content of what they have been learning and apply it to other areas of learning.
5	

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 improve engagement with reading for pleasure.	Children will engage with Kingfisher Reading Wings – our weekly class reward for reading at home. Parents will be more aware of the importance of reading at home and sharing books together.
For PP children to make expected progress in writing and achieve expected levels with a focus also on spelling	Children will reach expected levels within writing and make expected progress
For PP children to have access to extra-curricular activities and visits to enhance learning	PP children will take up opportunities with extra-curricular activities and attend visits and residential.
For children to remember key facts about what they learnt and to apply their knowledge in other areas of learning	Introduction of 'sticky' quizzes will demonstrate what children remember from their learning.

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: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure staff are confident with using Literacy Shed/Spelling Shed and use it to its full potential.	From completing question level analysis of our cohorts, spelling was an area of weakness across the board.	2
To ensure staff use the knowledge learnt in CPD on scaffolding learning in maths	Staff were asking for support with lower attaining children in maths, we have developed a maths mastery approach. The EEF pupil premium guide says spending on training to ensure there is an effective teacher in front of the class is a priority.	2
To ensure staff use the knowledge learnt in CPD on scaffolding writing	Staff were asking for support with lower attaining children in writing and how best to support these children. The EEF pupil premium guide says spending on training to ensure there is an effective teacher in front of the class is a priority.	2
To ensure staff are confident with strategies to support children with dyslexic tendencies.	The EEF pupil premium guide says spending on training to ensure there is an effective teacher in front of the class is a priority.	1, 2

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

Budgeted cost: £12000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Each class will have daily guided reading time and KS2 will have	EEF says Collaborative learning approaches have a positive impact, and may be a cost-effective approach for	1

an additional hour every week. Children will work together to answer questions. With the use of Literacy Shed to support answering VIPER questions	raising attainment. Reading comprehension strategies are high impact on average. Alongside phonics it is a crucial component of early reading instruction.	
Use of Dyslexia Gold/Spelling Shed, computer based programmes. Also set as homework.	EEF says homework has an impact by enabling pupils to undertake independent learning to practice and consolidate skills EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice.	1, 2
Where appropriate children may work in small groups for writing to ensure they get targeted support, children may also use clicker 7 when writing longer pieces of text.	EEF states - small group tuition has an average impact of four months' additional progress over the course of a year. Collaborative learning approaches have a positive impact	1, 2
Children to complete 'sticky' quizzes at the end of units of work, which includes questions from previous learning and then receive feedback.	EEF says feedback is information given to the learner about the learner's performance relative to learning goals or outcomes	4
Use Pixl assessment package, and therapies to target gaps in learning following QLA	EEF states - small group tuition has an average impact of four months' additional progress over the course of a year. Collaborative learning approaches have a positive impact	1, 2
An additional adult a day a week to support with tutoring small groups of children.	EEF states - small group tuition has an average impact of four months' additional progress over the course of a year. Collaborative learning approaches have a positive impact	2

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>To support children to attend extra-curricular clubs and visits to enhance learning School pays 50% of a club and visit each half term.</p>	<p>EEF – sports participation increases educational engagement and attainment.</p> <p>EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence.</p>	<p>3</p>

Total budgeted cost: £ 19000

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 have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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
Emilie – for maths support	Emilie education

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.