

Pupil Premium Strategy Statement 2022-23



Giffards Primary School



This statement details our school's use of pupil premium funding (and recovery premium for the next 3 years – 2021 -2022/2022-2023 and 2023-24 academic years) 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 Sept 2022

Detail	Data
School name	Giffards Primary
Number of pupils in school	406 as of 6 th October 2022 (census data)
Proportion (%) of pupil premium eligible pupils	94 PPG = 23.15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2022 /2022-2023 / 2023-2024
Date this statement was reviewed and plan for 2022+23 agreed	14 th October 2022 Reviewed and revised sept 2022
Date on which it will be reviewed	Ongoing monitoring and reviewed Annually September 2023
Statement authorised by	
Pupil premium lead	Mrs N Haslam-Davis (head)
Governor / Trustee lead	Mr D Stubbings

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 155,425
Recovery premium funding allocation this academic year	£ 15,950
tutoring	£13,466
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year (PPM + recovery) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£184,841

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. We identified common barriers to learning for disadvantaged children such as less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. We are mindful that there may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We use the research conducted by EEF (teaching and learning toolkit) when deciding which strategies to use to address these difficulties to ensure maximum effectiveness and best value for money

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level

We aim to do this through

- Our school will ensure that the Pupil Premium funding reaches the groups of pupils for whom it was intended and that it makes a significant impact on their education and lives.
- The Pupil Premium will be used to provide additional educational support to improve the progress and raise the achievement for these pupils.
- The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.
- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals (FSM) will be socially disadvantaged.
- To recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. Any group will be made up of PPM children and non PPM children, where their needs are similar, or where meeting their needs helps to create a learning environment more conducive to success for all.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at any one time.

Achieving these objectives: Our key Principles

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- To allocate a Teaching Assistant to each Year class – to provide small group work focussed on overcoming gaps in learning and ensuring on hand well-being and emotional support and support with homework.
- For PPM children to read daily to an adult and have support with key learning skills such as spelling and key maths skills (KIRFs).
- To provide 1-1 support through specialist support staff
- Additional teaching and learning opportunities provided through small group and 1:1 intervention
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support
- Pastoral support to ensure pupils well-being needs are met
- To ensure support is in place to improve attendance

Challenges

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

Challenge number	Detail of challenge
1	Poor on entry levels of vocabulary (low levels of receptive and expressive language skills) leading to slower progress in phonics and reading
2	Poor engagement with homework/ remote learning/lack of academic support and aspiration at home
3	Lower levels of attainment and therefore lower % of pupils at ARE (High % of PPG pupils lacked engagement during lockdown and educational gaps grew)
4	Lower levels of resilience/confidence/aspirations of PPG pupils
5	Higher levels of poor behaviour, mental health and well-being needs
6	Lower levels of attendance and higher % of persistent absence

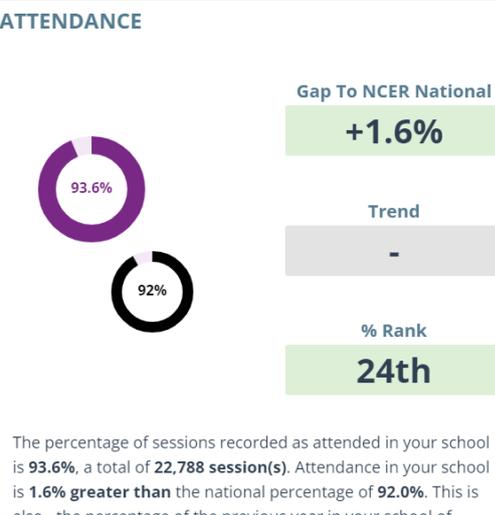
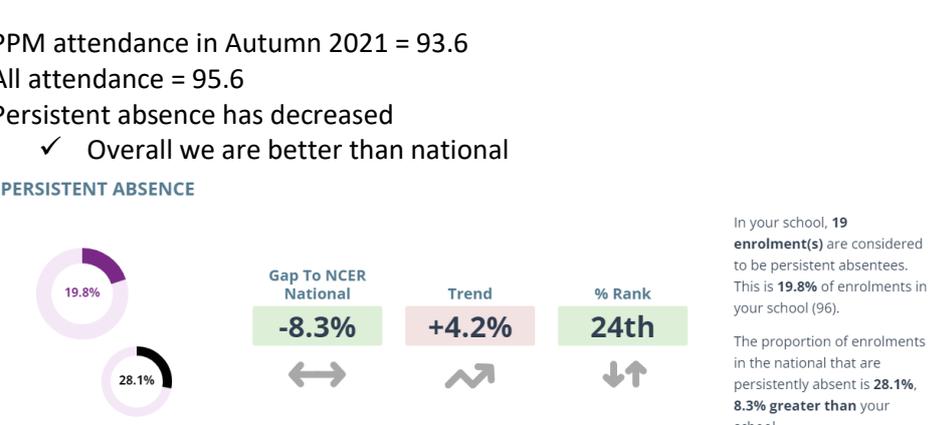
Intended outcomes 2021-2024

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
Progress in phonics	Accelerated progress in EYFS/ Yr 1 so we achieve above national outcomes in yr 1 phonics and PPM chn achieve in line with non PPM peers
Progress in reading	Close the gap in reading between PPM and non PPM pupils + Achieve at least national average progress scores in KS2 Reading
Progress in Writing	Close the gap in writing between PPM and non PPM pupils + Achieve at least national average progress scores in KS2 Writing
Progress in Mathematics	Close the gap in Maths between PPM and non PPM pupils + Achieve at least national average progress scores in KS2 Maths
Improved learning behaviour	PPM children can demonstrate the 5Rs and show good attitudes to learning
Improved behaviour	Reduction in behaviour incidents (InTouch)
Improved attendance	Ensure attendance of disadvantaged pupils is above 96% and % of persistent absence reduces

Intended outcome	Success criteria	Evidence/impact for end of 2021/22																																																							
Progress in phonics	Accelerated progress in EYFS/ Yr 1 so we achieve above national outcomes in yr 1 phonics and PPM can achieve in line with non PPM peers	<p>✓ Improved phonics outcomes for end of year 1 = 91.7% in 2022 - 1.1% points rise since 2019 - 3.2% points rise since 2018. Giffards was 15.5% above Thurrock and 16.2% above national (data source – perspective lite) There is still a gap between PPM and non PPM pupils - area of ongoing need</p> <div style="text-align: center;"> <p>2022</p> <p>Y1 Phonics Screening Check Y2 - All Pupils (59 pupils)</p> <table border="1"> <thead> <tr> <th>Year 2 (59 pupils)</th> <th>No. of Pupils (%)</th> <th>Average Score</th> <th>Working Towards</th> <th>Working At</th> </tr> </thead> <tbody> <tr> <td>All Pupils</td> <td>59 (100%)</td> <td>36.1</td> <td>5 (8.6%)</td> <td>53 (91.4%)</td> </tr> <tr> <td>Males</td> <td>32 (54.2%)</td> <td>37.3</td> <td>1 (3.2%)</td> <td>30 (96.8%)</td> </tr> <tr> <td>Females</td> <td>27 (45.8%)</td> <td>34.6</td> <td>4 (14.8%)</td> <td>23 (85.2%)</td> </tr> <tr> <td>FSM</td> <td>10 (16.9%)</td> <td>31.8</td> <td>3 (33.3%)</td> <td>6 (66.7%)</td> </tr> <tr> <td>Not FSM</td> <td>49 (83.1%)</td> <td>36.8</td> <td>2 (4.1%)</td> <td>47 (95.9%)</td> </tr> <tr> <td>Pupil Premium</td> <td>14 (23.7%)</td> <td>33.5</td> <td>3 (23.1%)</td> <td>10 (76.9%)</td> </tr> <tr> <td>Not Pupil Premium</td> <td>45 (76.3%)</td> <td>36.8</td> <td>2 (4.4%)</td> <td>43 (95.6%)</td> </tr> <tr> <td>SEN Support</td> <td>11 (18.6%)</td> <td>28.2</td> <td>5 (45.5%)</td> <td>6 (54.5%)</td> </tr> <tr> <td>Education, health and care plan</td> <td>0 (0%)</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>Not SEN</td> <td>48 (81.4%)</td> <td>37.9</td> <td>0 (0.0%)</td> <td>47 (100.0%)</td> </tr> </tbody> </table> </div> <p>68 children were identified last year as needing additional intervention in speech and language.</p> <ul style="list-style-type: none"> 17 of these children (25%) were PPG. <ul style="list-style-type: none"> 32 children (excluding EYFS as not yet completed) have been identified this year as requiring additional intervention in speech and language. 6 of these children (19%) were PPG. This shows that speech and language interventions have a positive impact upon those children identified. 	Year 2 (59 pupils)	No. of Pupils (%)	Average Score	Working Towards	Working At	All Pupils	59 (100%)	36.1	5 (8.6%)	53 (91.4%)	Males	32 (54.2%)	37.3	1 (3.2%)	30 (96.8%)	Females	27 (45.8%)	34.6	4 (14.8%)	23 (85.2%)	FSM	10 (16.9%)	31.8	3 (33.3%)	6 (66.7%)	Not FSM	49 (83.1%)	36.8	2 (4.1%)	47 (95.9%)	Pupil Premium	14 (23.7%)	33.5	3 (23.1%)	10 (76.9%)	Not Pupil Premium	45 (76.3%)	36.8	2 (4.4%)	43 (95.6%)	SEN Support	11 (18.6%)	28.2	5 (45.5%)	6 (54.5%)	Education, health and care plan	0 (0%)	-	-	-	Not SEN	48 (81.4%)	37.9	0 (0.0%)	47 (100.0%)
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Not Pupil Premium	274 (73.1%)	4 (1.5%)	75.2%	80.7%	6.4																																																																																							
Difference (change in difference):			18.1	9.3 (-8.8)																																																																																								
375 pupils		Missing Assessment	On Track or Higher		Progress																																																																																							
Writing	No. (%)	No. (%)	Sum2 20-21	Sum2 21-22																																																																																								
Pupil Premium	101 (26.9%)	3 (3.0%)	30.6%	44.9%	6.4																																																																																							
Not Pupil Premium	274 (73.1%)	4 (1.5%)	51.5%	64.4%	6.6																																																																																							
Difference (change in difference):			20.9	19.5 (-1.4)																																																																																								
375 pupils		Missing Assessment	On Track or Higher		Progress																																																																																							
Mathematics	No. (%)	No. (%)	Sum2 20-21	Sum2 21-22																																																																																								
Pupil Premium	101 (26.9%)	3 (3.0%)	63.3%	66.3%	6.3																																																																																							
Not Pupil Premium	274 (73.1%)	4 (1.5%)	78.9%	83.3%	6.3																																																																																							
Difference (change in difference):			15.6	17.0 (1.4)																																																																																								
Improved behaviour	Reduction in behaviour incidents (InTouch)	<p>✓ Additional MDAs to support at lunch and lunch time ‘shifts’ has reduced the incidents at lunch times</p>																																																																																										

Improved attendance	Ensure attendance of disadvantaged pupils is above 96% and % of persistent absence reduces	<p>ATTENDANCE</p>  <p>The percentage of sessions recorded as attended in your school is 93.6%, a total of 22,788 session(s). Attendance in your school is 1.6% greater than the national percentage of 92.0%. This is also - the percentage of the previous year in your school of -.</p> <p>PPM attendance in Autumn 2021 = 93.6 All attendance = 95.6 Persistent absence has decreased ✓ Overall we are better than national</p> <p>PERSISTENT ABSENCE</p>  <p>In your school, 19 enrolment(s) are considered to be persistent absentees. This is 19.8% of enrolments in your school (96). The proportion of enrolments in the national that are persistently absent is 28.1%, 8.3% greater than your school.</p>
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Activity in this academic year 2022-2023

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £ 20,690

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language through extra daily phonics practice with a well-trained adult in EYFS/yr 1/yr 2 and interventions after school.	Phonics - EEF +5	1
Small group work in KS2 to facilitate more personalised feedback and address gaps in learning	Feedback EEF +6	2,3,4

Targeted academic support for 2022/23 (one-to-one support, group support, structured interventions)

Budgeted cost: £ 134,534

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Oral language intervention - Speech link screening – on entry into EYFS Speech link from LSA across both EYFS classes</p>	<ul style="list-style-type: none"> • Oral language intervention EEF +6 • From low baseline PPM pupils made more progress than non PPM children. 100% of PPM pupils made expected/ or above progress in R/W?m • Pupils in yr 2 were tested before Christmas – this was the year 1 phonics check (delayed due to covid) - 55 out of 59 pupils = 93.2% 	1, 2, 3
<p>Additional phonics sessions run by additional staff (2 x 0.5) (see costs for teaching above)</p>	<ul style="list-style-type: none"> • Phonics - EEF +5 • Pupils targeted make accelerated progress over time 	1,2,3
<p>Oral language intervention – Targeted support from yr 1-6 for pupils identified as needing continued speech and language support – (run by 0.6 LSA in ye 2-5) EYFS + yr 1+6 run by LSAs</p>	<ul style="list-style-type: none"> • Oral language intervention EEF +6 • Specialist interventions show good progress for pupils identified with greatest need 	1,2,3
<p>LSA led interventions and in class pastoral support for PPG pupils and to improve pupil engagement, academic outcomes (through daily reading and comprehension strategies and homework support) well-being, attendance and behaviour (see below also) capacity</p>	<p>Teaching assistant interventions - EEF +4 reading and comprehension strategies EEF + 6</p> <p>LSAs are crucial to having the capacity to ensure PPM pupil’s academic and pastoral needs are met – homework completed/ they hear all PPM children read daily – as this is often not completed at home.</p>	3,4,5,6
<p>Teaching by providing targeted academic support</p>	<p>TA interventions EEF +4 Reading and comprehension EEF +6</p>	1,2,3,4

Wider strategies (related to attendance, behaviour, wellbeing)

Budgeted cost: £ 32, 675

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional social, emotional learning and behavioural support for individuals/groups</p>	<p>Social and emotional learning - EEF+4</p> <p>Work with learning mentor supports pupils and parents and keeps engagement and relationships high profile with school – small group/after school x 4 and in school support</p>	4,5

Learning Mentor time to support families and children	Parental engagement - EEF +4 Work with learning mentor supports pupils and parents with difficulties and supports attendance and positive engagement	2,6
Additional attendance officer time. Additional family liaison support from learning mentor – support for lowest 20% Home visits for children failing to attend	Parental engagement - EEF +4 Tracking of attendance is crucial to ensuring we can target and support families at risk of falling below attendance targets	2, 6
Breakfast club	Improved attendance and academic engagement through attendance at breakfast club	

Total budgeted cost: £ 187,899

Part B: Review of outcomes in the previous academic year 2021/22 Pupil premium strategy outcomes – see also impact against intended outcomes above

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

Teaching focus

What we did...

- Speech and language through extra daily phonics practice with a well-trained adult in EYFS and interventions after school.
- Small group work in KS2 to facilitate more personalised feedback and address gaps in learning

Impact and outcomes of the above –

- ✓ Sats data in years 2 and 6 showed pupils in year 2 were slightly below national in writing and therefore R/W/M
- ✓ KS2 sats showed pupils were largely above national in all areas apart from Greater depth in some subjects

KS1 Year 2 2022 Sats	School March 2022 Met or Exc Standard	Thurrock 2022 Met or Exceeded Standard	National 2022 Met or Ex- ceeded Stand- ard	School Exceeded Stand- ard (Greater Depth)	Thurrock 2022 Exceeded Standard (Greater Depth)	National 2022 Exceeded Standard (Greater Depth)
Reading	76.3	68	67	20.3	17.7	18
Writing	52.5	55.5	57.6	6.8	9.9	8
Maths	67.8	69	67.7	10.2	16.4	15.1
Combined - RWM	52.5	55.5	53.4	5.1	7.4	5.9
science	80	78.2	77.1			

KS2 Year 6 2022 Sats	School 2022 Met or Exc Standard	Thurrock 2022 Met or Exc Standard	National 2022 Met or Exc Standard	School 2022 Exceeded Standard	Thurrock 2022 Exceeded Standard	National 2022 Exceeded Standard	School Progress	School 2022 Scaled Score	National 2022 Scaled Score
Reading	83.1	74.5	74.5	29.2	27	27.8	+1.3	105.6	104.8
Writing	74.2	71.3	69.5	6.7	16.7	12.8	+0.53	106.5	
Maths	77.5	73.6	71.4	20.2	23.2	22.5	+1.49	104.5	103.8
GPS	84.3	74.4	72.4	32.6	29.6	28.3		106.5	105.1
R/W/M	62.9	58.8	58.7	4.5	8.8	7.2			
Science (TA)	81.8			17					

STRENGTHS

- ✓ **RWM EXPECTED STANDARD**
Gap-to-National -15.2%
Year-on-Year Trend +3.3%
- ✓ **READING PROGRESS**
Gap-to-National +1.9
Year-on-Year Trend +2.2
- ✓ **WRITING PROGRESS**
Gap-to-National +0.2
- ✓ **MATHS PROGRESS**
Gap-to-National 0.0
- ✓ **READING EXPECTED STANDARD**
Gap-to-National -0.2%
Year-on-Year Trend +19.2%

Our focus on reading and moving children to at least expected has had good impact – we achieved well compared to national.

- ✓ **WRITING EXPECTED STANDARD**
Gap-to-National -12.7%
- ✓ **MATHS EXPECTED STANDARD**
Gap-to-National -15.1%
- ✓ **READING HIGH STANDARD**
Gap-to-National +1.3%
Year-on-Year Trend +6.6%
- ✓ **READING SCALED SCORE**
Gap-to-National -0.8
Year-on-Year Trend +3.9

CHALLENGES

- **WRITING PROGRESS**
Year-on-Year Trend -4.8
- **MATHS PROGRESS**
Year-on-Year Trend -2.6
- **WRITING EXPECTED STANDARD**
Year-on-Year Trend -24.2%
- **MATHS EXPECTED STANDARD**
Year-on-Year Trend -17.5%
- **WRITING GREATER DEPTH**
Year-on-Year Trend -29.1%
- **MATHS HIGH STANDARD**
Year-on-Year Trend -14.2%
- **RWM HIGH STANDARD**
Year-on-Year Trend -9.1%
- **MATHS SCALED SCORE**
Year-on-Year Trend -4.0

Covid disruptions have affected our overall progress scores – whilst still above national these are lower than previously and especially for PPM pupils who were most affected by Covid and typically achieved less during school closure periods

Across the school gaps are closing for PPM children in reading and writing

Diminishing Differences Report
Y2, Y3, Y4, Y5, Y6, Y7 - All Pupils (373 pupils)

373 pupils		Missing Assessment	On Track or Higher	
Reading	No. (%)	No. (%)	Sum2 20-21	Sum2 21-22
Pupil Premium	101 (27.1%)	3 (3.0%)	57.1%	71.4%
Not Pupil Premium	272 (72.9%)	2 (0.7%)	75.2%	80.7%
Difference (change in difference):			18.1	9.3 (-8.8)

373 pupils		Missing Assessment	On Track or Higher	
Writing	No. (%)	No. (%)	Sum2 20-21	Sum2 21-22
Pupil Premium	101 (27.1%)	3 (3.0%)	30.6%	44.9%
Not Pupil Premium	272 (72.9%)	2 (0.7%)	51.5%	64.4%
Difference (change in difference):			20.9	19.5 (-1.4)

373 pupils		Missing Assessment	On Track or Higher	
Mathematics	No. (%)	No. (%)	Sum2 20-21	Sum2 21-22
Pupil Premium	101 (27.1%)	3 (3.0%)	63.3%	66.3%
Not Pupil Premium	272 (72.9%)	2 (0.7%)	78.9%	83.3%
Difference (change in difference):			15.6	17.0 (1.4)

Difference Key: Widening Narrowing Unchanged

note: as data was collected in 2022/23 academic yr - all yr groups are identified as being up a yr hence yr 7 – which is actually yr 6 data

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

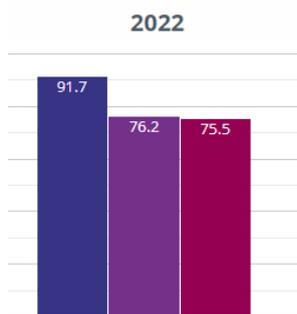
What we did...

- Oral language intervention - Speech link screening – on entry into EYFS

- Speech link LSA across both EYFS classes
- Additional phonics sessions run by teacher
- Oral language intervention - Targeted support from yr 1-6 for pupils identified as needing continued speech and language support
- LSA led interventions and in class pastoral support for PPG pupils and to improve pupil engagement, academic outcomes (through daily reading and comprehension strategies and homework support) well-being, attendance and behaviour (see below also) capacity

Impact and outcomes of the above

- ✓ Improved phonics outcomes for end of year 1 = 91.7% in 2022 - 1.1% points rise since 2019 - 3.2% points rise since 2018. Giffards was 15.5% above Thurrock and 16.2% above national (data source – perspective lite)



Y1 Phonics Screening Check

Y2 - All Pupils (59 pupils)

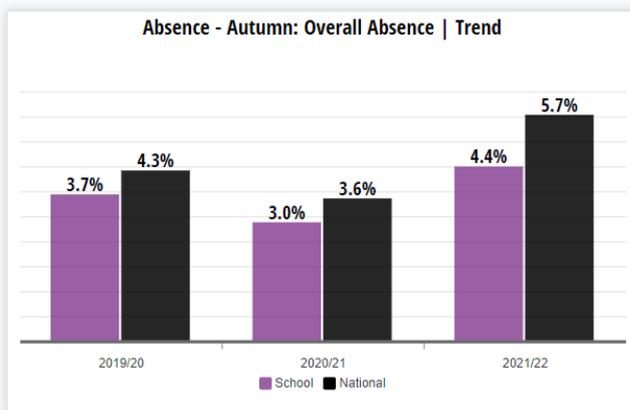
Year 2 (59 pupils)	No. of Pupils (%)	Average Score	Working Towards	Working At
All Pupils	59 (100%)	36.1	5 (8.6%)	53 (91.4%)
Males	32 (54.2%)	37.3	1 (3.2%)	30 (96.8%)
Females	27 (45.8%)	34.6	4 (14.8%)	23 (85.2%)
FSM	10 (16.9%)	31.8	3 (33.3%)	6 (66.7%)
Not FSM	49 (83.1%)	36.8	2 (4.1%)	47 (95.9%)
Pupil Premium	14 (23.7%)	33.5	3 (23.1%)	10 (76.9%)
Not Pupil Premium	45 (76.3%)	36.8	2 (4.4%)	43 (95.6%)
SEN Support	11 (18.6%)	28.2	5 (45.5%)	6 (54.5%)
Education, health and care plan	0 (0%)	-	-	-
Not SEN	48 (81.4%)	37.9	0 (0.0%)	47 (100.0%)

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

What we did...

- Additional social, emotional learning and behavioural support for individuals/groups
- Learning Mentor time to support families and children
- Additional attendance officer time.
- Additional family liaison support from learning mentor – support for lowest 20%
Home visits for children failing to attend

Impact and outcomes of the above



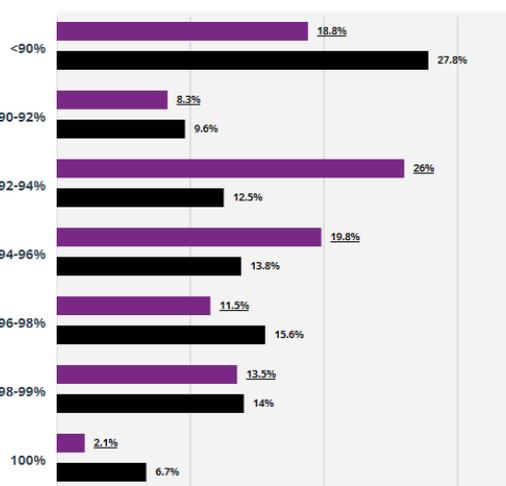
Your school's Overall Absence has **increased by 1.4%** from **3.7%** in 2018/19 to **4.4%** in 2021/22.

Your school's average for the last 3 academic year(s) is **4.1%**.

✓ Attendance was better than National autumn term only available (data source – perspective lite)

Attendance of PPM children

ATTENDANCE BREAKDOWN



In your school the highest attendance group is **92-94%** with a percentage of **26.0%**, a total of **25 enrolment(s)**. This highest attendance group in your school is **13.5% greater than** the national percentage of **12.5%**.

✓ Attendance for PPM children is better than national but lower than Non PPM

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	

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

School continues to fully fund after school clubs for PPM pupils as well as support with funding for music tuition – *funded separately*.
Additional MDAs and a sports leader support with increasing activity at lunch times – *funded separately*