



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023-24 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	Gilbert Colvin Primary
Number of pupils in school	384 (Oct census 2023)
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Liz Cohen (HT)
Pupil premium lead	Liz Cohen (HT)
Governor / Trustee lead	James Clements

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,035
Recovery premium funding allocation this academic year	£5,583
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£117,618



## Part A: Pupil premium strategy plan

### Statement of intent

At Gilbert Colvin Primary School we strive for excellence in all we do to enable all children, including those eligible for pupil premium funding, to make rapid progress towards meeting national expectations and to ensure that this knowledge will be retained as a building block for the next steps of their education.

Our strategic decision making process is informed by research conducted by the EEF and by our own internal monitoring processes which also informs our SDP. We will consider the challenges faced by vulnerable pupils (such as those who have a social worker and young carers) and intend to support their needs regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our pupil premium strategy forms part of our wider school approach for educational recovery following the pandemic. It will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they are set
- Act early to intervene at the point need is identified
- Continue with our whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes to raise expectations of what they can achieve.



## Challenges

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

Challenge number	Detail of challenge
1.	<b>Oral language and vocabulary</b> Assessments, observations and discussions with pupils indicated under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident throughout the school and are more prevalent among our disadvantaged pupils than their peers.
2	<b>Phonics</b> Assessments, observations and discussions with pupils suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts on their development as readers. This was evidenced by a disadvantage gap of 32.1% for Year 1 pupils achieving the expected standard in the 2019 phonics screening check.
3	<b>Reading</b> Internal assessments and external data (end of key stage 2019) indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. This was evidenced by a disadvantaged gap of 22.5%. Disadvantaged pupils made less progress in reading than all pupils (-0.23 compared to -0.47)
4	<b>Maths</b> Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
5	<b>Emotional Wellbeing</b> Our ongoing assessments and observations indicate that as well as the educational impact of lockdowns, the emotional wellbeing of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in an increased need for social and emotional support. 75% of the pupils who accessed our support from an LSA trained in emotional well-being and play therapy were disadvantaged. Over 70% of our disadvantaged children and families received additional family support during the academic year ranging from loaning devices, safeguarding referrals and interventions, and accessing support from our school foodbank as well as external foodbank referrals.
6	<b>Attendance and punctuality</b> Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been, on average, 1.83% lower than for all pupils. The gap has widened since the start of covid. Our assessments and observations indicate that absenteeism has a negative impact on pupil attainment and progress, especially for our disadvantaged pupils.



## 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
Improve oral language skills and vocabulary among disadvantaged pupils in EYFS.	Assessments and observations indicate significantly improved oral language amongst disadvantaged pupils. This is evident when triangulated with other sources of evidence including engagement in lessons, books scrutiny and ongoing formative assessment.
Improved phonics attainment among disadvantaged pupils in Y1 and Y2	Phonics outcomes in 2024/25 show that the school gap is closing between disadvantaged pupils and all pupils. Reduction in disadvantage gap to below 10%.
Improved reading attainment and progress among disadvantaged pupils in KS2	KS2 reading outcomes in 2024/5 show that the school gap is closing between disadvantaged pupils and all pupils. End of key stage attainment and progress in reading for disadvantaged pupils is in line with all pupils.
Improved maths attainment and progress among disadvantaged pupils across the school	KS2 maths outcomes in 2024/25 show that disadvantaged pupils attain in line or above national outcomes for disadvantaged pupils End of key stage progress in maths for disadvantaged pupils is at least in line with all pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly for our disadvantaged pupils	Sustained high levels of wellbeing by 2024/25, demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations;</li> <li>• a significant reduction in emotional concerns;</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance from 2024/25 demonstrated by: The overall attendance rate for all pupils being above 97%. and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being closed to better than 1%



## 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

Budgeted cost: **£56,020**

Activity	Evidence that supports this approach	Challenge addressed
The curriculum will be developed to ensure that pupils are making progress and learning essential knowledge. Leaders will be looking at the progress and achievement of PP pupils in particular through rigorous monitoring procedures.	<a href="https://www.marymyatt.com/blog/thinking-about-curriculum-impact">https://www.marymyatt.com/blog/thinking-about-curriculum-impact</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	2,3,4
Design a CPD programme to meet the needs of the school's curriculum development priorities. As well as the core subjects, there will be a focus on foundation subjects.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	2,3,4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
Use of sentence stems in maths and other subjects to support, in particular, the development of language for EAL, SEND and disadvantaged pupils	<a href="https://educationendowmentfoundation.org.uk/news/eeef-blog-scaffolding-high-quality-talk-in-maths">https://educationendowmentfoundation.org.uk/news/eeef-blog-scaffolding-high-quality-talk-in-maths</a>  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</a>	1,4



Embedding of RWI a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to ensure that a robust phonics approach meets requirements to secure strong phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Purchase of standardised diagnostic assessments (NFER). Training for staff to ensure assessments are interpreted and administered correctly	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1, 2, 3, 4, 5
Introduction of whole class shared reading 3x per week and the purchase of Literacy Shed's VIPERS SoW  This will include CPD for staff, time for leaders to monitor the impact and purchasing additional reading resources.	The evidence states that reading comprehension strategies are high impact on average (+6 months) and that for many pupils, a wide range of strategies need to be taught explicitly and consistently. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>  <a href="#">EEF Improving Literacy in KS2</a>	3
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub training and resources.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>  The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	4
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices, including whole school foci and class teaching through the PSHE / RSHE lessons. This will be supported by CPD for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	5

## Targeted academic support

Budgeted cost: **£ 40,000**

Activity	Evidence that supports this approach	Challenge addressed
Small group interventions to Improve listening and vocabulary skills for	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on	1, 5



disadvantaged pupils who have relatively low spoken language skills.	speaking and listening and a combination of the two show positive impacts on attainment. <a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	
Additional LSA targeted support for PP children on the SEN register	Evidence shows that training to support the impact of LSAs in classrooms benefits children's learning and progress. <a href="#">MITA</a>	2
Additional school led small group tutoring sessions led by an intervention teacher targeted at pupils, including disadvantaged pupils, who require additional support.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	3, 4 + 5
One-to-one Phonics support targeted at pupils, including disadvantaged pupils, who require additional support in EY/KS1	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1,2,3

## Wider strategies

Budgeted cost: **£21,598**

Activity	Evidence that supports this approach	Challenge addressed
Enhancing our offer to support mental health and well-being. This will include: <ul style="list-style-type: none"> <li>Staff CPD and Senior Mental Health Lead training</li> <li>Opportunities for staff and pupils to access our absence insurance provider well-being support package when required</li> </ul>	Research indicates that taking a coordinated and evidence informed approach to mental health and wellbeing leads to improve3d emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges which have taken this approach, often report improved attendance, attention, behaviour and attainment. <a href="#">Impact of ELSA</a>	1, 5, 6
Introduction of behaviour monitoring tracking system so that accurate monitoring of behavioural incidents can take place. This will be analysed each week and support provided for staff	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>	5





and children by the SLT and the Inclusion Team.		
<p>Outdoor learning is proven to enhance pupils' wider social and emotional development, particularly those who are disadvantaged.</p> <p>We will continue to develop our outdoor learning curriculum offer.</p> <p>This will include ensuring that we maximise opportunities for staff and pupils' access opportunities the edible playground offers.</p>	<p>Research and our own observations indicate that lockdowns have had a disproportionate impact on the well-being and attainment of disadvantaged pupils.</p> <p><a href="https://www.treesforcities.org/our-work/schools-programme/edible-playgrounds">https://www.treesforcities.org/our-work/schools-programme/edible-playgrounds</a></p> <p><a href="#">Benefits of Outdoor Learning</a></p>	1, 5
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

**Total budgeted cost: £112,035**





## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes (see also Pupil Premium Review of Outcomes doc)

This details the impact that our pupil premium activity had on pupils in the **2022-2023** academic year.

National assessment data at the end of **2022/23** indicated that the gap is narrowing for our disadvantaged and pupil premium pupils in some areas.

The EYFS team delivered the NELI and Early Talk Boost programmes which impacted not only on EYFS pupils' communication and language development but also on their ability to be successful in other areas of the curriculum. Providing additional time for the EYFS lead to support planning and deliver targeted interventions for Reception pupils proved crucial to ensuring positive outcomes. The attainment of our disadvantaged pupils was significantly better than Redbridge and National.

#### Phonics/Key Stage 1 2022/23 Statutory Assessments

	ALL EXP+	PP EXP+	ALL GDS	PP GDS
<b>Phonics</b>	66%	88% (7/8)	-	-
<b>KS1 Reading</b>	66%	70% (7/10)	11%	10% (1/10)
<b>KS1 Writing</b>	55%	40% (4/10)	4%	0%
<b>KS1 Maths</b>	75%	70% (7/10)	6%	10% (1/10)

Although there have been improvements to Year 1 phonics outcomes since 2019 for FSM and PP, and the disadvantage gaps have narrowed, with more disadvantaged pupils passing the test proportionally, our overall headline figures are not good enough. The Read, Write, Inc scheme and resources was purchased in September 2022; however, due to leadership and staffing changes within the school, the scheme was not embedded as successfully as we would have liked with the children attaining a similar result to the previous year. Additional training, coaching, monitoring and reviews of practice will be provided to embed practice to further reduce the gap and raise our headline to at least in line with national.

In KS1, the headline measures for our pupil premium and disadvantaged children were slightly below than national in reading, writing and maths. Writing outcomes were a



limiting factor in this phase. In the coming academic year, additional support will be given to support and improve English planning.

### **Key Stage 2 2022/23 Statutory Assessments**

	ALL EXP+	PP EXP+ (11 pupils)	ALL GDS	PP GDS	ALL PROGRES	PP PROGRES (9 pupils)
<b>KS2 Reading</b>	73%	37%	64%	27%	1.93	2.60
<b>KS2 Writing</b>	75%	21%	64%	9%	2.10	1.36
<b>KS2 Maths</b>	81%	52%	73%	27%	5.72	1.27
<b>KS2 RWM Combined</b>	67%	64%	19%	9%	-	-

Headline measures for disadvantaged and pupil premium pupils achieving the expected standard in reading, writing and maths combined were significantly higher than Redbridge and national. Writing at greater depth was a limiting factor for this cohort, although results were roughly in line with national. The average scaled score for disadvantaged pupils in Reading and Maths was slightly below national but progress was well above national in all areas. Whole school training to support and improve English planning will also take place in the Spring term.

## **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*

<b>Programme</b>	<b>Provider</b>
National Tutoring Programme	Teaching Personnel (2020-2021)
Additional Intervention Teacher	Air Supply (April 2021 – current)



## Further information

*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.*

### Additional Activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include:

- Embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool.
- Increasing our range of extra-curricular activities to boost wellbeing, behaviour, attendance and aspiration. Activities will focus on building life skills such as confidence, resilience and socialising. Disadvantaged children will be encouraged and supported to attend.