

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	Gomer Junior School
Number of pupils in school	240
Proportion (%) of pupil premium eligible pupils	26% (63) 14% (34) - FSM(+E6) 12% (28) - Service (+E6) 0.41%(1) - LAC
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	Three year strategy: September 2022 Current academic year published: September 2025
Date on which it will be reviewed	Current academic year strategy reviewed: December 2022 Three year strategy reviewed: July 2025
Statement authorised by	Kerry Payne, Executive HT with responsibility for Inclusion
Pupil premium lead	Kerry Sharpe
Governor / Trustee lead	Chris Donovan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,425.00
Recovery premium funding allocation this academic year	£5,510
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	£67,935.00

Part A: Pupil premium strategy plan

Statement of intent

Our aspiration is to ensure equity of opportunity, experience, life chances and outcomes for all pupils - we recognise that learners achieving age related expectations embedded within the development of the whole child is the greatest impact we can have on our disadvantaged and service community. Our approach builds upon relevant research (EEF, Sir John Dunford, Marc Rowland and Government documentation on Service Pupil, Premium: examples of best practice) using it alongside our robust and thorough understanding of our learners to make informed decisions about the effective use of funding.

Our strategy is a three tiered approach (as recommended by EEF, June 2019):

1. High quality for teaching and learning for all
2. Targeted support through specific interventions linked to overcoming barriers to learning
3. Wider strategies to support pupils that experience socio-economic disadvantage

As well as a school strategy, each phase within our organisation (primary, secondary and special) have personalised strategic plans that align to the GFM strategy and meet the needs of their community ensuring positive impact on learner outcomes.

Challenges

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

Challenge number	Detail of challenge
Tier 3 (wider strategies)	1. Attendance being maintained at 96% in order that progress of all pupils is not hindered.
	2. The impact of socio economic disadvantage alongside the ongoing impact of the pandemic is having a negative impact on some pupils mental health and well-being, that may have a detrimental effect on their attitudes towards school (attendance, behaviours, attitudes towards learning) <i>(during times of deployment or when the parent works away, the impact of Covid-19 on some pupils mental well-being and health)</i>

Tier 2 (targeted academic support)	3. Making sure that all children have gaps in their learning identified early enough, so the gap does not widen.
	4. Pupils who have SEND and are in receipt of Pupil Premium do not always make accelerated progress to meet age related expectations.
Tier 1 (teaching)	5. Ensuring pupils make enough progress from their 'on entry' starting points from Key Stage 1.
	6. Our assessments and observations indicate that the education and wellbeing of some of our disadvantaged pupils has been impacted by partial school closures and the impact of socio-economic changes to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
	7. Enabling all disadvantaged learners to receive quality first teaching, in all learning environments
	8. Whilst there is some evidence of a diminishing gap between disadvantaged and non-disadvantaged pupils in their time across KS2, the gaps still remain with English and Maths and against national data.

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
Tier 3: Priority 2	To minimise the impact on pupils emotional well-being due to personal circumstances <i>e.g.</i> <i>during times of deployment or when the parent works away, the impact of Covid-19 on some pupils mental well-being and health,</i>	<ul style="list-style-type: none"> - Any negative on pupils ' well-being will be addressed rapidly to ensure that children do not have gaps in their learning and can make rapid progress from their starting point. - Pupils are able to self regulate and signposting supports access to manage pupil wellbeing
	For attendance to be at a minimum of 96% and for the percentage of persistent non-attendees to be reduced.	<ul style="list-style-type: none"> - Higher rates of attendance for all pupils, but in particular those in receipt of PP. - At the end of year, school attendance figures will be 96% or higher. - The percentage of persistent non-attendees to be significantly reduced.

	<p>To improve disadvantaged pupils access to cultural capital through the extended school provision</p> <p>To provide a range of enrichment opportunities for those pupils in receipt of Pupil Premium</p>	<ol style="list-style-type: none"> 1. Key tracking of PP learners access to clubs 2. Ensure both the academic curriculum and extended curriculum allow opportunities for all pupils to have access to cultural capital 3. Ensure access to onsite and off site opportunities through trips and visits
Tier 2: Priority 1	<p>To support and improve outcomes for learners with SEND and/or SEMH needs.</p>	<ul style="list-style-type: none"> - As a consequence of targeted, personalised interventions, SEND /SEMHpupils will make small steps progress from their starting points, both in academic and social and emotional development. This will be reflected in increase in standardised scores (Renaissance scores), improvement in attitudes towards learning (ImpactEd, pupil conferencing) - Effective deployment of staff to support these pupils, including the use of ELSA, inclusion Lead etc.
	<p>To diminish the difference between disadvantaged and non-disadvantaged pupils who have been impacted by school closures and socio-economic changes.</p>	<ul style="list-style-type: none"> - Any negative impact of partial school closure will be addressed rapidly to ensure that children do not have gaps in their learning and can make rapid progress from their starting point. - Children will make at least good progress - Improve progress and attainment in core subjects where gaps have grown or developed
Tier 1:	<p>'Good' teaching and learning to enable pupils to make sound progress in maths, writing and reading across the key stage.</p>	<ul style="list-style-type: none"> - High quality Professional learning that impacts directly on quality of teaching - Teaching will be at least good or better, reflecting all of the teaching standards. - Gaps in learning will be identified early, ensuring early intervention. - Assessments will ensure that all pupils are challenged and supported. - % of disadvantaged pupils achieving ARE/GDS will continue to improve narrowing the gap to national outcomes. - Pupils will make at least expected progress against their on entry starting points.

	<p>Improve attainment and progress in maths, reading and writing (including spelling), ensuring end of Year 6 data is in line with KS1 data</p>	<ul style="list-style-type: none"> - End of KS2 results will show that more disadvantaged pupils are meeting the expected standard in Reading, Writing & Mathematics (R, W &M) - End of KS2 results will show that more disadvantaged pupils are making expected progress in R, W & M based upon their KS1 data - There will be a diminishing gap between the progress and attainment of disadvantaged pupils and their non-disadvantaged peers across their time in KS2.
	<p>Improve standards and outcomes in maths, reading and writing so that combined is in line with at least national average</p>	<ul style="list-style-type: none"> - End of KS2 results will show that more disadvantaged pupils are Age Related Expectations across all three subjects (combined) - End of KS2 results will show that our pupils are at least in line with national average for ARE across all three subjects (combined) - There will be a diminishing gap between the progress and attainment of disadvantaged pupils and their non-disadvantaged peers in all year groups
	<p>The reconceptualization of teaching and learning following the Covid-19 outbreak and the academic and emotional impact this has had on those who are in receipt of Pupil Premium</p>	<ul style="list-style-type: none"> - Any negative impact of partial school closure will be addressed rapidly to ensure that children do not have gaps in their learning and can make rapid progress from their starting point. - Children will make at least good progress - A rich curriculum offer will ensure that children are prepared for their next steps in learning. - The effective use of technology will be used to personalise learning and provide a blended offer where appropriate

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.

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of ImpactEd tool - diagnostic tools	<p>Reports and feedback to support barriers to learning linked to wellbeing and mental health. Assessment completed termly to identify where additional targeted support can be offered. Tracking and monitoring of focus groups across the school and MAT.</p> <p><u>Lockdown Lessons</u></p>	Tier 3 challenge 2
Purchase of Motional well being diagnostic tool	<p>Screening tool for use with identified learners to or identifying, assessing, and improving the emotional health and wellbeing of children and young people. It is based on Professor Jaak Panksepp's research on emotional systems in the brain and extensive research, studies and expertise in executive functional skills. It can record ACE and Protective Factor scores where required and gives staff a whole-brain picture of students' mental health and wellbeing.</p>	Tier 3 Challenge 2
<p>Targeted sessions to address well-being identified gaps:</p> <ul style="list-style-type: none"> - Targeted SEMH/well-being sessions with our pastoral team ; - Service well-being check ins; - Lego Therapy sessions - Parent workshops (anxiety) - 	<p>The emotional and academic impact on all pupils, but especially those in receipt of PP, is unprecedented and research is continually coming out on potential barriers and ways in which these can be addressed.</p> <p><u>Lockdown Lessons</u></p> <p><u>Improving Social and Emotional Learning in Primary Schools EEF</u></p> <p>Service Pupil Premium, 'Examples of Best Practice' published by the MOD identifies that best practice for schools is to have dedicated members of staff to support pupils and parents/carers during times of deployment and specific strategies for managing feelings and emotions.</p>	<p>Tier 3 challenge 2 Tier 2 challenge 4 & 5 Tier 1 challenge 8</p>
Embedding principles of good practice set out in the DfE's 'Improving	<p>Attendance forum minutes, policies. Data linked to attendance figures at school, Primary phase and Trust level. Reduction of persistent absentees.</p>	Tier 3 challenge 1

<p>School attendance' advice.</p> <p>This will involve working across the MAT to implement new procedures and protocols to improve attendance at school and across the Trust.</p> <ul style="list-style-type: none"> - Trust wide protocols on attendance that is underpinned by high expectations - Attendance is regularly tracked, monitored and reported upon identifying trends and patterns for identified pupils. - All staff being aware of their responsibility towards improving attendance e.g. raising with parents concerns, monitoring persistent absentees and informing the 	<p>NFER building block 2 (addressing behaviour and attendance) form part of the building blocks in successful raising attainment for disadvantaged pupils, especially where responses are quick to deal with attendance, as well as working with families.</p> <p>DfE data indicates that as absences increase, the proportion of pupils achieving expected outcomes at KS2 and KS4 decreases.</p> <p><u>Being Present: the Power of Attendance and Stability for Disadvantaged Pupils</u></p> <p><u>[Withdrawn] Improving school attendance: support for schools and local authorities - GOV.UK</u></p>	
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<p>appropriate persons</p> <ul style="list-style-type: none"> - Intervention targeted and personalised to family circumstances and monitored. 		
<p>To provide a range of enrichment opportunities for those pupils in receipt of Pupil Premium</p> <ul style="list-style-type: none"> -Residentials - Visits/ visitors - Opportunities to attend after school and holiday clubs 	<p>Relates to Ofsted framework:</p> <p><i>The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.</i></p> <p><i>The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.</i></p>	Tier 3 challenge 2
<p>Resources to support Intervention - contingency fund</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

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

Budgeted cost: £ 24,384

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Purchase of Bedrock, Renaissance and ImpactEd tool - diagnostic tools to identify gaps in pupils academic and well-being, supporting teachers in targeting next steps</p>	<p>The EEF guide to pupil premium, states that the key ingredient to a successful school is effective teaching and should therefore be priority when spending PP funding.</p> <p><u>The EEF Guide to the Pupil Premium—Autumn 2021</u></p> <p>Rowland (Learning Without Labels) states that when managed effectively, additional adults can have a positive effect when overseen and work closely with qualified staff. This links to NFER building block 5 where it talks about deploying staff effectively and training and supporting teaching assistants to support pupils’ learning. This is supported by research led by Johnathan Sharples, where findings show that..high quality training and support from teachers and senior leaders is crucial to makingTA interventions work.</p>	<p>Tier 1 challenge 6, Tier 2 challenge 3 Tier 2 challenge 4</p>
<p>Effective deployment of resources to implement targeted sessions to address identified gaps (academic and well-being):</p> <ul style="list-style-type: none"> - Targeted phonics sessions; - Targeted SEMH/well-being sessions; - Service well-being check ins; - Targeted support for maths, spelling, reading - Access strategies to enable all pupils to access learning, but especially those with SEND 	<p>NFER building block 1 (whole-school ethos of attainment for all), 3 (high quality teaching for all) , 4 (meeting individual needs for all pupils) and 5 (deploying staff effectively) all form part of the building blocks in successful raising attainment for disadvantaged pupils.</p> <p>Phonics / toolkit strand / EEF <u>Phonics EEF</u></p> <p>Rowland (Learning Without Labels) states that when managed effectively, additional adults can have a positive effect when overseen and work closely with qualified staff. This links to NFER building block 5 where it talks about deploying staff effectively and training and supporting teaching assistants to support pupils’ learning. This is supported by research led by Johnathan Sharples, where findings show that..high quality training and support from teachers and senior leaders is crucial to makingTA interventions work.</p>	<p>Tier 3 challenge 2 Tier 2 challenge 3 & 4 Tier 1 challenge 5, 6, 8</p>

Targeted tutor sessions	<p>Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils, especially when diagnostic assessments are used to identify the best ways to target support. Cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile as opposed to 1:1 tuition. .</p> <p>Small group intervention: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>Tier 1 challenge 2 Tier 2 challenge 2 Tier 2 challenge 3</p>
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Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £38,551

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue to develop a professional learning programme with a focus upon Inclusion and the impact of deprivation as well as quality first teaching.</p>	<p>Whole school/ Trust level PL delivered to support staffs understanding of both Teaching standard 5 and the Impact of deprivation upon pupil outcomes EEF publishes new guidance on professional development EEF ImpactEd research findings paper - Impact in Practice</p> <p>The best available research indicates that great teaching is the most important lever schools have to improve pupils attainment. It is important that schools consider how children learn, with teaching approaches that ensure long term retention of knowledge, fluency in key skills and confident use of metacognitive strategies are crucial. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>NFER building block 1 (whole-school ethos of attainment for all) and 3 (high quality teaching for all) form part of the building blocks in successful raising attainment for disadvantaged pupils.</p>	<p>Tier 1 challenge 5, 6, 7 & 8 Tier 2 challenge 3 & 4</p>

	Rowland (The Pupil Premium), clearly states that consistently excellent teaching is key to closing the disadvantaged gaps.	
Purchase of Bedrock, Renaissance and ImpactEd tool - diagnostic tools to identify gaps in pupils academic and well-being, supporting teachers in targeting next steps	<p>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: <u>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</u></p> <p>NFER building block 4 (meeting individual learning needs) state that staff seek to understand gaps in learning and then seek the best strategies to support the child's next step in learning.</p> <p>Rowland (Learning without labels) states that when managed effectively, additional adults can have a positive effect when overseen and work closely with qualified staff. This links to NFER building block 5 where it talks about deploying staff effectively and training and supporting teaching assistants to support pupils' learning. This is supported by research led by Johnathan Sharples, where findings show that..high quality training and support from teachers and senior leaders is crucial to makingTA interventions work.</p>	<p>Tier 1 challenge 5, 6, 7 & 8</p> <p>Tier 2 challenge 3 & 4</p> <p>Tier 3 challenge 2</p>
Embedding of Let's Think English programme.	<p>Evidence suggests that the use of and teaching of metacognitive strategies can be the equivalent of +7 months progress, and that such skills are taught in subject specific content as pupils otherwise find it hard to transfer these generic tips to specific tasks. This is reiterated by Marc Rowland (<i>Addressing educational disadvantage 2021</i>)</p> <p><u>Metacognition and Self-regulated Learning EEF</u></p> <p>Evidence on the effects of cognitive accelerations indicates that Cognitive Acceleration intervention has a positive, permanent effect on children's general cognitive ability,</p> <p><u>The Adey Report - Let's Think in English</u> <u>The Effects of Cognitive Acceleration – and speculation about causes of these effects.</u></p> <p>Marc Rowland states that it is particularly important to improve the meta-cognition of low-attaining pupils as it contributes top securing understanding, commits learning to the long term memory as well as develops their</p>	<p>Tier 1 challenge 5, 6, 7, 8</p> <p>Tier 2 challenge 3 & 4</p>

	own independent learning skills, thereby reducing reliance on adults. (<i>Addressing educational disadvantage 2021</i>)	
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Total budgeted cost: £ 55,860

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.

Tier 3 (Wider strategies)

- As a result of robust systems to challenge non-attendance at Gomer Junior School, attendance across the year was consistently above the national averages. However we are also aware that this was in part due to the impact of COVID-19 across the school and nationally where national averages were lower than normal. The gap between disadvantaged and non-disadvantaged pupils remains in line with previous years gaps (2020-21: 4.1%, 2021-22: 4.2%). To this end, attendance continues to be a focus on our current plan, with a specific focus in 2022-23 on decreasing the number of persistent absentees, especially for our disadvantaged pupils. .
- Our assessments and observations indicated that pupil learning behaviour, wellbeing and mental health continued to be impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. As a result of our actions, our PP pupils made the most improvement in their ' well-being scores across the year, with a change in score of 5.1% This was compared to change of 3.9% for the all and 3.6% for our non PP pupils. We have decided to continue with this diagnostic tool on the plan as now we are feeling the effects of socio-economic impacts on our community and our pupils.

Tier 2 (Targeted support)

- As a result of teacher knowledge of pupils, careful use of diagnostic tools and strategies that supported, but did not limit learning (Access for all) pupils with SEND learning journeys demonstrated incremental progress. Disadvantaged pupils that were part of intervention groups all made progress from their baseline assessments.
- As a result of targeted support based upon gaps in learning identified by Renaissance diagnostic assessments & other assessments, pupils' reading ages increased across the academic year. This meant that more pupils across the school were reading at a level appropriate for their chronological age, thereby ensuring that reading was not a limiting factor to them accessing the curriculum.
- Of those pupils who took part in the GFM tutoring programme, 87.5% achieved ARE+ in the end of key stage SATS.

Tier 1 (teaching)

- End of Key Stage 2 data indicated that, based upon their on entry data: 60% of pupils eligible for FSM left in line with their KS1 reading data, 70% of pupils eligible for FSM left in line with their KS1 writing data and 70% of pupils eligible for FSM left in line with their KS1 maths data.
- Teachers were able to apply their pedagogical knowledge to plan well structured learning journeys that made learning interesting and appealing to pupils. This includes pupils with special educational needs and/or disabilities and those in receipt of Pupil Premium, where teachers adapted lessons skilfully so that all can be involved.
- Teacher assessments in years 3, 4 and 5, indicated that the percentage of disadvantaged pupils who achieved ARE increased in all three subjects. In reading there was a narrowing gap between the % of disadvantaged and non-disadvantaged pupils (REading: Dis: 75% ARE and non-dis: 81% ARE.) However, in maths FSM pupils outperformed their non-FSM peers. Whilst there was evidence of narrowing gaps in reading and maths across years 4 and 5, there were pockets of disadvantaged pupils outperforming their non-disadvantaged peers: Year 5 reading, Year 4 maths and year 5 maths.
- As a result of a range of formative and summative assessments at various points throughout learning journeys, the needs of all learners, but especially those in receipt of pupil premium and those with special educational needs and/or disabilities are catered for. This is evidenced through more diagnostic targeted support plans, gap analysis of summative assessments, adaptation of learning and learning journeys show more appropriate access strategies in place to remove barriers (monitoring feedback).

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
NA	NA

Service pupil premium funding (optional)

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

Measure	Details
1. To minimise the emotional impact of deployment and parents working away, on children and families.	<ul style="list-style-type: none"> ● SEMH/well-being sessions with our pastoral team ; ● Service well-being check ins via the GFM ELSA/trauma informed practitioner ● Parents are signposted to external services, dependent on need. ● Service pupils have the opportunity to attend the ‘Service club’ ran by staff. ● Enrichment opportunities are provided for Service children e..g ROck up, visits to HMS Iron Duke
2. To further improve outcomes for all Service Pupils in achieving greater attainment and progress	<ul style="list-style-type: none"> ● Regular monitoring of attendance. ● Families can request support for the Service Children & Families Lead.
Impact	Details
1. To minimise the emotional impact of deployment and parents working away, on children and families.	<ul style="list-style-type: none"> ● Wellbeing scores increased in pupils in receipt of PP by 0.6%, whilst this was not considered a significant score increase, this was in line with non PP pupils and in line with national findings. . ● As a result of the actions undertaken to support Service pupils and their mental wellbeing, pupils felt that the opportunities to work with adults within school had a positive impact on their emotional well-being. Where pupils did not feel it had a positive impact, this was because personal circumstances at home had altered considerably and pupils were dealing with new and challenging emotions that needed addressing and support in a different way. ● For those Service pupils who were transitioning to secondary school, pupils felt that support from the school had ensured that they were prepared for the next step in their education.
2. To further improve outcomes for all Service Pupils in achieving greater attainment and progress	<ul style="list-style-type: none"> ● As a result of a range of formative and summative assessments at various points throughout learning journeys, the needs of all learners, but especially those in receipt of pupil premium (Service pupil premium) are catered for. This is evidenced through more diagnostic targeted support plans, gap analysis of summative assessments, adaptation of learning and learning journeys show more appropriate access strategies in place to remove barriers (monitoring feedback). ● End of year teacher assessment for the Year 6 pupils indicates that service pupils outperform non-service pupils at ARE, with 100% of service pupils achieving ARE in reading and maths. ● As a result of cross phase work and more accurate diagnostic assessments of gaps in learning for our service pupils in years 3-5:: 81.3% achieved ARE in reading (80.1% non-service pupils), 40% achieved ARE in writing (49.4% non-service pupils) and 86.7% achieved ARE in maths (82.1% non-service pupils). We identify that writing is an area that we will continue to work on for our service pupils. ● As a result of robust systems to challenge non attendance, service pupil attendance was consistently above the national averages. However, we recognise that our persistent absenteeism rates for our

	Service pupils was higher than usual. This was in light of the number of holiday request forms post-covid and as a result of the number of deployments for our families with serving personnel.
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Further information (optional)

NA