

Pupil premium strategy statement 2024/25

This statement details our school's use of pupil premium (and recovery premium) 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	Gillespie Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	26.11.24
Date on which it will be reviewed	11.12.24
Statement authorised by	Gillespie Governing Body
Pupil premium leads	Mark Owen & Katrina Moses
Governor / Trustee lead	Fin Craig

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,400
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	£44,400

Part A: Pupil premium strategy plan

Statement of intent

Ultimate objectives:

To ensure low and middle prior attainment PP children make rapid progress by the end of KS2 to achieve the best possible outcomes i.e. the great majority of PP pupils achieve national expectations or better.

To ensure able PP children achieve as highly as other able pupils by the end of KS2

To support all PP children in the EYFS to achieve a 'Good Level of Development' by the end of Reception.

Strategy :

Pupil Premium children who are below expectations - We identify every Pupil Premium (PP) child and target those who need most help. Each teacher is made aware of the PP children in their class and required to put in place support to help move them to 'expected' or better in the relevant areas. We will ensure that interventions are targeted at specific children and tailored to meet their needs.

More able Pupil Premium children – We target these pupils carefully and where possible, provide specific teaching interventions to ensure they achieve as well as more able non-PP pupils.

All pupils – We work hard to ensure all our teachers teach to the highest level possible and to expect *all* children to attain as highly as they can across the curriculum. We create a growth mindset culture and implement assessment for learning practices, which enable all pupils including PP pupils to make the best possible progress. We provide a rich curricular and extracurricular provision to enrich the lives of all pupils.

Key principles:

Evidence from a range of sources indicates that the best outcomes for disadvantaged pupils can be achieved through:

- Ensuring that quality first teaching in the classroom impacts on raising attainment for all pupils
- Ensuring outstanding attendance for all pupils- vital in helping disadvantaged pupils achieve.
- Creating a school learning culture where all pupils benefit from teaching and learning practises, which promote inclusion and social cohesion within the school setting raising achievement for all pupils.
- Enriching the curriculum and school life experiences to enable disadvantaged pupils to access cultural and social experiences more commonly accessed by children from more affluent backgrounds.

- Analysing progress data to inform planning for effective targeted intervention provision
- Active engagement with all parents and carers

Challenges

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

Detail of challenge
<p>Our key challenge is to minimise, as many of the <i>barriers to learning</i> that can exist for some of our disadvantaged children as we can. Relative poverty can mean that some pupils in our community do not have the economic and cultural advantages in their home life experiences that many of our more affluent families take for granted. For example, evidence shows that rich life experiences outside school can positively affect the quality, range and depth of vocabulary and language many children acquire and their knowledge of the world, which enables them to quickly make good progress with their learning in school, particularly with reading and writing. Social and culturally rich experiences outside school support children's development at school.</p> <p>Pupil Premium resources are used in a variety of ways in the school to target specific support for children and to try to provide additional social, cultural and learning experiences, enriching the life of the school for all. We aim to ensure that children from the most economically disadvantaged backgrounds are supported to make as much progress as possible thereby reaching their full potential.</p> <p>We are determined to ensure that the funding is used to have maximum impact. We do this by enriching the provision available, improving the quality of teaching and learning across the school and by implementing targeted interventions to accelerate progress in reading, writing and maths</p>

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 and activities
Ensuring that quality first teaching in the classroom impacts on raising attainment for all pupils	<p>By the end of Y6 nearly all Pupil Premium pupils achieve or exceed the national combined scores for all pupils reaching the expected level for reading writing and maths.</p> <p>In 2024 75% reached this level compared to 61% of all children nationally.</p> <p>Evidence from termly programme of school based professional development, monitoring and assessment ensures continuous cycle of improvement with consistently high-quality teaching and learning outcomes for all pupils</p>

	<p>> partnership work including cross school moderation of writing with other schools working within Futurezone (a collaboration of 20 schools co-lead by the Gillespie Head) increases capacity for school provide high quality training and CPD for teachers improving pupil outcomes</p> <p>> quality subject leader development through CPD and mentoring by SLT including lead teachers engaging with National Professional Qualification for Senior leadership and leading teacher impacts on improved outcomes in core and foundation subjects for all pupils</p>
<p>Ensuring outstanding attendance for all pupils</p>	<p>Deputy and an attendance officer implement rigorous parent/carer attendance procedures throughout the year</p> <p>Good attendance and punctuality encouraged with all pupils throughout the school year enabling the school to maintain high levels of attendance year on year.</p> <p>Attendance has been in the top 20% compared to national averages for the last 3 years.</p> <p>21/22 95% 22/23 97% 23/24 98%</p>
<p>Creating a school learning culture where all pupils benefit from teaching and learning practises, which promote inclusion and social cohesion within the school setting raising achievement for all pupils.</p>	<p>All pupils benefit from teaching and learning practices and processes where they are actively engaged as teach partners with adults and other children at all stages during lessons.</p> <p>Maintain a strong focus on developing a school learning culture based around developing a 'growth mindset'. We encourage pupils to be active partners in accessing learning and the curriculum with increasing confidence. The use of Assessment for Learning (AFL) strategies including talk partners ensures that all pupils engage dynamically with each other helping to promote inclusion and social cohesion within the school setting.</p> <p>The school uses teaching and learning approaches recognised through research carried out by Ofsted and the Educational Endowment Foundation – in particular identifying the most successful and cost efficient methods of affecting progress and achievement of disadvantaged pupils. They include :</p> <p>>AFL feedback enabling pupils to improve and learn to have ownership over their learning</p>

	<p>>Metacognition and self-regulation – pupils are taught learning and behaviour dispositions to help them think explicitly about their own learning behaviours and about self -motivation</p> <p>> Encouraging perseverance, risk taking and learning through mistakes</p> <p>> teaching creative and systematic problem solving strategies</p> <p>>Mastery Learning – We have developed our approaches to teaching the national Curriculum, particularly maths and English to embed understanding of key concepts and knowledge before moving to new learning.</p> <p>> Peer learning – our pupils engage with each other in pairs and small groups to offer advice and support within their classes and cross-age peer reading where older pupils mentor younger ‘reading buddies’</p> <p>>Develop oral language interactions i.e. the use of structured questioning to develop reading comprehension</p> <p>> Teaching reading comprehension in whole class reading lessons - dynamic focus on text interrogation moving large numbers of pupils on with their reading in a lesson context</p> <p>> targeted individual and group interventions in parallel lessons where possible so that children do not have a narrowing of the curriculum. i.e. maths intervention during the maths lesson</p>
<p>Enriching the curriculum and school life experiences to enable disadvantaged pupils to access cultural and social experiences more commonly accessed by children from more affluent backgrounds.</p>	<p>Gillespie Resident Scientist Leading partnership work through the Science for Life Project with 20 Islington schools seeking to share excellent practice and build science capital with a particular focus on disadvantaged pupils – pedagogy and coaching support for our teachers and enrichment for our pupils from Nursery to Y6</p> <p>>Resident Scientist work with pupils targeting disadvantaged pupils to participate in science enrichment opportunities including science clubs , science leadership committee, STEM ambassadors and the Eco Committee</p> <p>>providing specialist music teaching for all classes(Nursery –Y6) and rich music provision throughout the school –supported by an additional strings teacher to provide specialist support to enable all pupils from Y4-Y6 learn a string instrument and to experience performance with other children in ensembles and orchestras in London venues led through Guildhall school of Music and Arts .</p>

	<p>> Associate partnership with Sadler’s Wells Dance Theatre to provide expert dance teaching and learning opportunities for pupils including performance once a year at the prestigious Sadler’s Wells Theatre</p> <p>>Pupils engage in a poetry collaboration with other schools through the Futurezone Education Improvement Partnership and the ‘Writing through Art’ project in conjunction with English Heritage at Kenwood House stimulated by the Kenwood art collection.</p> <p>>Provision of high quality P.E. and sports including Tennis and Gymnastics provided by experts and after school clubs to promotes fitness, good health and enjoyment of sport and exercise ‘. Disadvantaged pupils are targeted and funded to take up free after school enrichment opportunities. We consider it particularly important to provide enrichment opportunities for families who may be less able to access them outside school.</p> <p>> family kitchen partnership targeting disadvantaged families to cook and eat healthy food with their parents at school</p> <p>> school adoption of ‘My Happy Mind’ scheme to support understanding of how the brain works to regulate emotions supporting the mental Health and emotional wellbeing of pupils, embedded as part of an effective PSHE curriculum.. Evidence shows us that when emotional and physical wellbeing of pupils is effectively supported and developed they are more likely to be resilient to challenges at home and at schools and become more successful with their academic performance.</p>
<p>Analysing data to inform planning for effective targeted intervention provision</p>	<p>Analysis of external annual data on performance of PP pupils including the Governor Dashboard and Assessing School progress with governors, School Improvement Partner (ASP), and termly analysis of in-school data by the head, deputy and Senior Leadership Team in conjunction with all teachers informs how we plan interventions for every Pupil Premium child across the school. Low, middle and higher attaining PP pupils are identified prior to termly progress meetings.</p> <p>Teachers provide specific information about pupils, particularly those in low and middle attaining groups including barriers to learning, interventions used and the impact to date. Each class teacher discusses each PP child with the Head, Deputy and SENCO where actions and a support strategy is agreed that will help raise the attainment of those pupils moving forward.</p>

	<p>Termly reporting, scrutiny and analysis of pupil progress and attainment data to governors including named governor for Pupil Premium pupils</p>
<p>Active engagement with all parents and carers</p>	<p>Focused parental engagement led by Inclusion lead to work with families including those new to the school identified as disadvantaged, identifying need early and ensuring families are supported effectively.</p> <p>Formal opportunities throughout the school year engage parents/carers with their children's learning and the life of the school through :</p> <ul style="list-style-type: none"> - Meet the teacher evening - Bring a parent to school (half a day , learning with child in their class) - Parent consultation evenings - SEN pupil parent meetings - Parent voice event in conjunction with governors – to consult parents on a range of issues - Learning/curriculum workshops - Opportunities for parents to volunteer <p>Informal school events led by PTA and school to promote community cohesion and involve parents in the cultural life of the school including Summer, Winter/Christmas Fair, Eid Party, and International Evening.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 13,708.55

Activity	Objective	Evidence that supports this approach
Head parallel teaching maths & English teaching	Focussed high quality targeted parallel teaching to accelerate progress	Increased attainment by end of KS2 Good or outstanding progress by end of KS2 Higher percentage of PP pupils achieving greater depth
Leadership team and middle leaders- non-contact / professional development to drive school improvement	Sharing expertise to develop quality first teaching across the school; <ul style="list-style-type: none"> • Monitoring/ lesson observation • Partnership teaching/ observing outstanding teaching • Pupil progress meetings • Pupil guidance days • Quality staff INSET • National science learning centre/ science coaching project 	Improved quality First Teaching: <ul style="list-style-type: none"> - 100% good or better teaching - 50-70% Outstanding teaching in each age phase Consistent implementation of excellent practice and high expectations across the school (Lesson observation& subject leader monitoring). <ul style="list-style-type: none"> - Increased percentage of children working at or above the expected standard across the school in reading, writing and maths. KS1(Assessment data) <ul style="list-style-type: none"> - Accelerated progress of pupil premium pupils by end of KS2

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

Budgeted cost: £ 43,518.25

Activity	Objective	Evidence that supports this approach
1-1 & small groups catch up reading interventions, small phonics group and interventions	Accelerate progress and give quality feedback for improvement. Individualising support at all levels. Small group work to extend language, writing and maths skills.	Increased confidence accelerated progress and attainment in reading & writing. Improve speaking and listening skills Increased attainment by end of year: <ul style="list-style-type: none"> - good or outstanding progress by end of year - positive learning dispositions developed All pupils make good or better progress with phonics skills and knowledge
Additional 1:1 SEN support	Individualised and differentiated teaching	Pupils supported to access learning and make progress- termly assessment data

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

Budgeted cost: £ 9,898.96

Activity	Objective	Evidence that supports this approach
Forest School	Experience and learn through outdoor play whilst developing a range of practical skills along with their understanding of the world.	Pupils develop working independently and in small groups of their friends.- improved wellbeing ;pupil feedback

<p>Enrichment activities:</p> <ul style="list-style-type: none"> - Science clubs and pupil science leadership with resident scientist 	<p>Using experts to enrich learning provision and experiences related to science</p>	<p>Improve speaking and listening skills, Building STEM related cultural capital – evidence from pupil voice capital surveys Increase attainment in reading, writing and science Developing pupil confidence through leadership opportunities- evidence from contribution to assemblies, in, cross-school events, and pupil surveys.</p>
<p>After school clubs</p>	<p>To enable disadvantaged pupils to access free after school enrichment and play provision</p>	<p>Pupils develop working and playing independently and in small groups with their friends</p>
<p>Home school support/attendance Officer</p>	<p>Working closely with families to improve attendance and punctuality outcomes</p>	<p>Continue to reduce absence figures below national and local average rates. Maintain pupil achievement level above national averages</p>

Total budgeted cost: £ 67,125.75. Due to the reduced PP allocation we subsidise £22,725.75 from other school budgets and grants/fundraising.

Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupil outcomes in the 2023 to 2024 academic year.

We report on attainment in reading, writing and maths by the end of Y6, which demonstrates the impact of our pupil premium strategy over time on pupil outcomes.

2024 End of Y6 Test results & teacher assessments (TA) for Pupil Premium pupils compared to all pupils in Y6 and all pupils nationally.

Subject	Expected Level + School (PP)	Expected level + School (all)	Expected level + National (all)	Greater depth School PP	Greater depth School (all)	Greater depth National (all)
Reading	75%	93%	74%	50%	50%	29%
Writing (TA)	75%	89%	72%	13%	25%	13%
Maths	88%	93%	73%	50%	57%	24%

Context: Number of PP pupils in cohort 8, 11% on the SEN register, 1 pupil with EHCPs in the class. Reading, writing and maths (RWM) combined score for Gillespie PP children in 2024 was 75% compared to 61% of all pupils nationally.