

## Pupil premium strategy statement

This statement details our school's use of pupil 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

### School overview

Detail	Data
School name	Girnhill Infant School
Number of pupils in school	103
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	05.09.24
Date on which it will be reviewed	05.09.26
Statement authorised by	S Henshall
Pupil premium lead	F Golec
Governor / Trustee lead	M Mason

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66260.00(2024-2025)
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	N/A

# Part A: Pupil premium strategy plan

## Statement of intent

Pupil Premium is additional funding provided to the school based on the number of pupils who are currently receiving or have received Free School Meals (FSM) within the last six years, for Looked After Children and for children whose parents are in the armed forces.

It is additional funding given to schools in order to address the inequalities between those children eligible for free school meals and their peers. It is our duty to use the Pupil Premium funding effectively in order to raise achievement and diminish the difference between these children and their peers both at a school and at a national level.

At Girnhill Infant School our main priority is to make sure that all children have access to a high-quality teaching and to ensure there are strong systems in place to monitor teaching and learning. The curriculum at Girnhill Infants has been designed and developed from the National Curriculum and we have used research from Christine Counsell, Chris Quigley, Mary Myatt, Tom Sherington, Chris Quigley and Rosenshine's principles so our children have the best pedagogical approaches based on cognitive load theory. Teachers have access to high quality CPD that is planned effectively around research and is ongoing including appropriate tasks and coaching to enable them to have the right skills and knowledge.

If and when any children experience barriers to their learning bespoke intervention is implemented swiftly and again monitored carefully by staff.

## Challenges

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

Challenge number	Detail of challenge
1	Children enter school with limited language. Language development over time is weak, leaving children to have a vocabulary gap with their peers.
2	Children have limited knowledge and understanding of the world and they do not have access to cultural capital and knowledge.
3	Parents have a limited understanding of how they can support their children to be even more successful at school
4	Attendance is not a high priority for some families, term time holidays are often taken due to a lower cost

5	Pupils mathematical concepts and reasoning is not well developed, they have limited mathematical fluency which impacts on their ability to calculate, reason and problem solve.
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## 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
Attainment between pupil premium and non pupil premium nationally is closed	<p>Pupil premium children have full access to the whole curriculum.</p> <p>Pupil premium children achieve in line with non pupil premium children nationally.</p> <p>Pupil premium pupils make more rapid progress than their peers.</p>
Pupil premium pupils have access to powerful knowledge and cultural capital so that they develop the knowledge, understanding and vocabulary in line with non-pupil premium pupils nationally.	<p>Pupil premium children have access to extra curricular activities and enhancements, including residential visits to enhance their understanding of the world.</p> <p>Pupil premium children have effective access to pedagogic practice that supports the development of long term memory.</p> <p>Pupil premium pupils are exposed to explicit teaching of vocabulary so they develop subject specific tier 2&amp;3 language.</p> <p>Pupil premium pupils access powerful knowledge through a carefully planned curriculum so that they reach cumulative end points in every subject.</p>
Parents of pupil premium pupils have effective relationships with school and as a result are able to support their children with their education.	<p>Clear communication between home and school resulting in positive relationships.</p> <p>Parents are aware of their child's development, and how they can support them. As a result, pupils receive more consistent support from home.</p>
Pupil premium children attend well. PA of PP children is reduced	<p>Strong relationships between school and pupil premium families result in pupils attending more regularly.</p> <p>Pupil premium attendance is closer to national and shows an improving trend.</p> <p>Reducing PA for pupil premium pupils demonstrates improvement over time.</p>
The mathematical fluency of pupil premium children is improved so they are both successful in both reasoning and maths.	Outcomes in internal and external assessment demonstrate improvement in the pupil premium children in maths



## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff on best pedagogical approaches based on research.	Pedagogical approaches based on cognitive load theory,(Rosenshine, Sherrington) MARGE theory (Shimimura) EEF best practice Quality First Teaching.	1&2
Continue to ensure all staff (especially those new to school) have RWI Training  RWI continue to work with Trust RWI leader to ensure delivery in school is of the highest quality	DFE approved programme for synthetic phonics for the teaching of early reading and to support pupils to catch up who did not achieve phonic screening at the end of KS1.	1&2
Continue to ensure new staff in KS2 who are responsible for delivery RWI Freshstart have had full training	Proven approach to teaching synthetic phonics to children in UKS2 to develop fluency in reading.	1&2
CPD All staff Maths Mastery Programme- This training moves to Y3 and 4 teachers this academic year	DFE approved approach to mastery maths being delivered through the Yorkshire and Humber Maths Hub.	5
Maths leaders continue to meet with Trust Lead to ensure training is kept up to date with latest research	DFE approved approach to mastery maths being delivered through the Yorkshire and Humber Maths Hub.	5
Additional training provided for ECT to support teaching of pedagogic approaches to maths and reading.	See above	1,2&5
Additional training to support curriculum subject leaders with the	New Trust Curriculum being designed by specialists across the Trust to ensure all children have access to an	1&2

development of pedagogical approaches to be employed across the school.	aspirational curriculum that goes beyond the National Curriculum	
Additional time given to curriculum subject leaders to enable them to monitor and develop pedagogy of staff.	Pedagogical approaches based on cognitive load theory, (Rosenshine, Sherrington) MARGE theory (Shimura) EEF best practice Quality First Teaching.	1&2
Chrome books purchased for all Key Stage 2 children	Children will have access to Chrome books to help support their learning and to also encourage and promote independence. Children to have access to Chrome books for all lessons. Teachers will model how to use Chrome books and what resources are available for them to access during lessons	1

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke teaching by experienced Experienced Teacher	EEF- making best use of Teaching Assistants	5
RWI 1:1 tuition	Dfe approved programmes of learning for synthetic phonics	5
RWI Catch Up Session	Dfe approved programmes of learning for synthetic phonics	5
Daily Maths Catch Up	Maths Hub approved Mastery approach	5
Pre-Teaching	EEF research based document- Making best use of Teaching Assistants	5
Timetabled release of staff to support the effective delivery of RWI groups/Catch Up Groups	EEf Research/Dfe approved programmes of learning for synthetic phonics	5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club	EEF- Pupil Premium Guide PP Free Places	4 & 5
Home Support Visits for attendance from Learning Mentor.	EEF- Parental engagement	3 & 4
Trust EWO employed to support attendance.	EEF- Parental Engagement	3 & 4
Pastoral Care and support in school provided by Learning Mentor.	EEF Blog- Social and Emotional Learning	All
Behaviour improvement/incentive strategies delivered by learning Mentor	EEF-Improving behaviour in schools	All
Music lessons are subsidised by 50%	EEF- Enrichment	2
<i>Trips, Visits, Residentials</i>	EEF- Enrichment	2

## Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Subsidised trips and provided access to the breakfast club.
What was the impact of that spending on service pupil premium eligible pupils?	This helped to successfully integrate the pupils. Children had the opportunity to engage in all curriculum activities. Children started the day with a breakfast and a calm and welcoming start to the day.





