

# Pupil premium strategy statement – Germander Park School 2023 to 2024

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	81
Proportion (%) of pupil premium eligible pupils	62%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	
Date this statement was published	3 years
Date on which it will be reviewed	December 2023
Statement authorised by	December 2024
Pupil premium lead	Kate Mathews
Governor / Trustee lead	Kate Mathews

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,195
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£4,205
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£46,400

# Part A: Pupil premium strategy plan

## Statement of intent

Our pupil premium strategy plan focuses on two key aspects: closing academic gaps in knowledge and supporting social and emotional development. Our ultimate objectives are for the gaps between disadvantaged and non-disadvantaged pupils at the schools to be negligible and for our disadvantaged pupils to leave our schools ready for their journey into their next school and ultimately into adulthood.

Our pupil premium strategy plan works towards this by providing excellent teaching and learning support through well-timed interventions and by providing opportunities and experiences that will enable our children to thrive in their chosen career later in life.

## Challenges

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

Challenge number	Detail of challenge
1	Writing – children’s writing has not reached pre-pandemic standards due to the impact of not having modelled writing in quality first teaching during the Lockdown periods <b>2023 update: Writing is still an area of focus for the school, based on assessment data</b>
2	Attendance – this continues to be affected by Covid-19 and is an area of development within the school. The November 2017 Ofsted highlighted Attendance as an area to develop and this has been a whole school focus since. <b>2023 update: Attendance was highlighted as an area for development in the June 2023 OFSTED, although Inspectors recognised that the school were doing everything they could.</b>
3	Data shows a gap between Pupil Premium children and Non Pupil Premium children and the school will be prioritising closing this gap. <b>2023 update: This remains a priority for the school.</b>
4	The impact of the Coronavirus pandemic, added to the demographic of the school has led to many children not having life experiences that will develop cultural capital and open children’s minds to the potential of activities and careers that could be pursued later in life. <b>2023 update: We are still seeing the impact of the Coronavirus pandemic, as children hadn’t had as many interactions with family or peers in their very early years, in which to build their vocabulary.</b>
5	Parents and carers are unable to contribute to the cost of uniform, educational visits and Breakfast club due to the rises in cost of living and energy prices.

	<b>2023: This is very much a current concern and is evidenced by the rise in families eligible for Pupil Premium.</b>
6	Low levels of personal development academic knowledge on entry into school – a number of children have not attended pre-school due to COVID-19 and this is evident in pupil observations and from adults working in EYFS. <b>2023 update: We are still seeing that personal development is an area to develop on entry into school.</b>

## 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
To raise the percentage of children reaching age related expectations in Writing	<b>In the 2023 to 2024 year:</b> Target: Above 50% at ARE in Year 2 by July Above 60% at ARE in Year 1 by July Above 60% at ARE in Foundation by July <b>3 Year Plan:</b> Children write with greater stamina, are able to self-edit their work and can include features appropriate to their year group in their writing.
To decrease the difference between children entitled to Pupil Premium (PP) and those not entitled to PP	<b>In the 2023 to 2024 year:</b> Target: The gap between PP and Non PP children is narrowed. <b>3 Year Plan:</b> To reduce the gap between PP and Non PP children in academic subjects at the end of each year, ensuring that Pupil Progress meetings focus on outcomes for PP children and interventions are analysed for the impact on PP children.
To lower the percentage of children whose attendance is below 97%	<b>In the 2023 to 2024 year:</b> Target: The Attendance Officer will send letters to parents and carers with absence below 95% and will hold meetings with parents and carers of children with particularly high absence. <b>3 Year Plan:</b> Attendance will be targeted to reach 97% by the end of the 3 year plan.
To improve life experiences and opportunities to develop cultural capital and children's potential for the future	<b>In the 2023 to 2024 year:</b> Target: Funding will be given to each year group in order for children to have real life experiences, such as educational visits or visitors. <b>3 Year Plan:</b> A plan of yearly experiences offered to the children will be developed to ensure a wide range of experiences that help children understand their curriculum learning and develop their ideas for future careers.
To ensure parents and carers are supported with school related	<b>In the 2023 to 2024 year:</b>

purchases when necessary	<p>Target: Funding will be provided by the school to support school uniform purchasing, educational visits and Breakfast Club when needed by parents in receipt of Pupil Premium.</p> <p><b>3 Year Plan:</b></p> <p>Second hand uniform will be made available for all parents and carers to purchase and continued support will be available to support school related purchases.</p>
To improve vocabulary and language acquisition in EYFS	<p><b>In the 2023 to 2024 year:</b></p> <p>Target: Interventions will be provided to ensure vocabulary is developed for children with language gaps.</p> <p><b>3 Year Plan:</b></p> <p>A focus on using the language of learning will be developed with Teachers and Teaching Assistants. Interventions will be used when appropriate to develop language as appropriate.</p>

## 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)

Budgeted cost: £350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding CPD for staff	<p>The school buys into the PEP:MK CPD package and for the majority of time, these courses can be covered internally. This funding will allow cover in case internal cover is not available and some funding for CPD through other CPD providers that are not free.</p> <p><a href="#">(EEF - PUTTING EVIDENCE TO WORK: A SCHOOL'S GUIDE TO IMPLEMENTATION)</a></p>	

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

Budgeted cost: £39,959

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Teacher and Teaching Assistants provide interventions for children to close gaps between current attainment and age-related expectations	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups: ( <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a> )	1, 3 and 6
Pastoral team provide support for children to become 'Ready to Learn'	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>	2, 4 and 5
High staff ratio support for children in high needs provision	The needs of our high needs children means that adults need to teach more specific development activities. <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1, 3 and 4

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

Budgeted cost: £6,091

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School provision for all pupils to develop wider life experiences and to develop vocabulary	Evidence shows that Forest Schools can contribute to the development of collaborative learning skills, by encouraging children to work with others on challenging outdoor activities; equip children with practical skills and an appreciation for being outdoors, which they can then transfer to family activities outside of school and to move towards an inclusive way of developing children beyond academic skills and giving a more rounded educational experience ( <a href="https://www.lboro.ac.uk/media-centre/press-releases/2017/october/study-reveals-forest-school-benefits/">https://www.lboro.ac.uk/media-centre/press-releases/2017/october/study-reveals-forest-school-benefits/</a> )	4
Attendance Officer employed to support tackle poor attendance issues	Using the practice at the federated schools, it is clear that having an Attendance Officer enables the school to tackle attendance issues on a regular basis. The school will be embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.	2
Contribution to Educational Visits	This fund will enable all Educational Visits for PP children to be partially funded, enabling the teachers to plan educational visits that will give life experiences to help children embed their learning across	4 and 5

costs for PP children	<p>the curriculum. It will allow all year groups to plan additional visits that will support their curriculum.</p> <p>Written evidence for this is not detailed, however previous experience has shown the value of these trips and visits (<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a> ).</p>	
Purchase of Resources to support independent learning and life experiences	<p>This fund will enable children in EYFS to develop independent skills, such as hand washing, as well as KS1 children with cooking activities. It will also enable EY children to have resources that enable them to develop in the 7 areas of learning.</p> <p>(<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years">https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years</a> ).</p>	1, 3 and 5
Wrap around care and after school clubs	<p>Evidence found that Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year</p> <p>(<a href="https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res?utm_source=/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=breakfast">https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res?utm_source=/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=breakfast</a> )</p>	1, 2, 3 and 5
Music Nurture	<p>Music Nurture sessions provide identified pupils with Cultural Capital activities which they may not have the opportunity to experience outside school.</p> <p>Evidence shows that Arts participation can have a positive impact on academic outcomes, as well as other outcomes</p> <p>(<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a> )</p>	4
Contribution to school uniform costs	<p>This fund enables Pupil Premium children to be provided with School uniform as necessary.</p>	5
Contingency fund for acute issues.	<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: £46,400**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

<b>Review of 2022 to 2023:</b>	
<b>Intended outcome</b>	<b>Success criteria</b>
To raise the percentage of children reaching age related expectations in Writing	<p><b>In the 2022 to 2023 year:</b></p> <p>Target: Children's outcome in writing are closer to pre-pandemic levels</p> <p>Actual: Reception has improved from 43% to 50% and Year 2 has improved from 30% to 50% children reaching the expected standard. Year 1 saw a decrease.</p>
To decrease the difference between children entitled to Pupil Premium (PP) and those not entitled to PP	<p><b>In the 2022 to 2023 year:</b></p> <p>Target: The gap between PP and Non PP children is narrowed.</p> <p>Actual: In Year 2, PP children outperformed Non PP children in 2023 in Reading and Maths and were the same in Writing. In the previous year, Non PP children outperformed PP children in all three subjects. In Year 1, the gap increased further between PP and Non PP children and in Reception, there was a 2% increase in the gap.</p>
To lower the percentage of children whose attendance is below 97%	<p><b>In the 2022 to 2023 year:</b></p> <p>Target: The Attendance Officer will send letters to parents and carers with absence below 95% and will hold meetings with parents and carers of children with particularly high absence.</p> <p>Review: Whole school absence in 2021 to 2022 was 93.1% and this decreased to 92.3% in 2022 to 2023. Persistent Absence increased from 17.1% in 2021 to 2022 to 26.3% in 2022 to 2023.</p>
To improve life experiences and opportunities to develop cultural capital and children's potential for the future	<p><b>In the 2022 to 2023 year:</b></p> <p>Target: Funding will be given to each year group in order for children to have real life experiences, such as educational visits or visitors.</p> <p>Review: Additional funds were given to year groups to support visits such as the Tower of London trip for Year 2 and the Zoo trip for Year 1.</p>
To ensure parents and carers are supported with school related purchases when necessary	<p><b>In the 2022 to 2023 year:</b></p> <p>Target: Funding will be provided by the school to support school uniform purchasing, educational visits and Breakfast Club when needed by parents in receipt of Pupil Premium.</p> <p>Review: As above regarding additional funds for visits.</p>
To improve vocabulary and language acquisition in EYFS	<p><b>In the 2022 to 2023 year:</b></p> <p>Target: The NELI programme will be used with Year 1 and Foundation children to support the development of language. Data at the beginning and end of the intervention will be collected.</p> <p>Review: Due to staffing shortages, the NELI programme was unable to run. Children were supported within the classroom for language acquisition.</p>