

## Gillespie Primary School Pupil Premium Strategy Overview 2021/2022

The Pupil Premium Grant is a government initiative that targets money at children from the most disadvantaged backgrounds (determined by eligibility for free school meals) and Looked After children

### Context of School

A one-form entry inner city primary school with 228 pupils currently on roll. Children come from a culturally and economically diverse community. Council tenants and homeowners live in close proximity giving rise to a wide variety in family formation, size, belief systems, and income levels, security of employment and health and well-being. This wealth of cultures and backgrounds is reflected in our diverse and dynamic school population:

- About 19% of children have been eligible for free school meals at some point during their time at Primary School (Ever 6). Currently 17% of pupils are eligible for free school meals. These pupils are described as 'Pupil Premium' pupils and the school receives additional income for EVER 6 pupils to support their needs.
- Forty-four per cent of children speak English as an additional language placing the school in the 20% of schools nationally with the most pupils in this category. Thirty-one languages are spoken. The largest groups after English mother tongue speakers are Somali 6%, Bengali 3% and French speaking 4%.
- 14% of pupils have been identified as having a special educational need. These include specific learning difficulties, moderate learning difficulties, autism and hearing impairment. We currently have six pupils with Education Health Care Plans on roll, which is much higher than the average for a one-form entry school.
- 30% of pupil premium (PP) pupils have been identified as having Special Educational Needs and are on the SEN register.
- The school delivers a core offer for extended schools including a breakfast club and afterschool club activities, providing opportunities to develop P.E., Creative Arts and STEM clubs for Science and Computing.

Pupil Premium allocation for 21/22 is £63,835.00 for Reception to Y6 and £906 for Nursery

### Impact of Pupil Premium Strategy 2020/2021

National lockdown and the suspension of the end of Key Stage 2 national tests for a second year, including teacher assessments means that we do not have any recent comparative data to measure the impact of pupil premium. Evidence from these initiatives from previous years suggests that they have been successful in the past, please see end of KS2 comparative data for 2018/19 and 2017/18.

By the end of Y6 Pupil Premium (PP), pupils made good progress and achieved better or at least as well as all children nationally. In the end of KS2 2019 tests, a higher percentage of our PP Pupils achieved the expected level in reading, writing (teacher assessment) and maths than all pupils nationally. They also achieved as well as non-PP pupils nationally working at greater depth in reading, writing and maths. This continues a trend over the previous three years compared to all pupils nationally

2019 End of Y6 Test results & teacher assessments (TA) for Pupil Premium pupils compared to all pupils nationally :

Subject	Expected Level + school (PP)	Expected level + national (all)	Greater depth (high score) school (PP)	Greater Depth (high score) National (all)
Reading	73%	75%	36%	36%
Writing (TA)	82%	76%	18%	18%
Maths	100%	76%	36%	36%
Science	82%	83%	-----	-----
GPS	91%	78%	45%	45%

The % of PP pupils reaching expected level for reading, writing and maths: 73% (all pupils nationally 65%)  
The % of PP pupils reaching greater depth for reading, writing and maths: 9% (all pupils nationally 13%)

We continue to work hard to improve outcomes for all our PP children and use our in school assessments to carefully monitor their progress and put in interventions so that they achieve at the highest possible level  
This is a continuing priority for 2021/22.

### Comparative results for the previous two nationally assessed years.

2018 End of Y6 Test results & teacher assessments (TA) for Pupil Premium pupils compared to all pupils nationally :

Subject	Expected Level + school	Expected level + national	Greater depth (high score) school	Greater Depth (high score) National
Reading	83%	75%	25%	28%
Writing (TA)	92%	76%	17%	18%
Maths	92%	76%	25%	24%
Science	92%	82%	-----	-----

The % of PP pupils reaching expected level for reading, writing and maths: 82% (all pupils nationally 65%)

The % of PP pupils reaching greater depth for reading, writing and maths: 9% (all pupils nationally 10%)

2017 End of Y6 Test results & teacher assessments (TA) for Pupil Premium pupils compared to all pupils nationally :

Subject	Expected Level + school	Expected level+ national	Greater depth (high score) school	Greater Depth (high score) National
Reading	72%	71%	28%	25%
Writing (TA)	83%	76%	17%	18%
Maths	89%	75%	17%	23%
Science	100%	82%	-----	-----

The % of PP pupils reaching expected level for reading, writing and maths: 60% (all pupils nationally 61%)

The % of PP pupils reaching greater depth for reading, writing and maths: 20% (all pupils nationally 9%)

### Focus of Pupil Premium Strategy 2021/2022

#### Pupil Premium Strategy

**Pupil Premium children who are working 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 will 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 will 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.

#### Key Aims

- **To ensure able PP children achieve as highly as non-PP pupils by the end of KS2**
- **To ensure low and middle prior attainment PP children make rapid progress by the end of KS2 to achieve the best possible outcomes**
- **To support PP children in the EYFS to achieve a 'Good Level of Development' by the end of Reception.**

Our aim is to minimise, as many of the **barriers to learning** that can exist for some of our 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 impact on 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 reading and writing in school. Social and culturally rich experiences outside school support children's development at school

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. We are determined to ensure that the funding is used to have maximum impact. We do this by enriching the provision available and improving

the quality of teaching and learning across the school. Evaluation of interventions over the last three years indicate that our approach is having a positive impact. These include :

### **Quality first teaching**

Evidence from a range of sources indicates that quality first teaching in the classroom has the most significant impact on raising attainment. We have used evidence in particular from Ofsted reports such as, "The good practice in primary maths: evidence from 20 successful schools" , Ofsted evaluation of effective use of the pupil Premium grant and research on giving effective feedback to pupils and assessment for learning to drive school improvements and staff development. This has enabled us to consistently improve the quality of teaching across the school.

This whole schoolwork is partly funded through our Pupil Premium Grant but we know that it has the **key** impact on progress of all pupils including our Pupil Premium pupils. The table at the end of this report identifies specific PP spending and shows how this links to whole school approaches to achieving good and better outcomes for all pupils.

We achieve quality first teaching by :

- >Implementing a rigorous termly programme of school based professional development , monitoring and assessment linked to our school priorities
- >Partnership work with other schools working within Futurezone (a collaboration of 20 schools co-lead by the Gillespie Head) to provide high quality training and CPD for all our teachers
- >Leading partnership work through the Science for Life Project with 12 schools seeking to share excellent practice and build science capital with a particular focus on disadvantaged pupils
- >Resident Scientist work with pupils targeting disadvantaged pupils to participate in science enrichment opportunities
- >providing specialist music teaching for all classes 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 .
- >Development of Middle Managers through mentoring by SLT including funding to enable some teachers to engage with the new national professional qualification (NPQ). The new national leadership programmes which we will continue to engage in conjunction with the Institute of Education
- > Reporting to and scrutiny of progress of pupil premium children by governors, led by the governor with responsibility for P.P. children.

### **Analysis of Data and Provision Planning**

Analysis of external annual data on performance of PP pupils including the Governor Dashboard 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. 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. The table at the end of the report identifies support strategies used across the school additional to quality first teaching in the classroom.

### **Learning culture of the school**

Evidence shows that all pupils benefit from teaching and learning practices and processes where they are actively engaged as learning partners with adults and other children at all stages during lessons. This particularly benefits lower prior attainment P.P children who work with other children with a range of abilities and fluency of English who can act as powerful role models. This helps to raise levels of attainment as powerfully as targeted interventions.

We have 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.

The school uses teaching and learning approaches recognised through research carried out by The Educational Endowment Foundation and the Sutton Trust to be successful and cost efficient methods of affecting progress and achievement of disadvantaged pupils. They include :

- >AFL feedback enabling pupils to improve and learn to have ownership over their learning

>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  
> Encouraging perseverance, risk taking and learning through mistakes  
> teaching creative and systematic problem solving strategies  
>Mastery Learning – we continue to develop our approaches to teaching the national Curriculum, particularly maths and English to embed understanding of key concepts and knowledge before moving to new learning  
> Peer learning & assessment – 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 tutor younger ‘reading buddies’  
>Develop oral language interactions i.e. the use of structured questioning to develop reading comprehension  
> Teaching reading comprehension in the main lesson- dynamic focus on text interrogation moving large numbers of pupils on with their reading in a lesson context  
In addition the school invests in :  
Intensive group teaching and 1-1 tuition – The Deputy Head, Assistant Head, Head teacher and Specialist Speech and Language teacher all provide high quality teaching to move pupils rapidly on with their learning or to teach challenging topics or skills. This is highly effective work and is planned carefully in conjunction with the class teachers to support and build on class learning.

### **Enriching the Curriculum**

Many of our P.P children come from disadvantaged back grounds where in their home lives they do not have as much access to a range of cultural and social experiences as do some of our children from more affluent/less deprived backgrounds . Baseline assessments on entry to school show what an advantage these kind of experiences give some of our children in terms of attainment. We aim in the life of the school to do our best to provide rich cultural experiences for all of our children and in particular benefit P.P children who may have less of these opportunities and experiences in their home life:

We promote creativity across the curriculum with a range of initiatives and partnerships including our Resident Scientist and Lab\_13, our partnership with Saddlers Wells Dance Theatre and participation in the Islington Primary Music Centre (Guildhall Young Artists). We ensure all our pupils have to access high quality instrument lessons in their last three years at the school and experience specialist music teaching throughout their school career. The school employs a part time string teacher (1 day/week) to teach pupil’s instrument tuition, part of the strings tutor role is to target and support PP children and SEN children with sensory needs to support their music development. The school has a highly qualified teacher as Scientist in Residence. This provides an additional 2.5 days per week of expert interaction with children and expert support for teachers. An important part of our scientist’s role is to provide additional creative opportunities for Pupil Premium pupils. The Resident Scientist will continue targeting PP pupils from across the school to provide additional learning and STEM curricular support to spark their interest in Science, build up their engagement, skills and knowledge including participation in our STEM after school club. A key aspect of this work is to provide targeted pupils with additional teaching prior to class Science lessons so that pupils are better able to access learning in the class weekly Science lesson. Her Majesty’s Lead Inspector for Science visited the school to observe this work and commented in his note on the visit that, “The key strength is evident in the high level of technical and academic science experimental work, and the positive impact this is having on pupils’ communication and numeracy skills”.

Pupils engage in a terms poetry collaboration with other schools through the Futurezone Education Improvement Partnership and in a terms ‘Writing through Art’ project in conjunction with English Heritage at Kenwood House.

The school provides high quality P.E. and sports provision including a number of clubs, promotes fitness, good health and enjoyment of sport and exercise including the ‘daily mile ‘. Disadvantaged pupils are targeted to take up 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.

A key school improvement target for 2021/2 is to continue to develop the health and wellbeing of pupils, embedding an effective PSHE curriculum. This is of great importance as we evaluate the possible impact of the recent lockdown on children and their families. 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. We are introducing a whole school initiative My Happy Mind which supports children mental wellbeing and promotes deeper understanding of brain function including regulating emotion. We are also focusing on a project to engage pupils in developing and improving outside play experiences at playtimes and lunchtimes.

## Ensuring Outstanding Attendance

We know good attendance is vital to helping disadvantaged pupils achieve. We invest in our deputy and an attendance officer to implement a raft of measures to support our community and highlight good attendance and punctuality with all our pupils enabling the school to maintain high levels of attendance year on year (Attendance above 96% for 5 years in a row (14/15–18/19) and above 97% in the most recent three years (16/17–18/19))

*Due to the pandemic there has been no whole school attendance profile for 19/20 and 20/21.*

**In the Islington Attendance, profile for 2018/19** Gillespie pupil premium pupils had better attendance than the average for pupil premium pupils across the borough and slightly higher than the average for non-pupil premium pupils across the borough. The in school gap between Gillespie PP and non-PP is smaller than the borough gap.

### **% Absence of Gillespie PP pupils and non-PP pupils compared to borough averages 2018/19**

Gillespie PP average	Islington PP average	Gillespie non PP average	Islington non PP average
2.8	4.9	1.6	3.4

One of our strategies to support punctuality and good attendance is to encourage poor attenders or pupils who are regularly late to attend breakfast club. This helps encourage punctuality and good attendance in some of our most disadvantaged families and helps us ensure our neediest pupils start the school day with a good breakfast inside them. National evidence points to this impacting positively on good attendance & attainment over time. We do not charge PP families who attend breakfast club.

In 2018/19, an average of 10 PP children attended breakfast club daily out of a total average of 25 pupils attending daily. This was a much higher percentage of PP pupils attending breakfast club compared to non-PP pupils attending.

## Pupil Support

Targeted support is also provided through additional teacher time in Nursery and Reception to accelerate and support development in the Early Years. This includes music teaching from our expert music teacher. Our assistant head/SENCO provide daily 1:1 support and intervention, targeting SEN and PP pupils. Our Deputy Head is dedicating 2.5 days/week teaching. In addition, the Head teaches a regular maths group for higher achieving pupils and supports targeted low achieving reader including PP children.

Pupil leadership is developed across school life with a range of teams including: School Council, Playground Buddies, Green Team, Digital Leaders and the Lab \_13 Committee.

## Engaging with Parents and Carers

We are seeking to re-engage with providing parental support and engagement this year. Protocols permitting we will be seeking to re-establish a team of parent reading volunteers. A well organised PTA supports events throughout the year to promote inclusion and community cohesion and to help raise funds for the pupils.

We will be continuing to extend and improve the availability of a range of learning opportunities for parents including INSET classes focusing on our renewed approach to phonics and helping parents understand how to help children with mathematics and reading. In 2021/2022, our Parent voice event will be re-established and focus on pupil well-being, mental health and resilience, which will lead to an action plan supported by the Islington framework for mental health and resilience in schools.

**Measuring the impact of the pupil premium** – We regularly monitor the impact of pupil premium spending by tracking the progress of pupils formally on a termly basis and reporting this information to governors termly who scrutinize at governors meetings. We also discuss the impact of pupil premium spending strategy as part of the governors' finance meeting in the Autumn term.

## Date of the next review for the Pupil Premium Strategy

The governors will review the Pupil Premium Strategy in the Autumn Term 2021.

## Pupils on Roll

Total number of pupils on roll	228
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## Pupil Premium Grant (PPG) received for 2021/22

Total amount of PPG received	£63,835.00
Total amount of EYPP received	£906.00

### Planned Pupil Premium Grant Spending by Initiatives 2021/22

Year group	Item/project	Cost	Objective	Outcome
5/6	Deputy Head parallel teaching maths & English teaching	£12,663.60	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
	Additional 1-1 Catch up reading and maths interventions with teaching Assistants	£4,331.26	Accelerate progress, give quality feedback for improvement	Increased confidence accelerated progress and attainment
3/4	1-1 & small groups Catch up reading interventions, small phonics group	£4,253.60	Individualising support at all levels. Small group work to extend language, writing and maths skills	Increased attainment at by end of year >good or outstanding progress by end of year > positive learning dispositions developed
1/2	Small Phonics groups and Interventions	£4,680	Individualised and differentiated teaching	All pupils make good or better progress with phonic skills and knowledge
Rec/1	Forest School	£3,000.00	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.
Nursery	Additional TA support and intervention	£906.00	Focused high quality individual and group support for pupils with additional early needs	Higher number of pupils achieving expected levels in the Early learning goals for 3 to 4 year olds by end of year
Whole School	Leadership team and middle leaders- non-contact / professional development to drive school improvement	£2,000.00	Sharing expertise to develop quality first teaching across the school; <ul style="list-style-type: none"> <li>Monitoring/ lesson observation</li> <li>Partnership teaching/ observing outstanding teaching</li> <li>Pupil progress meetings</li> <li>Pupil guidance days</li> <li>Quality staff INSET</li> <li>National science learning centre/ science coaching project</li> </ul>	Improved quality First Teaching >100% good or better teaching >50-70% Outstanding teaching in each age phase Consistent implementation of excellent practice and high expectations across the school ( <b>Lesson observation&amp; subject leader monitoring</b> ). >Increased % of children working at or above the expected standard across The school In reading, writing and Maths.

				<b>KS1(Assessment data)</b> > Accelerated progress of pupil premium pupils by end of KS2
	Home school support/attendance Officer	£4,284	Working closely with families to improve attendance and punctuality outcomes	Continue to reduce absence figures below national and local average rates. Maintain pupil achievement level above national averages
	Additional SEN support including PP pupils	£17,723.67	Focused high quality individual and group support for pupils with SEN needs	Ensure all SEN pupils make good or better progress by the end of KS2
	Subsidised residential and after school clubs	£1,021.00		
	Enriching the curriculum: part funding of music teacher	£7,800.00	Using experts to enrich learning provision and cultural experiences. Providing opportunities for all pupils to play and perform instruments	>All pupils make good or better progress with music and have opportunities for Improve speaking and listening skills > Evidence that quality music Education can impact on attainment in reading, writing & Maths.
KS2	School Led Tutoring PP Contribution	£2,078.33	DfE stipulated 25% contribution to school led catch up funding allocation for 21/22.	> Increased attainment by end of KS2 >pupils have closed the gap in attainment lost in the pandemic. >good or outstanding progress by end of KS2 > higher percentage of PP pupils achieving greater depth
	<b>Total:</b>	<b>£64,741.66</b>		