

# 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 and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Garswood Primary
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	13.8% (28 Pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	P. Potter
Pupil premium lead	A. Yearsley
Governor / Trustee lead	Cllr S. Murphy

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,548
Recovery premium funding allocation this academic year	£3625 for the academic year split £2100 23/24 & £1525 24/25

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	£43,173

2

## Part A: Pupil premium strategy plan

### Statement of intent

### Challenges

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

Challenge number	Detail of challenge
1	Children are finding writing at length, writing with flair and reaching the beyond the expected standard in grammar and spelling more challenging. Gaps emerged with lack of rehearsal and instruction during the pandemic and there remains a need to accelerate pupils in this area, which will in turn impact on improving outcomes at KS1 and KS2.
2	The recall and retention of mathematical concepts; particularly in terms of times-tables underpins later mathematical learning. Following improvements made to the implementation of the mathematical curriculum, this area is identified as the aspect to firmly secure this ongoing improvement for pupils enabling more children to achieve expected standards and beyond.
3	The mental health of pupils and families has been impacted upon both by the pandemic and the cost of living crisis. In some cases, pupils have moved to a new house and moved school which in some instances also has a further impact on mental health. We've seen increased anxiety, more challenges for parents managing behaviour at home and in some cases requiring support from other agencies. More pastoral support is being required to support pupils to manage their own feelings, anxieties and worries. Families require support and signposting; particularly in terms of financial hardship, separation, bereavement and DV.
4	Data indicates that on average disadvantaged children do not attend school as much as non-disadvantaged children. Some families do not prioritise school attendance. In some cases, this is shown in term time holidays and in other cases sporadic attendance and

	poor punctuality. As a result there remains a gap between attendance of disadvantaged pupils and non-disadvantaged pupils.
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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
<p>Children will produce high quality writing with appropriate grammatical structures and accurate spellings.</p> <p>Children will feel proud of their writing and confident in their ability to communicate in writing.</p> <p>Children will achieve the expected level or beyond in terms of their outcomes.</p>	<ul style="list-style-type: none"> <li>• Children will eagerly write and write with enthusiasm as evidenced in monitoring</li> <li>• Children will spell accurately, and this will be reflected both in spelling tests and in their writing</li> <li>• Children will write using appropriate grammatical structures as evidenced in workbooks.</li> <li>• Children will form their letters correctly and write neatly with a legible style of joined writing as evidenced in workbooks.</li> <li>• Their voice in monitoring exercises will indicate that they have positive attitudes towards writing.</li> <li>• Writing across the school will be of a standard that meets the expected level or exceeds this.</li> </ul>

3

Intended outcome	Success criteria
Disadvantaged pupils will perform in line with or exceeding non-disadvantaged peers in outcomes.	
Children will have secure foundations in key mathematical knowledge. Their recall of times tables facts will be secure and they will be able to apply their knowledge within the context of mathematical questions.	<ul style="list-style-type: none"> <li>• The teaching of times tables is clear and consistent as demonstrated in monitoring</li> <li>• Children have excellent recall of the expected times table facts appropriate to their year group and the sequential curriculum as evidenced in assessments</li> <li>• Children begin to see patterns within the times tables as evidenced in monitoring and assessment</li> <li>• Children report in their pupil voice that they feel positive about mathematics and in particular express confidence in their own knowledge of times tables facts.</li> </ul>
Children feel school is a safe place where they are supported and feel emotionally secure.	<ul style="list-style-type: none"> <li>• Pupils will report feeling safe. They will report concerns to staff</li> </ul>

<p>There are effective strategies in place for children to gain support for their wellbeing</p> <p>The atmosphere within school is conducive to emotional wellbeing</p> <p>Families feel welcome in school and there are systems in place to enable them to gain support or be signposted to support.</p>	<ul style="list-style-type: none"> <li>• Staff will be well trained to act on any concerns and support pupils appropriately</li> <li>• There will be an improved environment with safe spaces clear and identified across the school</li> <li>• Families will report feeling welcome and access the systems in place to support them including parental classes, EHAT and early help processes and family support worker time.</li> <li>• Financial pressures on families are considered when planning curriculum events and wherever possible payment plans will be in place</li> <li>• Strategies for cost savings are promoted and utilised well including uniform swap shop; costume swap.</li> </ul>
<p>Attendance of the group eligible for pupil premium improves to become more in line with non-PPG peers.</p> <p>Attendance figures rise and become more in-line with whole school attendance figures from previous years with all pupils demonstrating a desire to be in school and on time.</p>	<ul style="list-style-type: none"> <li>• Pupils attend on time</li> <li>• Attendance rates for disadvantaged pupils is in line with or above non-disadvantaged pupils</li> <li>• No pupils are considered persistently absent</li> </ul>

4

## 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: £ 13210**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD of staff as needed particularly around composition strategies through modelling and supported practice</p> <p>One teacher to attend the full 7 sessions through teaching hub to then cascade training to all staff. Staff to complete peer to peer support sessions.</p>	<p>Work scrutiny and data analysis provides the evidence to address this aspect.</p> <p>EEF seven stages of improving literacy details the successful ways to improve writing.</p> <p>Proven track record of successes within school improvement model undertaken</p>	1

Use of staff meeting time and monitoring time to cross moderate and monitor writing and the teaching of writing across the school		
<p>Continue to provide Maths Hub CPD- mastery. Linked through 2 identified class teachers to visit and host visits to share successes in mathematics</p> <p>Mastering number CPD as an intervention strategy</p>	<p>Analysis of mathematic drop ins, pupil voice, work books and test outcomes indicate the focus on multiplication and confidence in application on known facts as an area to secure improvements,</p> <p>Mastery learning can be seen as a high impact strategy through EEF.</p> <p>Rehearsal and repeated learning is identified and reported through Ofsted research mathematical paper – alongside the regular testing and teaching accurate strategies to experience success rather than exploring ways to solve without this important secure baseline.</p>	2
<p>Upskill staff on supporting children with ACEs (partly seconded roles to secure enriched access to training)</p> <p>Engagement with the Therapeutic Schools Award CPD</p>	<p>We have identified the increasing amount of pupils with anxiety; challenging home circumstances; ACEs. Considering all of the Maslow's hierarchy knowledge – we recognise that this is an area we can address.</p> <p>This is also in response to the changing challenges we are experiencing primarily the increased use of technology from an increasing younger age. We want to protect children from harm and secure a conducive environment for optimal learning</p>	3

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

Budgeted cost: £14095

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle bridging and fluency materials to be used with relevant KS2 classes as an intervention	Little Wandle is a DfE approved scheme for phonics. We have seen first-hand the impact of this in the phonics outcomes at Garswood in academic year 22-23.	1

	The children who take longer to complete the Little Wandle programme can often then find the jump to texts challenge. Though we have supported through carefully selected banded texts, this will provide a more systematic scaffold to secure improvements in fluency.	
Mastering number small group and 1-1 tuition – targeted at Y3 and Y4 initially.  Tutoring with Y5/6 as the year progresses – with a view to beginning this in January 24	EEF identified 1-1 tuition as an effective impact strategy.  Utilising mastering number secures systematic support to build up key knowledge.	2
Multiplication as a lunchtime activity through songs	Pupil voice would indicate that for some children this is a preferred strategy to support their instant recall.	2

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

**Budgeted cost: £ 15910**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Whole school approach to pastoral support to continue through PATHs and further enhanced through the TSA materials .  MHST to consider the needs to d.a pupils and prioritise needs.	We have seen evidenced impact of the work completed with PATHs. This have been completed with fidelity and the resulting analysis across the borough has proven success.  Both child and pupil voice feedback has shown to report positively on PATHs in terms of their well-being, behaviour. Emotional literacy has improved.  Continued approach with PATHs and enriching this with TSA materials will provide further resource and materials  The international journal of qualitative methods details that evidence suggests that mental health interventions are more effective when they consider the whole context of schools; addressing the needs of all students, their families, and staff; otherwise known as a whole-school approach (WSA). It is on this that the MHST approach has also been based.	3

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support through the EHAT process, face to face meetings with families and engagement with multiagency	<p>Some of the challenges face by families cannot be addressed by schools in a single agency approach.</p> <p>We have seen evidence of the EHAT process having a positive impact on children and families.</p> <p>Though time investment from the pastoral staff is significant it is often necessary to reach an outcome that can be sustained.</p>	3, 4
Lego therapy activity for identified groups	A number of research papers detail the positive impact of Lego therapy. This was started in academic year 21-22 and we have seen the impact within our school. The most benefit is seen with children who have ASD and ADHD.	3
Extra-curricular offer incl a range of targeted clubs to correlate with preference.	<p>Children report that after school clubs and extra-curricular activity can impact positively on school attendance.</p> <p>Having a comprehensive offer with a targeted approach (using a survey and providing according to wishes and needs) should have a positive impact on school attendance.</p> <p>Children historically have also provided positive reports on wellbeing when attending after school and lunchtime clubs</p>	3, 4
Parental classes incl Incredible years and Reducing parental conflict (Plan to run 2 further courses this year)	We have already run two incredible years courses and this not only had a positive impact as reported by the parents, also reduced barriers with parents and school.	3,4
Sept/Oct attendance plan with PA and vulnerable families	<p>We have seen improved attendance with the strategies used last year and more engagement with the school about % attendance.</p> <p>Pastorally to provide Sept/Oct plan will reduce any reactive/defensive approach and instead be proactive.</p> <p>All attendance strategies as identified on the SIP will also be employed. SLT have watched the 'Improving Attendance ' DfE webinars to inform approaches.</p>	4

**Total budgeted cost: £43215**

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 2024 to 2025 academic years.

Due to low numbers in each class published attainment data should be suppressed. However, pupils considered disadvantaged who attend well, get off to a good start. Overall, they attain well though there are always areas to focus on. Attainment was strongest in phonics and reading.

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Children will achieve the expected level or beyond in terms of their outcomes.</p>	<p>The teaching of times tables is clear and consistent as demonstrated in monitoring</p> <ul style="list-style-type: none"><li>Children have excellent recall of the expected times table facts appropriate to their year group and the sequential curriculum as evidenced in assessments</li><li>Children begin to see patterns within the times tables as evidenced in monitoring and assessment</li><li>Children report in their pupil voice that they feel positive about mathematics and in express confidence in their own knowledge of times tables facts.</li></ul> <p>Children will eagerly write and write with enthusiasm as evidenced in monitoring</p> <ul style="list-style-type: none"><li>Children will spell accurately, and this will be reflected both in spelling tests and in their writing</li><li>Children will write using appropriate grammatical structures as evidenced in workbooks .</li><li>Children will form their letters currently and write neatly with a</li></ul>	<table><tr><th colspan="13">Summer 2025</th></tr><tr><th rowspan="2"></th><th colspan="4">Maths</th><th colspan="4">Reading</th><th colspan="4">SPAG</th></tr><tr><th>PKS</th><th>WTS</th><th>EXS</th><th>GDS</th><th>PKS</th><th>WTS</th><th>EXS</th><th>GDS</th><th>PKS</th><th>WTS</th><th>EXS</th><th>GDS</th></tr><tr><td>Reception (2)</td><td>0%</td><td>50%</td><td>50%</td><td>0%</td><td>0%</td><td>50%</td><td>50%</td><td>0%</td><td>0%</td><td>50%</td><td>50%</td><td>0%</td></tr><tr><td>Year 1 (2)</td><td>0%</td><td>0%</td><td>100%</td><td>0%</td><td>0%</td><td>50%</td><td>50%</td><td>0%</td><td>0%</td><td>50%</td><td>50%</td><td>0%</td></tr><tr><td>Year 2 (2)</td><td>0%</td><td>0%</td><td>100%</td><td>0%</td><td>0%</td><td>0%</td><td>50%</td><td>50%</td><td>0%</td><td>0%</td><td>100%</td><td>0%</td></tr><tr><td>Year 3 (2)</td><td>0%</td><td>0%</td><td>100%</td><td>0%</td><td>0%</td><td>0%</td><td>100%</td><td>0%</td><td>0%</td><td>0%</td><td>100%</td><td>0%</td></tr><tr><td>Year 4 (5)</td><td>0%</td><td>60%</td><td>40%</td><td>0%</td><td>0%</td><td>60%</td><td>20%</td><td>20%</td><td>0%</td><td>20%</td><td>60%</td><td>20%</td></tr><tr><td>Year 5 (5)</td><td>0%</td><td>60%</td><td>40%</td><td>0%</td><td>0%</td><td>40%</td><td>40%</td><td>20%</td><td>0%</td><td>60%</td><td>40%</td><td>0%</td></tr><tr><td>Year 6 (6)</td><td>0%</td><td>33%</td><td>50%</td><td>17%</td><td>0%</td><td>0%</td><td>66%</td><td>33%</td><td>0%</td><td>17%</td><td>66%</td><td>17%</td></tr><tr><td>Total: Ex&lt;</td><td colspan="4">63% (17% GDS)</td><td colspan="4">71% (21% GDS)</td><td colspan="4">71% (8% GDS)</td></tr></table> <table><tr><th colspan="12">Pupil Premium Non-Core Analysis (EXS+)</th></tr><tr><th></th><th>Science</th><th>History</th><th>Geography</th><th>RE</th><th>PE</th><th>Computing</th><th>Art</th><th>DT</th><th>Music</th><th>PSHCE</th><th>MFL</th></tr><tr><td>Year 1 (2)</td><td>100%</td><td>50%</td><td>100%</td><td>50%</td><td>0%</td><td>50%</td><td>50%</td><td>50%</td><td>50%</td><td>100%</td><td>0%</td></tr><tr><td>Year 2 (2)</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td><td>0%</td></tr><tr><td>Year 3 (2)</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td></tr><tr><td>Year 4 (5)</td><td>100%</td><td>75%</td><td>100%</td><td>75%</td><td>50%</td><td>25%</td><td>100%</td><td>100%</td><td>50%</td><td>100%</td><td>50%</td></tr><tr><td>Year 5 (5)</td><td>80%</td><td>83%</td><td>83%</td><td>100%</td><td>100%</td><td>75%</td><td>80%</td><td>100%</td><td>100%</td><td>80%</td><td>83%</td></tr><tr><td>Year 6 (6)</td><td>100%</td><td>84%</td><td>100%</td><td>100%</td><td>83%</td><td>83%</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td></tr></table> <p>The introduction of maths working walls in classrooms has helped teachers clearly model and display key concepts and strategies, supporting visual learners and guiding them through their next learning steps. Staff have taken a tailored approach to maths teaching, ensuring high -quality instruction that helps all pupils —especially those with gaps in their previous learning —make accelerated progress.</p> <p>Lessons follow the White Rose small steps approach and include STEM sentences to support understanding. There has been a stronger focus on developing reasoning skills across all year groups. The maths lead has provided teachers with challenging activities and resources to improve problem -solving and deepen pupils' application of knowledge.</p>	Summer 2025														Maths				Reading				SPAG				PKS	WTS	EXS	GDS	PKS	WTS	EXS	GDS	PKS	WTS	EXS	GDS	Reception (2)	0%	50%	50%	0%	0%	50%	50%	0%	0%	50%	50%	0%	Year 1 (2)	0%	0%	100%	0%	0%	50%	50%	0%	0%	50%	50%	0%	Year 2 (2)	0%	0%	100%	0%	0%	0%	50%	50%	0%	0%	100%	0%	Year 3 (2)	0%	0%	100%	0%	0%	0%	100%	0%	0%	0%	100%	0%	Year 4 (5)	0%	60%	40%	0%	0%	60%	20%	20%	0%	20%	60%	20%	Year 5 (5)	0%	60%	40%	0%	0%	40%	40%	20%	0%	60%	40%	0%	Year 6 (6)	0%	33%	50%	17%	0%	0%	66%	33%	0%	17%	66%	17%	Total: Ex<	63% (17% GDS)				71% (21% GDS)				71% (8% GDS)				Pupil Premium Non-Core Analysis (EXS+)													Science	History	Geography	RE	PE	Computing	Art	DT	Music	PSHCE	MFL	Year 1 (2)	100%	50%	100%	50%	0%	50%	50%	50%	50%	100%	0%	Year 2 (2)	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	0%	Year 3 (2)	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	Year 4 (5)	100%	75%	100%	75%	50%	25%	100%	100%	50%	100%	50%	Year 5 (5)	80%	83%	83%	100%	100%	75%	80%	100%	100%	80%	83%	Year 6 (6)	100%	84%	100%	100%	83%	83%	100%	100%	100%	100%	100%
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	<p>legible style of joined writing as evidenced in workbooks</p> <ul style="list-style-type: none"> <li>• Their voice in monitoring exercises will indicate that they have positive attitudes towards writing</li> <li>• Writing across the school will be of a standard that meets the expected level or exceeds this. Disadvantaged pupils will perform in line with or exceeding non-disadvantaged peers in outcomes.</li> </ul>	<p>Arithmetic outcomes at the end of KS2 have continued to show improvement, with most pupils confidently solving problems involving the four operations, fractions, percentages, and algebra; many of whom regularly score over 36 out of 40 in weekly arithmetic tests. NCETM resources have been pivotal in consolidating previous learning, helping pupils make faster progress and apply their knowledge effectively in reasoning tasks.</p> <p>To strengthen home-school links, a parent booklet is sent home at the end of each unit, keeping parents informed of current learning. KIRFs (Key Instant Recall Facts) are used every half term in all classrooms to reinforce key knowledge. Parent classes in the spring term provide additional support for understanding new mathematical concepts.</p> <p>There has been a sustained and measurable improvement in writing outcomes across the school. Targeted initiatives, including the consistent teaching of grammar and punctuation, daily opportunities for extended writing, and the use of high-quality texts through 'Ready Steady Write', have resulted in pupils producing more structured, coherent, and creative work.</p> <p>Moderation across year groups and phases has ensured consistency in teacher assessment and high expectations. The implementation of clear success criteria and writing scaffolds has supported all learners, particularly those with SEND and pupil premium, in making strong progress.</p> <p>Pupils are now demonstrating greater stamina, improved vocabulary choices, and increased accuracy in spelling and sentence construction. This has been further supported by the school's renewed focus on the editing and redrafting process, encouraging pupils to take greater ownership of their work.</p> <p>Monitoring activities, including book <del>scrutinies</del> and learning walks, show evidence of writing being taught and celebrated across all subjects. This whole-school focus has led to increased pupil engagement and pride in their written work.</p> <p>Overall, the quality of writing has significantly improved, and pupils are better equipped with the skills and confidence to write for a range of purposes and audiences.</p>
Children feel school is a safe place where they are supported and feel emotionally secure. There are effective strategies in place for children to gain support	Pupils will report feeling safe. They will report concerns to staff	Pupils across the school continue to demonstrate a positive outlook, and those needing emotional support continue to receive targeted help. Our Family Support Worker (HE) provides regular sessions focused on well-being, confidence, attendance, and transitions, ensuring all pupils feel valued, safe, and heard.

Pupil Voice:	<p>"I love school, I have many <u>friends</u> and I love learning". School is a good place for me. I really love Year 6 and my teacher – I can talk to him about things".</p> <p>"I'm really enjoying maths in school; I can do hard calculations in my head – I love algebra"</p> <p>"In school, I get time to myself, I love school"</p> <p>"I like school because it takes me away from my iPad and <u>XBox</u>"</p> <p><u>"I</u> feel like we are one big family in school"</p> <p>"We get help with any problems; big or small" "Everyone is kind and helpful", "The children are listened to", "The teachers are amazing".</p> <p>"Our school is great because the teachers are supportive and will listen if something is on your mind. The teachers will help you learn if you aren't sure of something. Our teachers help and encourage us to be kind, ambitious and respectful to one-other".</p>
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## 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
MARK Analysis	Rising Stars (PIRA, GAPS)
Lexia Reading Core 5	Lexia Learning
Digital Reading Record	Go Read
Online Times Tables Support	Government TTC practice
Support for Phonics	Little Wandle Letters and Sounds
Whole School Spelling System	Vocabulary Ninja
Ready to Progress	National Centre for Excellence in the Teaching of Mathematics.

8

Programme	Provider
Premium Classroom Resources	White Rose Maths
Online standardised score generator	Smart Grade
Maths Whizz/Seeds	Whizz Education
Online tracking system	O-Track
Online writing and spelling resource	Ready Steady Write/Spell
Online Maths support package	Daisy Education - Maths