

Pupil premium strategy statement 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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	Garfield Primary School
Number of pupils in school	312
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	By 31/12/2022
Date on which it will be reviewed	September 2023
Statement authorised by	Local governing body
Pupil premium lead	David Newson AHT
Governor / Trustee lead	Chris Hyland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£182,100 * Allocated
Recovery premium funding allocation this academic year	£18,850 (provisional) Just received notification so will allocate shortly
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ N/A
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	£201,387

Part A: Pupil premium strategy plan

Statement of intent

At Garfield Primary, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We understand that every pupil eligible for PP funding is unique and therefore we place high importance in getting to know each child well and personalising the curriculum and PP offer.

We ensure that teaching and learning opportunities at Garfield meet the needs of all of our pupils. It is important that we ensure that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We allocate the Pupil Premium funding to support any pupil or groups of pupils at Garfield who have legitimately been identified as being socially disadvantaged. Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time. We do however carefully track the provision that each pupil premium pupil receives.

All our work funded through the pupil premium will be aimed at accelerating progress moving children to at least age-related expectations and ensuring access to a rich, broad and balanced curriculum. The Governors of the school will publish information on how they have used their Pupil Premium Grant to address the issue of narrowing the achievement gap, for socially disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	A significant number of children come into school academically lower than national expectations for their age and so the gap needs to be closed.
2	The self-esteem, confidence, emotional well-being and willingness to persevere is often a barrier to learning for a large number of pupil premium pupils. This has been further increased as a result of the COVID pandemic in 2020 and 2021.
3	Some pupil premium pupils join during the year, with gaps in their learning and have experienced disruption and/ or trauma in their lives and a number of families are living in temporary accommodation and with this comes constant movement of homes and schools.
4	Pupils have limited opportunities to get involved in extracurricular activities such as sport, music and art. There are often limited opportunities for other enrichments such as trips.
5	Some pupils have limited opportunities to extend their spoken language because the family may have English as an additional language.
6	Some pupil premium pupils have lower attendance including some SEN pupils (some linked to Challenge 3).
7	Some pupils have limited space, support and facilities for home study including access to ICT technology. Some parents also need ICT support to enable them to support their child's learning at home
8	Recent cost of living crisis has exacerbated issues for low income families. PP families often need support in accessing benefits and clothing grants, housing issues such as eviction or rent arrears and secondary transfer.

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>Attainment of disadvantaged pupils is at least in line with and in many cases, exceeds national standards. The gap in attainment will continue to diminish for all pupil groups as they progress through the school including for pupils working at greater depth</p>	<ul style="list-style-type: none"> • Achievement of disadvantaged pupils across the school is in line/ exceeds national standards for all pupils • Attainment gaps will continue to reduce or disappear as the pupil's progress throughout the school so that attainment and progress of pupil premium children is at least in line with that of non-pupil premium • Phonics check data and Multiplication tables data for PP pupils will be at least national standards or better • Quality first teaching and learning will be securely good or better across the school. • Pupil and their parents are supported with the ICT needs linked to remote learning and home learning. • A number of tailored interventions take place to close gaps in R, W, M and oracy.
<p>Improved attendance Reduced persistent absence Attendance for PP pupils will be in line with national</p>	<p>Reduction in persistent absence for PP pupils. Gap is closing / eradicated between attendance of PP and non PP pupils PP pupils including those with SEND's attendance improves so that it is in line with national expectations.</p>
<p>The emotional wellbeing of Pupil Premium pupils is supported through a range of in school support and provision. This includes pupils who have experienced trauma and may also have attachment issues.</p>	<p>Reports from specific provision /interventions and support, demonstrate impact. Progress in core subjects is good + for pupils accessing provision.</p>
<p>All Pupil Premium pupils have had the opportunity to engage in a wider range of experiences (trips, competitions, specialist lessons, outdoor pursuits and clubs)</p>	<p>Provision of wider range of extra-curricular activities and enrichment opportunities. Analysis of provision shows high number of PP accessed.</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: £66,494

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Achievement Leaders (ALs) have a specific brief to close the achievement gap between PP and non PP in their phase. They are released weekly and there is a detailed annual calendar of activities to impact on teaching and learning in their phase (see annual dates and deadlines and School Self-evaluation calendar)</p>	<p>Education Endowment Foundation places high importance on quality first teaching so that pupils are getting a consistently good+ provision each day</p> <p>Supporting the Attainment of Disadvantaged Pupils identifies high quality teaching as a key aspect of successful schools.</p> <p>DFE, 2015. "Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend."(Sutton Trust Report 2011)</p> <p>Modelled lessons by AL's</p> <ul style="list-style-type: none"> • Achievement Leaders will do targeted interventions with Pupil Premium pupils in their phase • Weekly designated meetings led by achievement leader with their team to ensure consistency of approach/ CPD/ key focus areas each week • Team teaching • Regular coaching , class visits and observation • Termly progress meetings with classteachers a clear focus on PP pupils • Phone calls/meetings with parents 	<p>1 & 2</p>
<p>CPD investment in the Walkthrus programme to further develop the consistency of first quality teaching</p> <p>Specific focus on effective teaching and learning of vocabulary</p>	<p>A word gap study suggested that pupils growing up in poverty hear about 30 million fewer words in a conversation by age 3 than those from more privileged backgrounds and that the lack of exposure to words and books has an impact on both their literacy and numeracy attainment, (OUP, 2018).</p> <ul style="list-style-type: none"> • Investment in Walkthrus 2 year CPD programme via HEP (Haringey Education Partnership) • Release for teachers to attend specific Walkthrus sessions (virtual) • Staff Inset/ staff meetings plotted throughout the academic year • Regular internal and external school self-evaluation (SSE) will assess quality of teaching and learning • Coaching of teaching staff from AL to help embed these strategies in day-to-day classroom practise 	<p>1 ,2 & 5</p>
<p>CPD in Talk for Writing and teaching and learning linked to the development of vocabulary and improving writing skills</p>	<ul style="list-style-type: none"> • Whole school training and approach to using Talk for writing to enhance writing and oracy skills. • Regular SSE to assess impact and progress of pupils • Coaching of teaching staff from AL to help embed these strategies in day-to-day classroom practise 	<p>1& 5</p>

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

Budgeted cost: £38,443

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Music Specialist Teacher (1day a week, equivalent allocation)</p>	<ul style="list-style-type: none"> • Specialist music lessons on a rolling programme • Targeted PP pupils have free violin tuition with Music teacher • Weekly singing assemblies • KS1 & KS2 choir & PP pupils • Access to external music concerts/opportunities 	4
<p>Assistant Head responsible for PP with directed release time</p>	<ul style="list-style-type: none"> • Asst Head meets regularly with Achievement Leaders to ensure key PP are a focus • Asst Head meets with PP parents where concern re: progress 	1 ,2 & 7
<p>Phonics interventions (TA)</p>	<ul style="list-style-type: none"> • Interventions planned in EYFS, KS1 and KS2 to reinforce the teaching of phonics • CPD delivered to support the teaching of phonics to all staff 	1 & 2
<p>EMA interventions (EMA TA)</p>	<ul style="list-style-type: none"> • EMA TA delivers interventions to support newly arrived EAL pupils 	1 ,3 & 5
<p>Study Clubs & Resources</p> <ul style="list-style-type: none"> • To run free study clubs (for pupils in year 6). PP are specifically targeted • Provide free study guides & resources 	<ul style="list-style-type: none"> • Analysis of KS2 end of year data shows good progress • Good use of resources/ guides 	1, 2 & 7

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

Budgeted cost: £77,163

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning Mentor (50% funded timetable currently)</p> <ul style="list-style-type: none"> The Learning Mentor provides individual, group & whole class support 	<p>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):</p> <ul style="list-style-type: none"> Daily check-ins for some PP pupils who need support Specific interventions linked to building self-esteem, confidence & resilience) Wednesday Mindfulness Club for year 6 Timetabled PHSE lessons Transition work EY-Y1/Yr2-Y3/Yr 6 – secondary school Work with parents Free breakfast club for targeted pupils Creation of range of resources including Transition booklets, Mindfulness, expressing & managing feelings, building positive relationships Specific short interventions for pupils linked to managing behaviour/feelings/anger management 	<p>2 & 3</p>
<p>TalkTime Counselling service (2 days a week)</p> <p>TalkTime provision to target percentage of PP children for whom SEMH needs are a barrier to learning</p> <ul style="list-style-type: none"> Talk Time lunchtime sessions Support for teachers Short & long term counselling to 10 pupils & families at one time (PP pupils are highly represented) 	<p>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):</p> <ul style="list-style-type: none"> Pupil request box around school so pupils can self-refer to talk time Lead Counsellor and counsellors regularly liaise with Inclusion Leader Termly report & analysis written & shared Regular meetings with Inclusion Lead & teachers to support pupils Meetings with parents <p>Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)EEF</p>	<p>2 & 3</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Officer (3 days per wk)</p> <ul style="list-style-type: none"> • Regular meetings with the EWO • First day calling procedure to check all absences • Whole school focus on improving attendance and SDP priority area • Weekly awards assembly with attendance focus • Attendance Officer 	<ul style="list-style-type: none"> • In-line with national attendance (96%) • Reduction in levels of lateness • Reduction in levels of persistent absence • Improve overall level of SEN absence • Termly attendance reports <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <ul style="list-style-type: none"> • Letters/text messages home to those children below 95% • Weekly attendance clinics (one year group a week) • Fines and penalty notice warnings • Parent support worker • Attendance prizes and rewards termly • Termly analysis of attendance for all pupils and PP pupils • LM Breakfast Club targeting pupils with low attendance and poor punctuality 	3 & 6
<p>ICT Support (1day per wk equivalent allocation)</p> <p>The ICT Network Manager leads on ensuring parents & pupils (& particularly PP) have access to ICT equipment for home learning</p>	<p>Digital technology can add up to +4 months progress (EEF, 2019). Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.</p> <ul style="list-style-type: none"> • After school ICT based club targeted for PP pupils • Supporting parents with ICT issues at home and loaning school equipment to PP families • Meetings for parents / carers to support with use of ICT equipment at home and e-safety 	7
<p>Economic support of low income PP families</p>	<p>School manager supports PP families in a variety of ways such as:</p> <ul style="list-style-type: none"> • Accessing benefits • Accessing food banks and clothing grants • Housing issues such as eviction or rent arrears • Secondary transfer 	8

Total budgeted cost: £ 182,100

Part B: Review of outcomes in the previous academic year

Pupil premium intended strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

KS1 ATTN %	READING							
	ARE+				WAGD			
	2019	2020	2021	2022	2019	2020	2021	2022
Garfield ALL	63	73	49	75	20	23	12	25
National	75	NA	NA	67	25	NA	NA	18
Garfield PP	70	83	36	86	11	21	14	29
National PP	62	NA	NA	51	18	NA	NA	NYK
National Other	78	NA	NA	72	28	NA	NA	NYK
GAP Nat.Other	-8	NA	NA	+14	-17	NA	NA	NYK
GAP Nat.PP	+8	NA	NA	+35	-7	NA	NA	NYK

KS1 ATTN %	WRITING							
	ARE+				WAGD			
	2019	2020	2021	2022	2019	2020	2021	2022
Garfield ALL	60	67	54	59	5	13	7	16
National	69	NA	NA	58	15	NA	NA	8
Garfield PP	68	83	36	71	0	17	7	0
National PP	55	NA	NA	41	10	NA	NA	NYK
National Other	73	NA	NA	63	17	NA	NA	NYK
GAP Nat.Other	-5	NA	NA	+8	-17	NA	NA	NYK
GAP Nat.PP	+13	NA	NA	+30	-10	NA	NA	NYK

KS1 ATTN %	MATHS							
	ARE+				WAGD			
	2019	2020	2021	2022	2019	2020	2021	2022
Garfield ALL	60	73	51	69	10	23	10	25
National	76	NA	NA	68	22	NA	NA	15
Garfield PP	53	83	43	57	6	25	14	14
National PP	62	NA	NA	52	11	NA	NA	NYK
National Other	79	NA	NA	73	24	NA	NA	NYK
GAP Nat.Other	-26	NA	NA	-16	-18	NA	NA	NYK
GAP Nat.PP	-9	NA	NA	+5	-5	NA	NA	NYK

Year 1 Phonics		
	2019	2022
Garfield ALL	79	47
National	82	75
Garfield PP	89	37
National PP	77	62
National Other	84	80
GAP Nat.Other	+5	-43
GAP Nat.PP	+12	-25

Year 4 Multiplication Check	2022
Garfield ALL 25/25	52
National	NYK
Garfield PP	33
Garfield NOT PP	71
National PP	NYK
National Other	NYK
GAP Nat.Other	NYK
GAP Nat.PP	NYK

Intended outcome	Success criteria
<p>1. Attainment of disadvantaged pupils is at least in line with and in many cases, exceeds national standards. The gap in attainment will continue to diminish for all pupil groups as they progress through the school including for pupils working at greater depth</p>	<ul style="list-style-type: none"> • Achievement of disadvantaged pupils across the school is in line/ exceeds national standards for all pupils • Attainment gaps will continue to reduce or disappear as the pupil's progress throughout the school so that attainment and progress of pupil premium children is at least in line with that of non-pupil premium • Phonics check data and Multiplication tables data for PP pupils will be at least national standards or better • Quality first teaching and learning will be securely good or better across the school. • Pupil and their parents are supported with the ICT needs linked to remote learning and home learning. • A number of tailored interventions take place to close gaps in R, W, M and oracy.
<p><u>IMPACT: Pupil Premium Outcomes 2021-22</u></p> <ul style="list-style-type: none"> • At KS1 GPS PP outperform national PP in all subjects and outperform national other in reading and writing • At KS 2 GPS PP outperform national PP in maths and combined and are in-line or just below with national PP in reading and writing. • In all areas at KS2, GPS PP are well below national other • In year 1 phonics GPS PP are well below both national PP and national other • Overall across the school, gaps between PP and Not PP pupils are below 10% (nationally, KS1 and 2 gaps are around 20/30%. Also the gaps at Garfield narrowed across the year in writing and maths and stayed around the same in reading. • Interventions took place in Easter and summer terms in years 2 and 6 targeting attainment of PP pupils e.g. Easter School, Booster Classes, small group interventions • Most lesson observations and book scrutinies show effective teaching and support for PP pupils. • SSE shows that CPD focused on vocabulary based interventions such as 'Talk for Writing' and Walkthru techniques is beginning to have a positive effect on progress and attainment, especially in writing, although this has not fully been reflected in attainment data in this area. 	
<p>2. Improved attendance</p> <p>Reduced persistent absence</p> <p>Attendance for PP pupils will be in line with national</p>	<p>Reduction in persistent absence for PP pupils.</p> <p>Gap is closing / eradicated between attendance of PP and non PP pupils</p> <p>PP pupils including those with SEND's attendance improves so that it is in line with national expectations.</p>

IMPACT:

- Actions of the Attendance Officer, working with EWO and school staff has clearly had a beneficial effect.
- The Learning Mentor runs a Breakfast Club which helps children transition to school and settle every day and has a positive impact on attendance and punctuality.
- Overall attd is increasing and closer to national target of 96% - 2020-21 (94.2%): 2021-22 (94.4%)
- Attd figures show increase in PP attd from 2020-21 (92.6%) to 2021-22 (93.6%), though this is still below national PP average for 2019 of 94.4%
- Increases in PP attd are greater than for non-PP where attd fell by around 0.5%
- Gaps between PP and non-PP have fallen – 2020-21 (2.86%): 2021-22 (1.44%)
- % of persistent absentees (PA) amongst PP pupils stayed the same from 2020-21 to 2021-22 (20.6%), but has fallen this year to 17.2% - this is close to the national average for 2019 of 16.1%

3. The emotional wellbeing of Pupil Premium pupils is supported through a range of in school support and provision. This includes pupils who have experienced trauma and may also have attachment issues.

Reports from specific provision /interventions and support, demonstrate impact.

Progress in core subjects is good + for pupils accessing provision.

IMPACT:

- The Learning Mentor has worked with around 30-40 key target children either individually or in small groups.
- Interventions target the beginning of the day (Breakfast Club) and pupils that need extra support to regulate their behaviour in class or at playtimes and to develop friendships and relationships.
- Around 20/30 children have been able to attend 1:1 counselling sessions with trained TalkTime staff.
- A further 90/100 pupils have attended group sessions to address issues such as friendships and relationships between peers.
- Many of these pupils were underperforming academically due to mental health issues – the interventions have led to a significant improvement and enabled these children to make progress in all areas of their lives.
- Several of these pupils were at risk of being excluded or even permanent exclusion and the interventions have supported them to stay in school.

4. All Pupil Premium pupils have had the opportunity to engage in a wider range of experiences (trips, competitions, specialist lessons, outdoor pursuits and clubs)

Provision of wider range of extra-curricular activities and enrichment opportunities.

Analysis of provision shows high number of PP accessed.

IMPACT:

- Programme of trips enrichment activities renewed in autumn term 2021, including year 6 school journey and a variety of visits to museums, galleries and concerts
- Whole school panto January 2022
- Full programme of out-of-hours clubs organised from autumn term 2021.
- Uptake has been good, and this has allowed more than half of students to attend at least one club.
- PP children targeted for Steel Pans club, summer term 2022.
- Specialist music lessons on a rolling programme taught to targeted PP pupils with music teacher

Further information (optional)

- We were a pilot school for a new phonics scheme called My Letters & Sounds (MLS) (similar to letters & sounds). We heavily invested in whole staff training and received a large number of new resources and books linked to the scheme. The scheme was approved by the DFE and we are now in our second year of implementation.
- We have ensured that our pupils have good access to read books both real and virtually. We have invested in an ICT programme called Bug Club and pupils receive a weekly session to read a range of books and games. These are carefully matched to their reading ability. They can answer questions to check their comprehension. We also invest in ensuring pupils have access to now only a class library but a well-stocked whole school library and pupils have a weekly session.
- For a number of years we have invested in creating an “e-portfolio “ for each child which records pupils’ learning over their duration at Garfield (yr 1-6) .This includes keeping annually, a filmed record of how pupil’s oracy skills are developing over time. Pupils are taught to successfully to recite a learnt poem each year and to also give a short speech reflecting on their year (personal highlights, achievements etc.). At the end of year 6, parents are given a copy.
- Garfield is part of Enfield Education Partnership .This is a school improvement network of 22 schools in Enfield supported by HEP (Haringey Education Partnership). We work collaboratively to share and widen good practice. We take part in Peer Reviews and also work together on shared school improvement priorities such as development of the curriculum or a key subject areas (i.e. writing).
- We recognise that some of our PP pupils do not always have access to external trips or enrichment opportunities. We therefore have created an annual calendar of trips and enrichment opportunities and ring-fence the costs so that they are available to all pupils including PP. One of our Assistant Heads leads on extended services and parent partnership as we recognise these are important areas at Garfield.
- We are now in our second year of having a KS1 Nurture Group that caters for up to 10 pupils in KS1 who benefit from learning in a smaller setting.
- We have a Specialist Music teacher who leads singing assemblies, a KS1 and KS2 choir, teaches music across the school and leads a number of music groups and enrichment opportunities.
- We have a specialist ICT/Computer Science teacher and a fulltime ICT Network Manager and our ICT provision is strong.
- We have a trained Ethnic Minority Achievement (EMA) Support Assistant who provides a specialist programme for pupils arriving at Garfield new to English. We also train some of our bilingual pupils to support as interpreters and to help new arrivals feel welcome and settle into their new school.
- We run a wide range of parent workshops to help them support their children’s learning and to understand the primary curriculum. A clear calendar of events is produced and shared with parents at the beginning of the academic year.