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	Gilnow Primary School
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022 - 25
Date this statement was published	November 2022
Date on which it will be reviewed	July 2025
Statement authorised by	K. Hesketh
Pupil premium lead	K. Hesketh
Governor / Trustee lead	A. Ali

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,475
Recovery premium funding allocation this academic year	£7,128
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	£72,603

Part A: Pupil premium strategy plan

Statement of intent

We are a community Primary School and serve a diverse area of Bolton. Whilst many of our children are entitled to Pupil Premium support, we also recognise that not all children who are socially-disadvantaged qualify or register for free school meals, so our intention is to use this strategy to support all of our families and children that require it. We ensure the best teaching and learning opportunities for our children by providing quality-first teaching, which is carefully differentiated to support all children in making good progress. We then use our assessment systems to identify and support children with gaps in learning or non-academic barriers to learning, such as attendance, wellbeing and mental health. We provide a high level of adult support and expertise to target these gaps appropriately. We believe that good school provision involves and works within the wider community, giving children and families opportunities to broaden their horizons and develop the confidence to engage with external groups, services and agencies.

Challenges

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

Challenge number	Detail of challenge
1	Under-developed early oral language and vocabulary.
2	Low reading attainment.
3	Poor parental engagement in learning activities.
4	Limited experiences of learning beyond the classroom.
5	Attendance.

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
1. To improve the range and acquisition rate of oral language and vocabulary for disadvantaged children.	• End of Reception assessments indicate accelerated progress from baseline. • Discussion in classrooms is well-structured. • Speech and language interventions indicate accelerated progress.
2. To improve attainment in reading at the end of KS1 and KS2.	• End of year assessments in Year 2 and Year 6 show a narrowing of the gap between school and national figures. • End of year assessments in Year 2 and Year 6 show a narrowing of the gap between disadvantaged and non-disadvantaged. • Year 1 phonics assessment indicates accelerated progress for disadvantaged children from their baseline.
3. To improve parental engagement in school events and initiatives.	• School events are well attended by parents. • Positive parent feedback. • Parents are able to engage with school in a wider range of ways.
4. To develop a wider range of visits and experiences linked to our curriculum offer.	• Visits and experiences are matched to learning within all areas of the curriculum. • Children experience settings that may be different to those they are familiar with. • School builds links with services, groups and charities across the local area. • Extra-curricular clubs provide children with access to new activities and experiences and support personal development.
5. To improve attendance, including improving our persistent absence, particularly for disadvantaged children.	• The gap is closed between school and national attendance figures. • Data shows an improvement in our rates of unauthorised absence and persistent absence. • School systems support children and parents to improve attendance.

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: £*40,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Teacher	0.3 to provide additional phonics in Y2 and catch-up Reading support in Y6.	1, 2
Additional Teaching Assistants	1.0 to provide additional phonics and Early Language support in EYFS and KS1.	1, 2
CPD	Training for staff, including: - Oracy conference (HT) - Wellcom (SENCo) - Elklan (EYFS staff)	1, 2
Developing Teacher and TA Subject Knowledge	Release time for English Subject Leader to train and team teach with colleagues. Investment in a structured spelling program	1, 2

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

Budgeted cost: £ *20,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Rapid Catch-up program for KS2	Structured catch-up phonics intervention program for children who have not yet passed the Phonics Screening Check.	1, 2
Catch-up Tutor	School-led Tutoring for identified children in Year 2 and Year 6.	1, 2
Small group support for INA children	SEEMA intervention for identified new arrival children	1, 2

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

Budgeted cost: £ *12,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Support	0.6 member of staff with responsibility for attendance – first response, support for parents, working with agencies to promote good attendance.	3, 5
Family and Pastoral Support	0.3 to support families and provide pastoral support for children.	3, 5
PE and Music Extra-curricular clubs	Sports coach (KeyPE) and Music tuition (Bolton Music) to enhance curriculum provision.	4
Visits and Visitors	Visits and visitors linked to curriculum, diversity and community to enhance and enrich learning and provide children access to new experiences. Vocabulary is pre-taught and closely linked.	1, 4
Library	Staff time, resources and investment in the learning environment to relocate and relaunch our School Library in order to enhance our reading provision and further develop love of reading.	1, 2, 3
Parents Events	Formal and informal events to involved parents in school life and engage them with children's learning. Resources to support parents in helping their children at home.	3
Before and After School Clubs	TA hours and resources for a range of extra-curricular clubs to provide children access to new activities and experiences.	4

Total budgeted cost: £ *72,000*

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 2022 to 2023 academic year.

Our Pupil Premium Strategy has had a positive impact on pupils during this past academic year. We have built our relationships with parents, which has been instrumental in them starting to trust school and be more open and willing to work with us to support their children's learning and ensure good attendance at school. Our curriculum offer has continued to build wider opportunities for children to access learning and their local area in a range of different ways and this has proved to enthuse and motivate the children. Our statutory assessments demonstrate good progress for disadvantaged children at Gilnow. At Y1, 100% of disadvantaged children achieved the expected standard in their Phonics Screening Check and at KS1, a higher percentage of PPG children achieved the expected standard than Non-PPG children. Although we still need to raise attainment in all areas at the end of KS2, our progress measures are positive for PPG children, including +4.1 in writing.

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