



Grateley Primary School

A school where every child becomes a lifelong learner and realises their potential

Pupil premium strategy statement

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	Grateley Primary School
Number of pupils in school	91
Proportion (%) of pupil premium eligible pupils	41% service 11% FSM
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23
Date this statement was published	September 2022
Date on which it will be reviewed	April 2023
Statement authorised by	Rachel Dance
Pupil premium lead	Alice Richardson
Governor / Trustee lead	Amelia Bridges

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27, 757
Recovery premium funding allocation this academic year	£2, 000
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	£29, 757



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Part A: Pupil Premium Strategy Plan 2022-23

Statement of intent

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 consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Some children have poor language skills
2	Some children have poor literacy and numeracy skills
3	Some children have poor emotional resilience /well-being which hinders their learning experiences
4	Children's lack of experiences in the wider world
5	Parenting support for some children with behaviour challenges
6	Our assessments and observations indicate that the education and wellbeing of some of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.
7	Parental engagement with school and capacity to support children's learning at home



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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
PP children will make good progress in Reading, writing and Maths. All children will make at least 3-step progress on target tracker.	<p>A rich curriculum to stimulate enjoyment whilst learning reading, writing and maths.</p> <p>In consultation with SENDCo, SMART targets will be set at the start of each half term and progress regularly evidenced and evaluated by the SLT.</p> <p>Outcomes at the end of the year are, at least in line with peers and National expectations</p> <p>TA's utilise pre teaching programmes (leaps In learning maths programme) to support learning and outcomes.</p> <p>TA's carry out literacy interventions for those identified as needing it.</p> <p>TA's use Black Sheep programmes to support children in acquiring speech and language support/interventions.</p> <p>Identified PP children continue to receive 1:1 online maths tutoring using Third Space Learning. Progress and outcomes frequently analysed by the maths lead and PP lead and reported to governors.</p>
Children at end of year will acquire basic maths skills. Outcomes at the end of the year are, at least in line with peers and National expectations.	Our HLTA supports children within KS1 to acquire basic mathematical skills before transitioning to KS2.
Emotionally vulnerable children will be more secure and happy being in school and ready to learn. ELSA TA will assess children after a 6-week programme of support.	<p>ELSA trained</p> <p>Focus children receive 6 weeks of support on a specific area. Before and after evaluations demonstrate success and achievement of targets.</p>
All children to attend school regularly.	Attendance figures for this group are in line with school target of 97% and above National expectations of 96%



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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: £300.00 (approximate costing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the use of Little Wandle SSP programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:	1,2,3

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

Budgeted cost: £29, 457

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants carry out 1:1 and small group interventions. Recovery premium allocation is used to employ a qualified teacher for 1:1 and small group interventions for those children identified as requiring catch up interventions. SENDCo works closely with staff and children to plan for, action and evaluate interventions at regular intervals.	EEF GUIDE TO SUPPORTING SCHOOL PLANNING (2020-21) – TIERED MODEL Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement. Considering how classroom teachers, teaching assistants and external partners can provide targeted academic support, including how to link structured one to one or small group intervention to classroom teaching, is likely to be a key component of effective planning. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf	1,2,3
Identified PP children continue to receive 1:1 online maths tutoring using Third Space Learning. Progress and outcomes frequently analysed by the maths lead and PP lead and reported to governors.	Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement	2, 3, 6, 7



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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 2020 to 2021 academic year.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was improving in key areas of the curriculum. Those children who had focused 1:1 online maths tutoring increased their maths knowledge either by a year (starting at Year 4 and progressing to Year 5) or by increasing their scaled scores by 15 points+.

Overall attendance in 2021/22 was 1% lower than government expectations due to absence related to illness. We saw an increase in children becoming unwell with viruses that they had not yet had due to previous years of isolating. Pupil Premium children's attendance was in line with all other groups in the school and at times, was higher. The Pupil Premium lead will continue to monitor, but that is why it is not a focus for this year's plan.

Our assessments and observations indicated that pupil wellbeing and mental health were significantly improving. Targeted support from trained professionals was having an impact on children's resilience and attitudes in class. We provided and continue to provide wellbeing support for all pupils, and targeted interventions where required.

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We continued to support the Emotional Literacy support Assistant dedicated to the emotional wellbeing and academic achievement of service children, through professional development and external group work.</p> <p>We addressed any gaps in children's learning caused by moving between schools and addressed these with targeted support.</p> <p>All new children to the school were assessed within the first two weeks. Outcomes were used to develop a learning journey and to allocate pre-teach and intervention support where required.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Assessments demonstrated progress in subject areas where interventions were provided.</p> <p>80%+ pf service children made at least expected progress in reading, writing and maths.</p>