

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 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

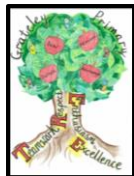
It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Grateley Primary School
Number of pupils in school	94
Proportion (%) of pupil premium eligible pupils	33% service 6% FSM
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 2023-24 2024-25
Date this statement was published	November 2023
Date on which it will be reviewed	April 2024
Statement authorised by	Amelia Norman
Pupil premium lead	Amelia Norman
Governor / Trustee lead	Amelia Bridges

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26, 570
Recovery premium funding allocation this academic year	£2000
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	£28, 570



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Part A: Pupil Premium Strategy Plan 2023-24

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. The activity we have outlined in this statement is 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.

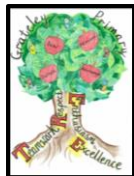
Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- 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 literacy and language skills or they have gaps in their learning due to school moves including mid-year moves
2	Some children have poor numeracy skills or they have gaps in their learning due to school moves including mid-year moves
3	Some children have poor emotional resilience and anxieties which hinder their learning experiences
4	Some children have poor mental health and emotional well-being that hinders their friendships and social communication with peers
5	Attendance for some children is lower than the national average
6	Children's lack of experiences in the wider world
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
Improved literacy and language skills among disadvantaged children.	<p>A rich curriculum to stimulate learning across all subjects.</p> <p>In consultation with SENDCo, SMART targets for those on the SEN register will be set at the start of each half term on the child's support plan and progress regularly evidenced and evaluated by the SLT.</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.</p>
Improved maths attainment for disadvantaged children at the end of KS2.	<p>Our TA's support children within KS1 to acquire basic mathematical skills before transitioning to KS2.</p> <p>TA's utilise pre teaching programmes (Pathway to Progress Maths Programme) to support learning and outcomes.</p> <p>Maths outcomes at the end of the year are improved.</p>
Emotionally vulnerable children will be more secure and happy being in school and ready to learn.	<p>ELSA trained – attends ELSA meetings</p> <p>Focus children receive 6 weeks of support on a specific area. Before and after evaluations demonstrate success and achievement of targets.</p>
Emotional well-being promotes positive social interactions with peers.	<p>All staff Thrive trained.</p> <p>Class thrive approaches used in lessons as well as 1:1 interventions used to support specific children.</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%
All children have equal opportunity to experience the wider world through school visits and trips	Children will attend school and class trips.
Parental engagement with the school is improved and positive.	Parent's attendance at phonics and maths parent training sessions and class sharing work and performances.



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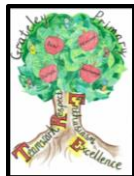
Activity in this academic year

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: £475 (Thrive whole staff induction), £374 (building emotional health training), £190 (CBT) – TOTAL - £1039

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths and Phonics training for parents	Supporting parents with their children's home learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 2, 5, 7
Thrive – whole staff training and building emotional health in childhood training	EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3, 4, 5
CBT – Training for a member of staff	EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3, 4, 5



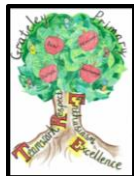
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £24,694

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching Assistants carry out 1:1 and small group interventions.</p> <p>Teachers pre-teach in advance of the next days lessons.</p> <p>SENDCo works closely with staff and children to plan for, action and evaluate interventions at regular intervals.</p>	<p>EEF</p> <p>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.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</p>	1, 2
<p>Identified PP children continue to receive 1:1 online maths tutoring using Third Space Learning.</p> <p>Progress and outcomes frequently analysed by the maths lead and PP lead and reported to governors.</p>	<p>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</p>	2



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

Budgeted cost: £600 (ELSA), £427 (Thrive online) – TOTAL - £1027

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive across the school	EEF Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3, 4, 5
ELSA – train up a new ELSA and start sessions	EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3, 4, 5
Funding for Pupil Premium for trips and visits	Evidence has shown that children having outside of school experiences with visits and trips etc can help in all areas of the curriculum, as well as with children's mental health and well-being.	1, 2, 3, 4, 6

Total budgeted cost: £26760



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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 2022 to 2023 academic year.

Our internal assessments during 2022/23 suggested that the performance of disadvantaged pupils was improving in key areas of the curriculum although wasn't inline with National in all core subjects. 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 2022/23 was 1% lower than government expectations due to absence related to illness. 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.

Our assessments and observations indicated that pupil wellbeing and mental health needed to be a focus moving forward. Targeted support from trained professionals was having an impact on children's resilience and attitudes in class individually. We provided and continue to provide wellbeing support for all pupils, and targeted interventions where required. These will be developed over the next year.

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%+ of service children made at least expected progress in reading, writing and maths.</p>