



Grateley Primary School

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Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	92
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25 2025-26 2026-27
Date this statement was published	October 2024
Date on which it will be reviewed	October 2026
Statement authorised by	Gemma Hill
Pupil premium lead	Gemma Hill
Governor / Trustee lead	Vicky Rutherford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	25,805
Recovery premium funding allocation this academic year	781
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	26,586



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Part A: Pupil Premium Strategy Plan 2024-25

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 Inclusive Practice 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.

Rowland; Learning without Labels (2017) The most significant way to have the biggest impact on learning outcomes is to ensure that all pupils have access to good/outstanding teaching. Therefore this should be a primary focus in every school.

We know that high quality EYFS provision lays the foundation for the children's education journey and includes the importance of language, oracy and communication which is paramount to education and beyond.

Rowland; Addressing educational disadvantage in schools (2021) Early language acquisition impacts in all aspects of young children's non-physical development. It contributes to their ability to manage emotions and communicate feelings, to establish and maintain relationships, to think symbolically and to learn to read and write.

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 appropriately in the learning.
- 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.
- Ensure there is explicit teaching of vocabulary in every lesson.

Challenges



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

Challenge number	Detail of challenge
1.	Some children have limited communication skills, language and oracy skills or they have gaps in their learning due to school moves including mid-year moves and into Year R.
2.	Some children have below average writing skills or they have gaps in their learning.
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.	Parental empowerment with school and capacity to support children's learning at home

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 communication, language and oracy skills among disadvantaged children.	<p>CPD- INSET High Quality Inclusive practice is developed to underpin the curriculum and consistency.</p> <p>Explicit teaching of vocabulary has been introduced through writing sessions.</p> <p>Planned opportunities for teaching children oracy skills through step 1 (immersion) in writing.</p> <p>The EYFS environment is language rich with opportunities for language skills to be taught.</p>
Improved maths attainment for disadvantaged children at the end of KS2.	<p>CPD- Sequence of maths lessons and small step planning for maths.</p> <p>Explicit teaching of vocabulary has been introduced through maths sessions.</p> <p>Maths outcomes at the end of the year are improved.</p> <p>The EYFS environment is number rich.</p> <p>Identified PP children continue to receive 1:1 online maths tutoring using Third Space Learning.</p>



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<p>Emotionally vulnerable children will be safe and happy being in school and ready to learn.</p>	<p>Characteristic 1- HQIP - Relationships. Connection and building strong relationships.</p> <p>ELSA supports children 1 day a week. This is a mix of daily check ins for children, small group and individual support.</p>
<p>Emotional well-being promotes positive social interactions with peers.</p>	<p>Positive Behaviour Policy is underpinned by Paul Dix- When the adults changes, everything changes. This underpins the policy with strong relationships and connections, positive praise and restoration.</p> <p>Pupil voice feedback shows that children are safe, happy and ready to learn in school.</p> <p>Early Intervention Practitioner Level 4 Apprenticeship- Staff member to complete training as additional support in school for children that are struggling with their emotional wellbeing.</p> <p>Staff member to complete training to support staff members with mental health and well-being. This will support staff to look after their own well-being and so can be in school to support children.</p>
<p>All children have equal opportunity to experience the wider world through school visits and trips</p>	<p>Children will attend school and class trips.</p>
<p>Parental empowerment with the school is improved and positive.</p>	<p>Events planned over the year for parents to take part in.</p> <ul style="list-style-type: none"> -Coffee and chat -World Book Day - Share a book with your child -Drop in sessions for parents (Sep)

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.



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Activity	Evidence that supports this approach	Challenge number(s) addressed
Inset - Day 1	<p>Developing High Quality Inclusive Practise</p> <p>EEF- Metacognition https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/metacognition/Summary_of_recommendations_poster_2021-10-27-151056_qiiz_2021-10-29-074723_miux.pdf?v=1727799082</p> <p>EEF- seven stages https://educationendowmentfoundation.org.uk/news/eeef-blog-modelling-independence-the-seven-step-model-planning-tool</p> <p>OFSTED- Teaching and Learning Review 2019 Rosenshine Principles Science of Learning</p>	1, 2, 3,4
CPD- Writing	<p>Introduction of the 4 step model to teach writing journeys (Immersion, skills, plan/write, edit and publish.)</p> <p>Increase opportunities for oracy using Project 21. https://voice21.org/wp-content/uploads/2022/09/The-Oracy-Framework-2021-1-1.pdf</p> <p>Ofsted- Research review 2022</p>	1
CPD – Maths	<p>Sequence of learning and small step teaching.</p> <p>OFSTED Maths review- July 2023 Science of Learning</p>	2
CPD- Five Fundamentals of Leadership	<p>Head Teacher and Deputy Head Teacher to complete the Five Fundamentals training over 5 days.</p> <p>A consistent approach to Leadership at Grateley that is embedded in the school. Supports staff</p>	1,2,3,4



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	members to be consistent and set high expectations for the children.	
Hampshire Service -English and Maths	Maths and English Advisory team work with the Head Teacher and Subject Leaders to support the actions on the School Improvement Plan. This will be through phases of the plan and reviewed at Governors, Head Teacher review and LLP visits.	1,2
Recruitment of HLTA	HLTA recruited to cover PPA sessions to enable consistency for children and to implement characteristic 1 of HQIP (Secure connections and relationships.) Children know all staff in school including cover staff members.	1,2,3,4

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,853

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

Budgeted cost: £9,262

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Additional adult support key year group for identified PP children.</p>	<p>Evidence consistently shows that the children require additional support in the classroom to;</p> <ul style="list-style-type: none"> -Regulate to be ready for learning -Focussed in learning time -Support to complete learning through focussed support and regular checks in to repeat instructions. 	<p>1,2,3</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>	<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>	<p>2</p>

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

Total budgeted cost: £5,196

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA</p>	<p>EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>3,4</p>



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	ELSA supports children in school through meet and greet sessions, group work and individual sessions.	
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.	5
Pupil Voice	Introduction of pupil voice half termly so pupils can express and communicate about the safety and behaviour in school as well as their learning.	1,3,4
Inset - Day 1	<p>Developing High Quality Inclusive Practise</p> <p>EEF- Metacognition https://d2tic4wvo1iusb.cloudfront.net/production/ef-guidance-reports/metacognition/Summary_of_recommendations_poster_2021-10-27-151056_qiiz_2021-10-29-074723_miux.pdf?v=1727799082</p> <p>EEF- seven stages https://educationendowmentfoundation.org.uk/news/eef-blog-modelling-independence-the-seven-step-model-planning-tool</p> <p>OFSTED- Teaching and Learning Review 2019 Rosenshine Principles Science of Learning</p>	1, 2, 3,4
CPD- Early Intervention Practitioner Level 4 Apprenticeship	A member of staff to be trained to be a mental health champion in school.	3,4
Deployment of military families.	The school has invested in scrapbooks for the children so they can log their school life to share with a deployed member of the family once they have returned.	3,4, 5
Sensory Circuits	Staff members will be trained to deliver sensory circuits to children to support children to be ready and regulated for learning.	1,2,3,4
Thrive License	Thrive Practitioner License updated and individual prescriptions for 30 children. This enables Thrive Practitioner to assess individual children and	3,4,6



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	support individual children through strategies in the classroom and activities planned into their curriculum.	
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Total £25,311



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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 2023 to 2024 academic year.

Our internal assessments during 2023/24 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.

Overall attendance in 2023/24 was 1% higher than government expectations due to absence related to illness. We saw persistent absentees increase their attendance throughout the year. 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 (all staff trained in THRIVE) and our new ELSA (Emotional Literacy Support Assistant) had 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.

Training one of our teaching assistants on the Pathway to Progress intervention has increased their subject knowledge and confidence. Maths CPD across the school is a focus next year and we will be disseminating this training to all support staff so that they can all use the resources effectively within the classroom.

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We trained a new Emotional Literacy Support Assistant dedicated to the emotional wellbeing and academic achievement of service children, this development will continue next year through professional development and external group work. The training of a member of staff on CBT can be revisited again at a later date.</p> <p>We developed our systems and processes in place for leavers and joiners of Grateley Primary School to ensure they have the best start and all staff are fully informed of the child's needs.</p>



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	<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> <p>All staff were trained on Thrive so they can use Thrive approaches within class and the new Head Teacher is a fully trained Thrive practitioner.</p> <p>Having TA's in class in the afternoons allowed small group intervention such as Pathway to Progress and speech and language sessions. Using the Pathway to Progress as a structure to support other teaching assistants with the Maths support and teaching they are able to give in class is the next step.</p> <p>The SENDCo has helped correctly assess and identify children's needs and worked with teachers to put support plans in place, advise on interventions that should be happening and evaluate their effectiveness.</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>78%+ of service children made at least expected progress in reading, writing and maths.</p>