

Graiseley Primary School

Ready, Respectful, Safe

Pupil Premium Strategy 2023-24



Guide,
Prepare,
Succeed

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	237
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Julie Humphries
Pupil premium lead	Julie Humphries
Governor / Trustee lead	Jodie Richards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,490
Recovery premium funding allocation this academic year	£11,165
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£124,655

Part A: Pupil premium strategy plan

Statement of intent

Our Context

Graiseley Primary School is a nurturing, diverse, community school. We empower, encourage and inspire our children with a love of learning, creativity and skills to be independent, consistently recognising and celebrating success.

Almost all pupils are from minority ethnic communities, the vast majority being of Punjabi Indian background. Pupil mobility is high, and therefore cohorts of pupils continually change.

A proportion of pupils leave and enter school other than at the usual times. Nearly all pupils speak English as an additional language and many of them speak little or no English when joining the school.

The Pupil Premium Grant funding helps to ensure that our pupils receive the highest quality of education to enable them to become active, socially responsible children of the future. We recognise that children can face a wide range of barriers which may impact on their learning.

Our strategy plan has a one-year approach, mainly due to the high mobility our school faces which therefore requires us to address very changing cohort specific needs in order to deliver our intention. It also is very specific in outlining intended outcomes so that teaching can be targeted towards specific children and their individual need.

Our ultimate objectives are to:

- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will: ➤ Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.

➤ Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition.

➤ Target funding to ensure that all pupils have access to trips, residential, first-hand learning experiences.

➤ Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals. We will ensure that effective teaching, learning, and assessment meets the needs of all pupils through the rigorous analysis of data. During pupil progress meetings, class teachers will identify who will receive specific intervention and support, which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Improve phonics and reading to enhance reading skills and influence reading for pleasure.
2	Narrow the attainment gap in Reading, Writing and Mathematics (SIP priority 1).
3	Improve oral language and vocabulary skills across the school.
4	Improve attendance and punctuality across the school.
5	Develop wellbeing and mental health provision to support Social Emotional & Mental Health needs (SIP priority 3)

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
Phonics	Y1 pupils pass the phonics screen check in line with National figures.
Reading, Writing and Mathematics	Narrow the gap between school outcomes and National and ensure 100% of children make progress from their starting points.
Attendance	Ensure attendance of disadvantaged pupils is at least 96%

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £27,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
First Quality Teaching - CPD	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. https://educationendowmentfoundation.org.uk/support-forschools/school-improvement-planning/1-high-qualityteaching	1, 2
Ongoing CPD in RWI for teachers and support staff.	Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics	1
Ongoing CPD in Ark My Mastery Maths	Professional development should be used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy. https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/early-maths https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/maths-ks-2-3	2
Implementation of Ark My Mastery Mathematics Curriculum	The Ark Mathematics Mastery programme is a whole-school approach to teaching mathematics. It aims to raise attainment for all pupils and close the attainment gap between pupils from low-income families and their peers. The programme aims to deepen pupils' conceptual understanding of key mathematical concepts. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mathematics-mastery-primary?utm_source=/projects-and-evaluation/projects/mathematics-mastery-	2

	primary&utm_medium=search&utm_campaign=site_search&search_term=ark	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £32,922

Activity	Evidence that supports this approach	Challenge number(s) addressed
Following RWI half termly assessments, children to be identified for Fast Track Tutoring for phonics across EYFS-Year 6.	The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1
Accelerated Reader for Years 3,4,5 and 6 to impact on attainment in Reading	Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2
Tailored Interventions led by Teaching assistants	Research shows that when trained Teaching Assistants deliver high quality, tailored interventions the children can make up to 5 months progress over the year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2

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

Budgeted cost: £66,177

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Learning Mentor to provide counselling and other wellbeing support strategies</i>	Improving Social and Emotional provision is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm_medium=search&utm_campaign=site_search&search_term=learning%20mentor	5
<i>EWO SLA purchased</i>	The higher a pupil's attendance, the more they are likely to learn, and the better they are likely to perform in exams and formal assessments.	4

<i>to support HSLCO in home visits and prosecutio n</i>	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance?utm_source=/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance&utm_medium=search&utm_campaign=site_search&search_term=Attendance	
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Total budgeted cost: £126,274

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS - GLD

	2023	2022
All Children	50%	50%
PP	50%	63%
Non PP	50%	45%

Our PP children performed in line with our Non-PP children but not as well as in 2022. **Outcome maintained.**

Year 1 Phonics

	2023	2022
All Children	67%	59%
PP	78%	50%
Non PP	62%	65%

Our PP children outperformed non-PP children in phonics. **Outcome achieved.**

KS1 Outcomes

	2023			2022		
	Reading	Writing	Maths	Reading	Writing	Maths
All Children	56%	48%	56%	37%	33%	60%
PP	46%	31%	46%	0%	7%	29%
Non PP	64%	64%	64%	68%	56%	88%

More children reached ARE in RWM in 2023 compared with 2022.

The gap between PP and Non-PP has narrowed in all areas in 2023 compared with 2022. **Outcome achieved.**

Y4 Multiplication Check

	2023		2022
	20+	25	20+
All Children	25%	13%	24%
PP	27%	18%	33%
Non PP	24%	10%	21%

PP children have not performed as well in the multiplication check in 2023. **Outcome not achieved.**

KS2 Outcomes

New Arrivals not removed - 2023	2023			2022		
	Reading	Writing	Maths	Reading	Writing	Maths
All Children	52%	67%	52%	67%	61%	64%
PP	44%	50%	50%	85%	77%	69%
Non PP	59%	82%	52%	55%	50%	60%

PP children have not performed as well as Non-PP children or as well as in 2022. **Outcome not achieved.**

Behavioural and Emotional Wellbeing support

- Weekly pastoral meetings take place to ensure that our families and children receive tailored support.
- Children who received art therapy or pastoral sessions with the behavioural and mental health practitioner, developed their resilience and how to self-regulate, managing their emotions within the classroom.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Time Tables Rock Star	Maths Circle LTD