

Graiseley Primary School Pupil premium strategy statement 2021-2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Graiseley Primary School
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	37% (76)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	S. Nasa (Headteacher)
Pupil premium lead	S. Nasa
Governor / Trustee lead	J. Richards (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 102,220
Recovery premium funding allocation this academic year	£ 6,512
Pupil premium funding carried forward from previous years	£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	£ 108,732

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 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 through the children 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	Narrowing the attainment gap across Reading, Writing, and Maths
3	Improve oral language and vocabulary skills from Years 1-6 and implement NELI, Talk boost interventions within EYFS
4	Improve attendance and punctuality across the school.
5	Continue to develop Well Being opportunities to support Social, emotional and Mental Health needs.

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	Achieve at least 90% of pupils in Y1 pass the PSC Attendance.
Reading, Writing and Maths	Achieve outcomes in-line with national average by the end of KS2 ensuring that 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 (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 25,239

Activity	Evidence that supports this approach	Challenge number(s) addressed
First Quality Teaching – experienced teachers appointed September 2021	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	1, 2
Teaching: Ongoing CPD in RWI and Language and Literacy for teachers and support staff to improve phonics teaching and reading	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 2
Teaching: Ongoing CPD in SmartMaths for teachers and support staff to improve teaching and learning of Maths	<p>Professional development should be used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	2

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

Budgeted cost: £ 72,439

Activity	Evidence that supports this approach	Challenge number(s) addressed
Experienced member of teaching staff to be deployed this academic year as the recovery teacher to support within class each morning and targeted interventions during the afternoon.	Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2
This academic year, the two Assistant Headteachers teaching commitments will be primarily within Year 2 & 6, to help close the gaps within learning. Additional support to Y6 pupil premium children in reading, writing maths and SPAG.		1, 2
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 5/6 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
Reading, Writing and Maths interventions; Pre-teach/ same day/ specific skill based intervention	Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling	2

through assessment and feedback.	teachers to address any misunderstanding and provide the right level of challenge in future lessons. https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback?utm_source=/guidance-for-teachers/assessmentfeedback&utm_medium=search&utm_campaign=site_searchh&search_term	
Improve listening, narrative and vocabulary skills for pupils who have relatively low spoken language skills. NELI program to be delivered to children within Reception and Talkboost for Nursery.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 3,

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

Budgeted cost: £ 49,842

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children who would benefit from art therapy or pastoral sessions with the behavioural and mental health service, are identified by the pastoral team.	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	5
Breakfast club is offered to children free of charge, to encourage punctuality and attendance.	Activities thought to increase take-up of the breakfast provision included promoting it to parents and encouraging all children to attend while sensitively targeting pupils most likely to benefit. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast?utm_source=/projects-and-evaluation/projects/magic-breakfast&utm_medium=search&utm_campaign=site_search&search_term=mag	4
AHT to lead attendance and punctuality, HMSCLO supports early helps along with the attendance admin support.	The principles underpinning an effective whole school strategy for attendance, which requires commitment from every member of the school community are outlined in embedding principles of good practice set out in the DfE's Improving School Attendance advice .	4
Pastoral Team meet weekly to identify children/families	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence	4,5

that would benefit from additional support.	a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Romanian translator to support families within school.	Tailored school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4, 5
Subsidised residential and education visits.	Children from lower income families may not be able to attend school trips so to ensure they have, access to a broad and balanced curriculum along with opportunities to enrich their own lives with new experiences, residential and educational visits will be subsidised.	5

Total budgeted cost: £ 11,054

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.

Please see Pupil Premium Impact report 2020-2021

Externally provided programmes

Programme	Provider
Times Table Rockstars	Maths Circle LTD

Service pupil premium funding (optional)

Measure	Details

Further information (optional)

Additional activity
