

Pupil premium strategy statement - Graveney Primary School

School overview

Detail	Data
Number of pupils in school	99
Proportion (%) of pupil premium eligible pupils	18.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Board of Trustees
Pupil premium lead	Alison Blackwell
Governor / Trustee lead	Mary Hewitt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,160
Recovery premium funding allocation this academic year	£2,755
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>	£24,915

Part A: Pupil premium strategy plan

Statement of intent

Graveney Primary School recognises that when making decisions about using Pupil Premium funding it is important, when preparing this plan, we consider the context of our school and the subsequent challenges it has faced. This has been done alongside research conducted by the EEF.

Our common barriers to learning for disadvantaged children include: lack of experiences and opportunities at home, weak language and communication skills, lack of resilience, greater emotional difficulties and attendance and punctuality issues.

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Key Principles:

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

Our Objectives:

- That all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.
- To ensure all pupils causing concern are closing the gap between their peers and receiving quality first teaching.
- To ensure all disadvantaged pupils experience the opportunities within the full curriculum including enrichment activities that will promote good levels of engagement and enjoyment for learning.

- Support the physical and mental health and wellbeing of disadvantaged pupils through specific interventions and a tailored curriculum that focuses on character education and development.
- To promote writing throughout the curriculum as a school priority.
- To support children’s language development through specific intervention programmes, external agency support and quality teaching.
- Engage parents as partners of their children’s learning and support with barriers such as attendance.

Challenges

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

Challenge number	Detail of challenge
1	Significant number of children are under-achieving from their starting points due to COVID-19
2	Lower attainment on entry to the Early Years Foundation Stage particularly in emotional regulation
3	Limited language and communication skills.
4	Limited wider experiences and skills
5	Low resilience skills which have led to lower levels of engagement.

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
Progress in Reading	Pupils to make accelerated progress from their new baseline (upon returning to school in September 2022) 7 steps
Progress in Writing	Pupils to make accelerated progress from their new baseline (upon returning to school in September 2022) 7 steps
Progress in Mathematics	Pupils to make accelerated progress from their new baseline (upon returning to school in September 2022) 7 steps
Phonics	Year 2 and Year 1 pupils to achieve the national average expected standard in Phonics Screening Check

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: £ 17,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of the new Phonics and reading scheme in Key Stage 1 and EYFS	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 3,5
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)	1,2,5,
Disadvantaged pupils should experience opportunities within the full curriculum including enrichment activities that promote good levels of engagement and enjoyment for learning e.g. funded school trips, visitors, PE/sports, competitions, learning to play musical instruments.	Evidence shows there is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation EEF (educationendowmentfoundation.org.uk) Physical activity can impact on pupils ability to make connections, but there are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance. Physical activity EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5

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

Budgeted cost: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics EEF (educationendowmentfoundation.org.uk)	1,2,3,5
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. Toolkit Strand Education Endowment Foundation EEF	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition EEF (educationendowmentfoundation.org.uk)	1,3,5

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

Budgeted cost: £ 1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve levels of parental engagement particularly for disadvantaged families which encourage parents to support their children with reading or homework. Involvement of parents in children's learning activities and more intensive programmes for families in crisis.	There is extensive evidence that increased parental engagement has a positive impact on average of 4 months' additional progress. Parental engagement EEF (educationendowmentfoundation.org.uk)	2,3,4,5

Total budgeted cost: £ 25000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

These outcomes are for disadvantaged pupils in the 2021 to 2022 academic year.

This year many pupils required support and intervention with their re-integration back from the lockdown. Teachers and our support staff have provided this through engagement with our families and small group and 1:1 support where pupils were struggling with separation from their families. This has been very successfully achieved and strategies such as our change to drop off each morning have been maintained as good practise following the removal of the COVID restrictions in school.

Pupils across the school including those who are disadvantaged have been tracked carefully across the school to ensure that their progress is carefully monitored. 7 pupils from this group were identified to receive the National Tutoring Programme support in school. This was provided by the staff within school ensuring a consistent link with their learning within class and their additional provision.

The review of our phonics scheme identified a need for additional resources and staff training within the school to support early reading and the recovery of lost learning in phonics caused by the pandemic. Thorough research and exploration of possible schemes resulted in the school purchasing 'Little Wandle Letters and Sounds'. Staff training across the school has been completed with the new scheme being introduced during the summer term. This scheme is now ready for all pupils to develop their phonics and early reading across the EYFS and Key Stage 1. Results in our phonics screening were lower than previous years, this will require further development in 2022-23.

The revised White Rose Maths Scheme for mixed age classes has continued to be developed by the staff within school, with additional training provided for new staff to the school. Evidence in school data shows progress and attainment in Maths has continued to improve with disadvantaged pupils across Key stage 2 making accelerate progress. The gap between their peers in this area has reduced in a majority of cohorts

Pupil Premium funding continues to be used to fund our breakfast club for disadvantaged pupil and was also used to support these pupils to attend a trip for the school to see 'Billionaire Boy' at the Marlowe Theatre in the summer term. The experience of attending a Theatre and watching a live performance was one which a significant number of pupils across the school had never experienced.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We regularly keep updated with relevant training and research around improving outcomes for disadvantaged pupils such as looking at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We will continue to use it through the implementation of activities. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.