

# Grangefield School Pupil Premium Strategy Statement

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	Grangefield School
Number of pupils in school	392
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Sept 2021 – July 2024
Date this statement was published	October 2021
Date on which it will be reviewed	February 2022
Statement authorised by	Curriculum & Standards Committee
Pupil premium lead	Karen Lewis / Alex Phoenix
Governor / Trustee lead	Vickie Phair

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,180
Recovery premium funding allocation this academic year	£28,294
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£11,102
<b>Total budget for this academic year</b>	<b>£102,576</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim is to give all our pupils an education that is exciting and worthwhile, prepares them for life beyond school, and lays the foundations for lifelong learning.

For the more disadvantaged children we aim to remove the barriers which can limit this.

In meeting these aims we have four school drivers:

1. **Solid Foundations** - We believe that the English and Maths curriculums feed into all areas of the children's learning so our emphasis on the foundations of these subjects is really important.
2. **Global Child** - We take every opportunity to enable our children to learn about different parts of the world beyond Bishops Cleeve, what life is like for other children in different UK regions and other countries to give our children the 'bigger picture', thus enabling them to become global citizens.
3. **Good To Be Me** - This curriculum driver is all about raising children's self-esteem and celebrating all the good things that they do, inside and outside school.
4. **Growth Mindset** –We believe that by encouraging children to have a growth mindset as opposed to a fixed mindset you can improve intelligence, ability and performance.

All school drivers have an important part to play in a child's learning and development. Through our pupil premium strategy plan we intend to implement activities which remove barriers to these aims. Our particular focus is on 'solid foundations', 'good to be me' and 'growth mindsets'.

### Challenges

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

Challenge number	Detail of challenge
1	Children entering school with lower baselines, in particular lower levels of oral language skills, this is impacting on GLD and KS1 attainment for the PP group.
2	Progress has slowed for some pupils during the Coronavirus Pandemic.
3	Social / Emotional needs of some pupils have created barriers which make accessing learning, particularly on a formal basis, difficult , across KS1 and 2.
4	A home environment where high educational aspirations, engagement and the value of education are not championed.
5	Low income which limits the opportunities open to disadvantaged children to have wider experiences. Low income can lead to basic needs not being so easily met, so affecting a child's ability to focus on learning.

## 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
<p>Solid Foundations: Lower levels of oral language skills will have been addressed in EYFS and KS1.</p>	<p>Oral skills for disadvantaged children is not a barrier to their learning by the time they enter Year 3.</p>
<p>Solid foundations: All children have filled the gaps in learning as a consequence of the Covid 19 response.</p>	<p>By the end of the plan, gaps in learning will have been reduced so that children are working at or above pre-Covid expectations.</p>
<p>Good To Be Me/Growth Mindset: A team of qualified staff are there to support the emotional needs of children, providing the strategies needed to give the children resilience and high self-esteem.</p>	<p>Social and emotional needs, may not always be able to be removed, however the children will be equipped with the strategies to help them cope with these needs so it is not a barrier to learning.</p>
<p>Good To Be Me/Growth mindset: An increase in engagement by parents to support their child's home learning, with support in school where the learning environment is still challenging.</p>	<p>Parents feel able to engage and support their child's learning. Opportunities are available in school for joint parent/child events to support parental engagement and home learning. Opportunities are available in school to support children with reading and other home learning if the home environment is challenging.</p>
<p>Good To Be Me: Children are able to enjoy wider experiences, supporting their well-being.</p>	<p>Disadvantage children have access to wider opportunities both during the school day and as extra curricula activities and school holidays.</p>
<p>Good To Be Me: Where low income is a barrier to basic needs being met, in particular clothing for school, resources to support homework and breakfast</p>	<p>Children are ready to learn because their basic needs are met. Children are equipped with the resources they need to effectively work at home.</p>

## 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: £38,000

Activity 'Solid Foundations'	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Read, Write Inc. Phonics</i> Including:</p> <ul style="list-style-type: none"> <li>• Teaching groups</li> <li>• Resources</li> <li>• CPD</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Successfully implementing a phonics might involve:               <ul style="list-style-type: none"> <li>– Using a systematic approach that explicitly teaches pupils a comprehensive set of letter-sound relationships through an organised sequence</li> <li>– Training staff to ensure they have the necessary linguistic knowledge and understanding</li> </ul> </li> </ul> <p><i>(EEF T&amp;L Toolkit)</i></p>	1,2
<p><i>Accelerated Reader –</i> Including:</p> <ul style="list-style-type: none"> <li>• Resources</li> <li>• CPD</li> </ul>	<ul style="list-style-type: none"> <li>• Research suggests time spent reading books is the best predictor of overall academic achievement, even more than socioeconomic status or ethnicity. <i>(Kirsch et al., 2002)</i></li> <li>• Research suggests that instant feedback provided by the program facilitates greater improvement in reading comprehension than delayed feedback, which is associated with traditional book reports <i>(Samuels &amp; Wu, 2003)</i>. Similarly, the anticipation of quick feedback leads to better performance <i>(Kettle &amp; Häubl, 2010)</i>, and positive feedback, in particular, is thought to foster feelings of competence, enhance intrinsic motivation, and improve performance <i>(Deci &amp; Ryan, 1985; Harackiewicz, 1979)</i>.</li> </ul>	2
<p><i>Smaller group teaching / Quality First Teach</i> 1. RWInc EYFS/KS1 2. Y2 Maths</p>	<ul style="list-style-type: none"> <li>• International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers. <i>(EEF T&amp;L Toolkit)</i></li> <li>• High quality implementation of reducing class size might consider:               <ul style="list-style-type: none"> <li>– Additional opportunities to provide feedback on pupils</li> <li>– Time for high quality interaction between pupils and teachers e.g. modelling approaches closely with pupils.</li> </ul> </li> </ul>	1,2

<i>CPD – Teaching and Learning (National College)</i>	<ul style="list-style-type: none"> <li>Investing in high-quality teaching is the most effective way to improve the attainment of pupils.</li> <li>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes</li> <li>Quick Win: Spread awareness of research on effective pedagogy.</li> </ul> <p><i>(Sutton trust &amp; EEF T&amp;L Toolkit)</i></p>	2,3
<i>CPD - NPQLTD</i>	<ul style="list-style-type: none"> <li>See above</li> <li>Maths and English leaders will become professionally aware and informed leaders who can make evidence-based decisions and approach leading teacher development in an effective and efficient manner. This in turn will have a positive impact on the quality of teaching and learning.</li> </ul>	2
<i>Recruitment: Experienced teacher for Year 4 – also Phase Leader  2 x apprentice TA’s for Year 2 &amp; 4 (additional to existing TA allocation)</i>	(no PP cost allocation for recruitment)	1,2

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

Budgeted cost: £41,200

<b>Activity 'Solid foundations'</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Tutoring</i>	<ul style="list-style-type: none"> <li>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</li> <li>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding.</li> </ul> <p><i>(EEF T&amp;L Toolkit)</i></p>	2
<i>Priority readers</i>	<ul style="list-style-type: none"> <li>Reading is the key to unlocking every child’s full potential and opens up a world of possibilities. A good education is of course about much more than just reading. But being able to read well is the foundation on which so much else depends: children first ‘learn to read’ and then they ‘read to learn’.</li> </ul> <p><i>(National Literacy Trust)</i></p>	2

<i>Read, Write, Inc KS2 Spelling Intervention</i>		2
<i>NELI/Oral Skills</i>	<ul style="list-style-type: none"> <li>Evidence suggests that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</li> <li>EEF trial showed that children receiving the NELI programme made the equivalent of +3 additional months' progress in oral language skills compared to children who did not receive NELI.</li> <li>Children receiving the NELI programme also made more progress in early word reading (+2 months) and children with English as an additional language benefited just as much from the programme as native English speakers.</li> <li>Speech Sounds</li> </ul>	1
<i>Teaching assistant led groups</i> <i>Including:</i> <ul style="list-style-type: none"> <li><i>Pre/post-teach</i></li> <li><i>Keep -up boosters</i></li> <li><i>Feedback sessions</i></li> </ul>	<p>Teaching assistant interventions have an impact through providing additional support for pupils that is targeted to their needs. In order to have the desired effect schools might consider:</p> <p>Careful assessment of pupils' needs so that teaching assistants support is well targeted</p> <p>Training teaching assistants so that interactions are high quality – for example, using well-evidenced targeted programmes</p> <p>Ensuring that any interventions are well-linked to classroom content and do not reduce high quality interactions with teachers</p>	1, 2

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

Budgeted cost: £23,300

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<b>'Good to be Me'</b> <b>'Growth Mindsets'</b>		
<i>Parental support (pastoral)</i> <i>Child/parent workshops.</i>	<ul style="list-style-type: none"> <li>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social and Emotional Learning (SEL) skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</li> <li>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</li> <li>By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational</li> </ul>	3,4
<i>Small grp pastoral interventions.</i>		
<i>1:1 Emotional support (Time to Talk, Animal Therapy)</i>		
<i>Attendance – support and monitoring.</i>		
<i>Building resilience and growth mind-sets</i>		3

<i>REACH/Good to be me – nurture programme.</i>	<p>disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading.</p> <p><i>EEF T&amp;L Toolkit</i></p>	
<i>Build Happy Lego Therapy</i>		
<i>Growth Mind-sets (whole school approach)</i>		
<p><i>Children’s well-being: Enabling access to wider opportunities and experiences. (Grange Money, Move More tournaments and camps,) Enabling residential opportunities. Providing basic needs.</i></p>	<ul style="list-style-type: none"> <li>• There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds. <i>EEF T&amp;L Toolkit</i></li> <li>• Children’s basic needs (clothing, food) need to be met in order that a child is in a mind-set to learn.</li> </ul>	4,5

**Total budgeted cost: £ 102,500**

## 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.

Due to COVID-19, performance measures have not been published for 2020 to 2021. Internal assessments for summer 2021 indicate :

Disadvantaged children have made expected progress from Autumn 2020 baseline assessments with accelerated progress by some children.

Taking into account the impact of Covid 19 on children's learning the majority of disadvantaged children in Y4 – 6 have made good progress from Y2. DA children making at least expected progress: Writing 87% Maths 96% Reading 82%. (Please note one child equates to 4.3%) Attainment of disadvantaged children in Years 5 & 6 are in-line or slightly above non-disadvantaged children.

Summer 2021 outcomes for disadvantaged children are lower than for non-disadvantaged children in LKS2 and KS1, particularly in Y1 and Y3 where disadvantaged pupils average working towards in reading, writing and maths. The combined effect of both lockdowns and has adversely effected these two year groups the most, both disadvantaged and non-disadvantaged pupils. Y2 and Y4 are target year groups for 2021-22.

Across all year groups, because of the impact of Covid 19, there has been a greater impact on writing progress than reading and maths. Maths progress shows the least impact. FSM children in target year groups received 'Tute' on-line tuition, this supported the consolidation of maths skills. Internal teacher tuition targeted identified children and tuition was directly linked to gaps in the understanding of key objectives. The latter approach had greater impact because of the teachers detailed knowledge of the children's prior learning.

On entry to EYFS, disadvantaged children were baselined at 13% at age related expectations across all 18 ELG's. In Term Six (June 21) 75% of disadvantaged children were assessed at age related expectations across all 18 ELG's. All disadvantaged children achieved age related expectations in Speaking by the end of the summer term. (50% on baseline entry). Progress in NELI was a contributing factor to this outcome for some disadvantaged children. 88% of disadvantaged children achieved age related expectations in Reading, 75% in writing and 88% in Number/SSM ELG's (on entry R51%, W63%, N/SSM 50%/63%).

Please note one child equates to 12.5%.

With a new co-hort of children beginning the School in September 2021 a combination of Speech Sound, oracy and NELI strategies will be used as an intervention in Reception as well as completing the NELI intervention began in Reception with children now in Year One.

Emotional support for LAC/FSM children was able to take place in school with Covid management measure impacting on the nature of delivery. REACH nurture groups (in year grp bubble), 1:1 play therapy, 1:1 animal therapy.

Attendance:

Grangefield attendance remained high at 97.73%, FSM 96.3% and FSM6 98.17. For this reason, attendance is not a key challenge for the new plan, however attendance percentages have been distorted by Covid 'X' coded absences and attendance across the 2021-22 year will be closely monitored with support given where identified.

Other challenges identified in the previous plan 2020-21 have been continued in the new plan as the needs are on-going.



## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Reading, Writing, Phonics	Read, Write, Inc
Nurture	REACH

## Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	1:1 time with SENCO – ‘Bluey Letters’ Meetings with Service mums.
What was the impact of that spending on service pupil premium eligible pupils?	As we have a tiny number of children in this category we aimed the funding at supporting the emotional/pastoral needs.  Other needs would be targeted through PP/Covid/SEN/school budget.

## Further information

With an awareness of the needs identified in identified year groups, an experienced teacher who is a Phase Leader was appointed and has been placed in the Year Four Team.

Two teaching assistant apprentices have been appointed as additional member to the Year Two and Year Four Team.

As part of each Phase Leaders role they are the Champion for disadvantaged children in their phase. Through their Phase meetings, support and monitoring they are ensuring that the needs of more disadvantaged children stay central to school activities.