

# Grangefield School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	422
Proportion (%) of pupil premium eligible pupils	15.2%
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	October 2022 October 2023
Statement authorised by	Curriculum & Standards Committee
Pupil premium lead	Gemma Kydd
Governor / Trustee lead	Vickie Phair

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,600
Recovery premium funding allocation this academic year	£13,408
Tutoring grant income	£13,277
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£9,872
<b>Total budget for this academic year</b>	<b>£141,157</b>

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## 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 overcome the challenges 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 overcome the challenges 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 and literacy, this is impacting on GLD (Good Level of Development) and KS1 (Key Stage 1) 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	<del>A home environment where high educational aspirations, engagement and the value of education are not championed</del> – there can be competing priorities such as cost of living pressures, mental health needs, employment issues, that impact on engagement with the school/a child's education.
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.

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## 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: Lower levels of literacy skills will have been addressed in EYFS and KS1.</p>	<p>Literacy 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>

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## 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: £42,500

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 a key component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</li> <li>• Successfully implementing a phonics scheme 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>(EEF T&amp;L Toolkit)</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></p> <ol style="list-style-type: none"> <li>1. <i>RWInc EYFS/KS1</i></li> <li>2. <i>Spelling strategies</i></li> <li>3. <i>Writing</i></li> </ol>	<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. (EEF T&amp;L Toolkit)</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

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<p><i>CPD – Teaching and Learning (National College)</i></p>	<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>	<p>2,3</p>
<p><i>CPD</i> <i>NPQSL (completion in Aut 24)</i> <i>NPQH (completion Sum 23)</i> <i>NPQLTD (completion in Aut 22)</i></p>	<ul style="list-style-type: none"> <li>• See above</li> <li>• Senior and core subject 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>	<p>2</p>
<p><i>Recruitment:</i> <i>New experienced SENDCO</i> <i>Apprentice TA for Year 4</i> <i>(additional to existing TA allocation)</i></p>	<p>(no PP cost allocation for recruitment)</p> <p>(appointed for September 2023)</p>	<p>1,2</p>

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

Budgeted cost: £42,500

<p><b>Activity</b> <b>‘Solid foundations’</b></p>	<p><b>Evidence that supports this approach</b></p>	<p><b>Challenge number(s) addressed</b></p>
<p><i>Tutoring</i></p>	<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>	<p>2</p>
<p><i>Reading</i></p> <ul style="list-style-type: none"> <li>• <i>Priority readers</i></li> <li>• <i>Read, Write, Inc KS2 Spelling Intervention</i></li> </ul>	<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>	<p>2</p>

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<p><b>Oral Skills</b></p> <ul style="list-style-type: none"> <li>• Speech Sounds intervention</li> <li>• Oral skills interventions</li> </ul>	<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> </ul>	1
<p><b>Teaching assistant led groups</b></p> <p>Including:</p> <ul style="list-style-type: none"> <li>• Pre/post-teach</li> <li>• Keep -up boosters</li> <li>• Feedback sessions</li> <li>• Read, Write, Inc KS2 Spelling Intervention</li> </ul>	<ul style="list-style-type: none"> <li>• 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:             <ul style="list-style-type: none"> <li>○ Careful assessment of pupils’ needs so that teaching assistants support is well targeted</li> <li>○ Training teaching assistants so that interactions are high quality – for example, using well-evidenced targeted programmes</li> <li>○ Ensuring that any interventions are well-linked to classroom content and do not reduce high quality interactions with teachers</li> </ul> </li> </ul>	1, 2

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

Budgeted cost: £40,000

<b>Activity</b> <b>‘Good to be Me’</b> <b>‘Growth Mindsets’</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p><i>Parental support (pastoral)</i> <i>Child/parent workshops.</i></p> <hr/> <p><i>Small grp pastoral interventions.</i></p> <hr/> <p><i>1:1 Emotional support (Time to Talk, Animal Therapy)</i></p> <hr/> <p><i>Attendance – support and monitoring.</i></p>	<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> </ul>	3,4
<p><i>Building resilience and growth mind-sets</i></p> <hr/> <p><i>REACH/ELSA/Good to be me – nurture programme.</i></p> <hr/> <p><i>Build Happy Lego Therapy</i></p> <hr/> <p><i>Growth Mind-sets (whole school approach)</i></p>	<ul style="list-style-type: none"> <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 disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading.</li> </ul> <p><i>EEF T&amp;L Toolkit</i></p>	3

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<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>	<p>4,5</p>
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**Total budgeted cost: £ 125,000**

Intended outcome	Mid-year review Spring 24 Review of Impact
<p><b>Teaching</b> <i>Read, Write Inc. Phonics Accelerated Reader Writing CPD</i></p>	
<p><b>Targeted academic support</b> <i>Tutoring Priority readers KS2 Spelling Intervention Oral Skills Teaching assistant led groups</i></p> <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><b>Wider Strategies</b> <i>Pastoral support Emotional support/ Nurture Attendance Resilience &amp; growth mindsets Well-being.</i></p>	

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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 2022 to 2023 academic year.

#### **Teaching:** *Read, Write Inc. Phonics, Accelerated Reader, CPD*

- Based on end of Key Stage assessments 2023, KS1 and EYFS attainment is in line with or above the forecasted national average in all areas. In KS1 disadvantaged children have attained in line with or above their non-disadvantaged peers.
- KS2 Progress scores (and the confidence intervals) indicate that our school has made better progress than the National average. KS2 outcomes show that disadvantaged children have attained in line or above their non-disadvantaged peers in maths, however there is a gap between the attainment of disadvantaged children and their non-disadvantaged peers in reading and writing at the end of KS2.
- Internal assessment in Summer 2023 shows that in Y2, Y3, Y4 the gap between DA and non-DA had closed by end of 2022-2, with some children making accelerated progress. In Y1 and Y5 outcomes for disadvantaged children are lower than for non-disadvantaged children where disadvantaged pupils average 'working towards' in reading, writing and maths.
- Read, Write, Inc has been implemented consistently across EYFS & KS1 with noticeable impact. 90% of children passed the phonics screening check in Y1, and 100% of disadvantaged children passed the check by end of Y2.
- Accelerated Reader – in years 3-6, where AR is most fully used, 81% have attained the expected standard or higher (with 36% achieving greater depth). 63% of disadvantaged children have met the expected standard. 79% of disadvantaged children have made at least expected progress in reading.
- Ofsted inspection in January 2023 indicated that Quality of Education for all pupils is good with sufficient evidence that it could be judged as outstanding. The impact of leadership and CPD is evidenced in the quality of teaching and learning and children's outcomes.

#### **Targeted academic support:** *Tutoring, Priority readers , KS2 Spelling Programme, Oral Skills*

*Teaching assistant led groups - Pre/post-teach, Keep -up boosters,*

#### *Feedback sessions*

- Tutoring by the school staff (in groups of up to 3 pupils) has taken place for identified children, tutoring focussed on key learning objectives where gaps in learning have been identified.
- Priority readers were identified and regularly supported with reading across the week.
- KS2 Read, Write, Inc Spelling strategies were introduced across KS2 from Autumn 2 2021. There has been a reduction in teachers raising spelling as a concern in PP discussions.
- Phase leader actions plans and monitoring activities have championed the progress of disadvantaged pupils.
- Provision mapping identifies where and what interventions / boosters were needed. These have been implemented across the year.



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- Dedicated TA time was introduced to support oral skills in early years with specific needs identified by class teacher and SENCO.
- DA Feedback Conversation introduced – regular meetings with TA and pupil premium child to develop reflective skills, talk about how to improve their work, talk about pastoral / emotional needs.

**Wider Strategies:** *Pastoral support, Emotional support/ Nurture, Attendance, Resilience & growth mindsets, Well-being.*

- ‘Reach’ Nurture CPD was undertaken and completed by the SENCO and Children and Families Support worker. With Nurture sessions for identified children happening across the year. To extend our emotional support expertise further, ‘ELSA’ CPD was completed by the Children and Family Support worker. Two staff have completed ‘Build Happy’ lego therapy CPD and will access further CPD in 23-24. CFSW and teaching assistants also attended training around girls SEMH and friendship support.
- Where emotional needs were identified these were supported through an Emotional support plan. Interventions (nurture, time to talk) were implemented across the year and outcomes measured using SDQ questionnaire – Since September 21 repeat SDQ at the end of the programme have shown an improvement in at least one area for all identified PP children. Additional support continues to be offered where further needs are identified.
- DA Feedback Conversations include the opportunity for the child to talk about emotional and pastoral needs if they wish.
- Extra opportunities were made available for PP children to support cultural capital and well-being. Examples include: Science pack to take home in Science week so that they had the resources to enter the Science week Competition, star-gazing evening, pottery club (Term 5 & 6), and funded music tuition
- Attendance: In 2022-2023 Grangefield attendance was 95.2% (above National), disadvantaged pupils attendance was 92.7% compared to non-disadvantaged peers attendance of 95.9%. Persistent absence for DA pupils was 20.8% vs 7.6% for non-DA; this will be discussed at attendance meeting and monitored throughout 2023-24

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## 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
Accelerated reader	Renaissance
Nurture	REACH ELSA

## 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 had a tiny number of children in this category, we aimed the funding at supporting the emotional/pastoral needs of these children. Other needs were targeted through PP/SEN/school budget.

## Further information

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.