

Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2024 to 2025 academic year) funding to help improve the attainment of our underserved 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	Grayswood CE Primary
Number of pupils in school	193
Proportion (%) of pupil premium eligible pupils	2.1% (4 pupils Oct census 2024)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 (1 year)
Date this statement was published	December 2024
Date on which it will be reviewed	Dec 2025
Statement authorised by	Hannah Cole Headteacher
Pupil premium lead	Sophie Ireland Inclusion Manager
Governor / Trustee lead	Lindsay Jack

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8568 <small>(£6043 for 7 children from Sept 2024 – April 2025 & £2525 for 4 children from April 2025 – Aug 2025)</small>
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1000
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	£9568

Part A: Pupil premium strategy plan

Statement of intent

Our intention is for all pupils to succeed, make good progress and high achievement regardless of their background or the challenges they face. This intention is underpinned by our Christian distinctiveness which promotes our mission to 'Love one another as I have loved you' through the teaching and practise of our core values: Love; Kindness; Respect; Teamwork; Perseverance and Forgiveness. The focus of our pupil premium strategy is to support underserved pupils to achieve that goal, including those who are already high attainers.

We recognise that some children such as young carers or those with a social worker are vulnerable or underserved, despite not being classified as 'Pupil Premium', and the activity we have outlined in this statement is also intended to support their needs.

High-quality teaching alongside the development of cultural capital and the ability to manage emotions (self-regulate) are at the heart of our approach. These approaches are proven to have the greatest impact on closing the disadvantage gap and enabling social mobility, and will also support non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their underserved peers.

Our approach will be responsive to common challenges and individual needs, and map progress from clear starting points.

To ensure that our strategies are effective we will:

- Ensure underserved pupils are challenged in the work that they are set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for underserved pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	There continues to be a significant number of families seeking support from school with issues such as parenting, housing, and debt-management and we anticipate this to grow in the current economic climate.
2	Pupils including underserved students continue to seek emotional support. There has also been an increase in the number of pupils referred by class teachers for ELSA support.
3 Dec 2024 No longer a priority for PP funding	There are a high number of playground incidents reported relating to accidents and peer relationships (see accident book and CPOMs). This will potentially be detrimental to pupils but could be particularly impactful for those who are vulnerable or disadvantaged.

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
Targeted early help will ensure that children are safe at home, have their basic needs met and are well supported by their parents to behave well and engage with learning and enrichment activities	<p>Fewer repeat concerns recorded on CPoms. Pupil's from focus families make good progress from starting points.</p> <p>Increased family resilience and positive outcomes reported by families in terms of agreed success criteria (joint agreement with school and/or outside agencies).</p> <p>Children have access to activities and events that develop their cultural capital.</p> <p>A significant increase in participation in enrichment activities, particularly among underserved pupils.</p>
Improve and sustain well-being and engagement with learning for all pupils in our school, particularly our underserved pupils	<p>Pupils know that their concerns will be addressed and can explain how to access help from adults at school (pupil voice).</p> <p>Pupils use the tools that they have been equipped with to support themselves to self-regulate and become independent learners.</p> <p>Teachers and support staff support pupils to implement taught techniques.</p> <p>Parents will be consulted and know how to support their children to use the tools and</p>

	<p>techniques that they have been provided with.</p> <p>Pupil well-being will improve (entry and exit data).</p> <p>Parents report improvement in their child's well-being at home.</p> <p>Teachers report better pupil engagement and well-being in the classroom.</p> <p>At least good progress is made or maintained across the curriculum (evidenced through observation, teacher discussions, book looks and Pupil Asset data).</p>
<p>Playtimes are a positive experience for all groups of pupils including disadvantaged and vulnerable pupils, and for the adults on duty</p> <p>Dec 2024 – No longer a priority for Pupil Premium funding</p>	<p>Pupils will be engaged positively and purposefully at playtimes.</p> <p>Pupils will maintain positive relationships with each other and quickly resolve any disputes amicably.</p> <p>Fewer playground incidents will be reported on CPOMs.</p> <p>Fewer accidents will be recorded in the accident book.</p> <p>Playground staff on duty will report improved playtime culture, and improved well-being for themselves.</p> <p>Playground staff will know how to support pupils to engage with the activities on offer and become more skilled in conflict resolution to support positive pupil relationships.</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

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Literacy for all pupils but with a particular impact for underserved pupils (£3584 salary contribution) targeted support	Metacognition and self-regulation EEF high impact (toolkit strand) Social and emotional learning EEF moderate impact (toolkit strand) https://www.elsanetwork.org/elsa-network/other-research/	2
Home school link worker – providing early intervention and support for families (£3584 salary contribution) Including parenting support	Early help provides a ‘focused, preventative tier of support and intervention’ Rebecca Sharp June 2021 <i>Safeguarding network</i> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	1
Forest School – supporting well-being and an appreciation of the world for all pupils but with a particular impact for underserved pupils (£1000 salary contribution)	Developing cultural capital ‘Cultural capital comprises an individual’s social assets that “promote social mobility within a stratified society“.’ Pierre Bourdieu (1970s)	1,2
Help towards the cost of educational visits and residential trips for underserved pupils	Developing cultural capital ‘Cultural capital comprises an individual’s social assets that “promote social mobility within a stratified society“.’ Pierre Bourdieu (1970s)	1,2

£800		
Help towards the costs of enrichment activities for underserved pupils, including funding a club for each PP pupil every term £600	Developing cultural capital 'Cultural capital comprises an individual's social assets that "promote social mobility within a stratified society".' Pierre Bourdieu (1970s)	1,2

Total budgeted cost: £ 9568

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Review

Outcome 1: Targeted early help will ensure that children are safe at home, have their basic needs met and are well supported by their parents to behave well and engage with learning and enrichment activities

Review Dec 2022 – 2023

Incident logs on CPoms continue to rise.

We have appointed a new Home School Link Worker (HSLW) who is very experienced and proactive in engaging families. She is a vital resource for our families and has run parent events, met with parents at home as well as at school. She follows up on some of the concerns raised on CPoms and helps parents to implement parenting techniques and supports them with issues such as helping children to sleep at night and emotional difficulties.

We pay for our pupil premium pupils to take part in a club each term.

Review Dec 2023- 2024

Our HSLW continues to work with families to support the needs of our pupils. The clinics that she has jointly held with the school nurse have been popular and fully booked by parents wanting to discuss their children's needs. Parent feedback in relation to the support offered by our HSLW has been overwhelmingly positive. She has also attended Team Around the Family meetings and supported other professionals working with our pupils.

CPOMs entries have stabilised as staff have adjusted to using this system to record incidents.

Outcome 2: Improve and sustain improved well-being and engagement with learning for all pupils in our school, particularly our disadvantaged pupils

Review Dec 2022 - 2023

Pupils know that their concerns will be addressed and can explain how to access help from adults at school (Evidence from pupil interviews carried out by HT).

Pupils are taught self –regulation techniques in different contexts such as whole class, through targeted support with our Emotional Literacy LSA or through other 1:1 support, and are given encouragement to use the techniques.

There are still a lot of reports from parents to indicate that their children are experiencing anxiety. They also express a lot of gratitude when their child has been able to access support from our Emotional Literacy LSA.

Forest school provides pupils with the opportunity to connect with the world around them, to experience awe and wonder, to understand how they can impact the world around them and to feel a sense of well-being. It is a really important part of our school offer.

Review Dec 2023 – 2024

Our ELSA continues to make a difference for pupils. Many express how much they love spending time with her to work on improving their mental health. She has developed a new way of measuring the success of her interventions since up-dating her training this year. This involves taking a more targeted approach really honing in on the child's challenges. She has also supported pupils to access other mental health professionals via Zoom and through referring pupils to the charity EIKON. The number of young carers that we have on roll continues to rise as our identification of them improves.

Forest school continues to make an invaluable contribution to our school offer by providing pupils with the opportunity to connect with the world around them, to experience awe and wonder, to understand how they can impact the world around them and to feel a sense of well-being.

Outcome 3: Playtimes are a positive experience for all groups of pupils including disadvantaged and vulnerable pupils, and for the adults on duty

Dec 2023 - 2024

Playtimes are improving with the provision of new playground resources and there is a focus on improving this further. We decided against going with the OPAL scheme after having seen it in action in a school in a Brighton school as we felt that it would be an additional burden on staff and that we could make a lot of improvement to our provision without needing to invest in the training. Instead we spend money on playground resources.

Next year we are likely to have reduced funding due to falling number of Pupil Premium children on roll, and any funds left over from this year will be mainly redistributed to salaries – paying for our Forest School leader and our HSLW/ Emotional Literacy LSA.

Dec 2024- 2025

Although this outcome remains important, it is no longer supported by pupil premium funding. We are instead moving on to support positive playground experiences through reviewing our behaviour policy with the whole school community.

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

Service pupil premium funding (optional)

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	