

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 | Grayswood CE Primary |
| Number of pupils in school | 182 |
| Proportion (%) of pupil premium eligible pupils | 5.49% (10 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022/2023 (1 year) |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | Dec 2023 |
| 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 | £17645 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £4000 |
| 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 | £21 645 |

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 disadvantaged 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 despite not being classified as 'disadvantaged', 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 disadvantaged 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 disadvantaged 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 disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | There continues to be a significant number of families of disadvantaged or vulnerable children 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 disadvantaged and vulnerable 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 | 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 disadvantaged pupils.</p> |
| Improve and sustain well-being and engagement with learning for all pupils in our school, particularly our disadvantaged pupils | Pupils know that their concerns will be addressed and can explain how to access help from adults at school (pupil voice). |

| | |
|---|---|
| | <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 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>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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Purchase of Outdoor Play and Learning (OPAL) programme to support purposeful play at playtimes and support peer relationships and well-being. £5000 Purchase of equipment to support the OPAL initiative £1500 | https://outdoorplayandlearning.org.uk/research-and-evidence/ | 3 |

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

Budgeted cost

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
| | | |
| | | |

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

Budgeted cost: £15,145

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Emotional Literacy for all pupils but with a particular impact for disadvantaged and vulnerable pupils (£5000 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 (£5000 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 disadvantaged and vulnerable 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 disadvantaged pupils £1600 | 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 costs of | Developing cultural capital | 1,2 |

| | | |
|--|--|-----|
| enrichment activities for disadvantaged pupils, including funding a club for each PP pupil every term £2145 | 'Cultural capital comprises an individual's social assets that "promote social mobility within a stratified society".' Pierre Bourdieu (1970s) | |
| HSLW and ELSA supervision £400 | See above | 1,2 |

Total budgeted cost: £ 21,645

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 2021 to 2022 academic year.

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

Incident logs on CPoms continue to rise, but this is probably because staff are becoming more confident in using it and see the benefit of logging less significant events in building a wider picture.

Our Home School Link worker/ELSA left at the end of the 2021/2022 academic year. She was very effective in her job and had lots of positive feedback from children and families as well as outside agencies. Emma still works for Surrey and is now our link advisor. We have appointed a new person to take on the roles. She will need to have training to equip for the jobs.

We would like to provide more opportunities for our pupils to access enrichment activities and this will remain a priority for 2022/2023.

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

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

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

A parent workshop has been delivered on Anxiety led by the CAMHs team, introducing useful tools and techniques that can be used at home. Meetings are held with parents on a 1:1 basis when needed so that strategies can be shared.

ELSA support starts and ends with pupil self-assessments and these all show that pupil well-being improves with the support provided.

There are still a lot of reports from parents to indicate that their children are experiencing anxiety.

Playtimes remain challenging – too many accidents and arguments. This will be a focus for the next two academic years.

Outcome 3: Improved reading attainment among disadvantaged pupils

Pupil Asset data for Pupil Premium pupils shows:

64% – good or better progress in reading

36% – just below expected progress

The recovery premium grant was used effectively to support literacy. Data showed that a phonological awareness programme that was delivered in YR and Y1 had the most impact. Colourful Semantics and targeted support with comprehension were also effective. Year 5 also implemented a new intervention 'Literacy for all' for which free training was provided by the LA.

In the end, funding came from the Church to cover the cost of the Little Wandle phonics programme, so there is a carry-over of £4000 from the PP budget into 2022/2023.

The Nessy program will not be continued next year as it does not fit with our newly adopted systematic synthetic phonics programme, and was not used widely enough to have a sustained impact on spelling.

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? | |