

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	Grayswood CE Primary
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	5.98%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
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	£15 795
Recovery premium funding allocation this academic year	£2 000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1 090.65
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	£18 885.65

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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 has been an increase in the number of families of disadvantaged or vulnerable children seeking support from school with issues such as parenting, housing, and debt-management.
2	Since the Covid pandemic started there has been an increase in the number of pupils including disadvantaged and vulnerable pupils seeking emotional support (increased requests for support via 'Emma mail'). There has also been an increase in the number of pupils referred by class teachers for ELSA support.
3	Assessment data indicates that attainment levels in reading and writing among KS2 disadvantaged pupils is generally lower than those of their non-disadvantaged peers.

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.</p> <p>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 improved well-being and engagement with learning for all pupils in our school, particularly our disadvantaged 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>
Improved reading attainment among disadvantaged pupils	<p>Reading assessments across the school show that 60% of disadvantaged children are on track to meet end of stage expectations (currently 55% Y1-Y6).</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: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. £4000 contribution	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: Phonics Toolkit Strand Education Endowment Foundation EEF	3

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

Budgeted cost: £ 2200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nessy phonics program (£200)	Evidence based computer program https://www.nessy.com/en-us/shop/research	3
Recovery Premium Grant Small group intervention £2000	Small group tuition Toolkit Strand Education Endowment Foundation EEF	3

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

Budgeted cost: £12 685.65

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 £1200	Developing cultural capital ‘Cultural capital comprises an individual’s social assets that “promote social mobility within a stratified society”.’ Pierre Bourdieu (1970s)	1,2

<p>Help towards the costs of enrichment activities for disadvantaged pupils</p> <p>£4.85.65</p>	<p>Developing cultural capital</p> <p>‘Cultural capital comprises an individual’s social assets that “promote social mobility within a stratified society“.’ Pierre Bourdieu (1970s)</p>	<p>1,2</p>
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Total budgeted cost: £ 18 885.65

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.

Our Home school Link Worker who also works as our ELSA was very busy last year, partly due to the impact of Covid. The work she has done to support families has been well-received and the impact can be demonstrated through correspondence from parents and entry and exit data from pupils in receipt of ELSA support. This continues to take a significant percentage of our overall pupil premium budget and the intention is to continue to build the reach of these roles.

A significant amount of funding was used to support access to the development of cultural capital through subsidising and enabling attendance of school visits and residential trips.

A large proportion of our disadvantaged pupils have specific learning difficulties in literacy and we funded voice recognition software and noise cancelling headphones to facilitate access to writing tasks for pupils in KS2. This has been well-received by the children, and they have made good progress as a result as well as having had their mental health supported through being able to communicate in writing on a par with their peers.

We have also subscribed to the Nessy phonics and spelling program which has been used to support pupils across the school. Where children have been able to use this regularly they have made good progress.

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
Dragon voice recognition software	
Nessy reading and spelling	Nessy.com

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.