

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.

School overview

Detail	Data
School name	Graveney Primary School
Number of pupils in school	101
Proportion (%) of pupil premium eligible pupils	20.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Board of Trustees
Pupil premium lead	Alison Blackwell
Governor / Trustee lead	Mary Hewitt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,245
Recovery premium funding allocation this academic year	£1417.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£29,662.50

Part A: Pupil premium strategy plan

Statement of intent

Graveney Primary School recognises that when making decisions about using Pupil Premium funding it is important, when preparing this plan, we consider the context of our school and the subsequent challenges it has faced. This has been done alongside research conducted by the EEF.

Our common barriers to learning for disadvantaged children include: lack of experiences and opportunities at home, weak language and communication skills, lack of resilience, greater emotional difficulties and attendance and punctuality issues.

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Key Principles:

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

Our Objectives:

- That all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

- To ensure all pupils causing concern ‘catch up’ using Government catch up funding and quality first teaching.
- To ensure all disadvantaged pupils experience the opportunities within the full curriculum including enrichment activities that will promote good levels of engagement and enjoyment for learning.
- Support the physical and mental health and wellbeing of disadvantaged pupils through specific interventions and a tailored curriculum that focuses on character education and development.
- To promote oracy throughout the curriculum as a school priority.
- To support children’s language development through specific intervention programmes, external agency support and quality teaching.
- Engage parents as partners of their children’s learning and support with barriers such as attendance.

Challenges

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

Challenge number	Detail of challenge
1	Significant number of children are under-achieving from their starting points due to COVID-19 particularly lower numbers now working at greater depth.
2	Low attainment on entry to the Early Years Foundation Stage particularly in emotional regulation
3	Limited language and communication skills.
4	Limited wider experiences and skills
5	Low resilience skills which have led to lower levels of engagement.
6	Attendance is much lower for our pupil premium children compared to non-pupil premium.

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
Progress in Reading	Pupils to make accelerated progress from their new baseline (upon returning to school in September 2021) 7 steps
Progress in Writing	Pupils to make accelerated progress from their new baseline (upon returning to school in September 2021) 7 steps
Progress in Mathematics	Pupils to make accelerated progress from their new baseline (upon returning to school in September 2021) 7 steps
Phonics	Year 2 and Year 1 pupils to achieve the national average expected standard in Phonics Screening Check
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Attendance of disadvantaged pupils to be above 95.0% Reducing number of persistent absentees

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: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of Bug Club & Bug Club Phonics as recognised and validated by the DfE to secure stronger phonics teaching for all pupils.</p>	<p>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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1, 3,5</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	<p>1,4,5,</p>
<p>Disadvantaged pupils should experience opportunities within the full curriculum including enrichment activities that promote good levels of engagement and enjoyment for learning e.g. funded</p>	<p>Evidence shows there is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Physical activity can impact on pupils ability to make connections, but there are wider benefits from regular physical activity in terms of physical development, health</p>	<p>1,2,3,4,5</p>

<p>school trips, visitors, PE/sports, competitions, learning to play musical instruments.</p>	<p>and wellbeing as well as other potential benefits have been reported such as improved attendance.</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 15,662.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p>	<p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>1,3,5</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. Toolkit Strand Education Endowment Foundation EEF</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1,3,5</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve levels of parental engagement particularly for disadvantaged families including approaches and programmes aimed to develop parental skills such as IT, literacy. General approaches which encourage parents to support their children with reading or homework. Involvement of parents in children’s learning activities and more intensive programmes for families in crisis.</p>	<p>There is extensive evidence that increased parental engagement has a positive impact on average of 4 months’ additional progress. Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>2,3,5</p>
<p>Embedding principles of good practice set out in the DfE’s Improving School Attendance advice. This will involve training and release time for new Admin Assistant to develop and implement new procedures.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>

Total budgeted cost: £29,662.50

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.

All staff received training to provide remote learning using Microsoft Teams. This enable the pupils to continue to be able access remote learning and intervention groups during the second lockdown. The school continues to struggle to get all pupils to engage fully in remote learning when this is necessary and will provide further support with access and technology should this be needed in the future.

Mastery for Maths has continued to be developed across the school, this has been challenging due to the mixed age classes that we have within the school. Staff were limited to the CPD due to the restrictions caused by the second lockdown and the subsequent return with limitations in school.

Bug club continues to be used across the school to compliment the school reading scheme. This is provided alongside the reading books to compliment and encourage further reading. Following the success of this in the lockdowns, the school is investing in the extension of this with Bug Club Phonics to work alongside the quality phonics teaching already in place across the school.

Intervention and small group support within class has successfully been deployed in all classes. Additional funding within school has enable the school to provide TA or HLTA support within each class to ensure that the bubble restrictions did not limited the support that was needed in each class/bubble.

The school has seen a considerable increase in the number of pupils receiving Pupil premium support over the past year, this has doubled since 2019-20.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We regularly keep updated with relevant training and research around improving outcomes for disadvantaged pupils such as looking at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We also looked at studies about the impact of the pandemic on disadvantaged pupils. We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school.

We will continue to use it through the implementation of activities. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.