

Pupil Premium Strategy

2022/3-2023/4

Grindleton Primary School



Written by:	R Blanchet (Pupil Premium Lead)
Approved by:	SEC
Published on:	3 rd January, 2023

School overview:

Detail	Data
School name	Grindleton Primary School
Number of pupils in school	32
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers	2022/3 – 2023/4
Date this statement was published	3 rd January 2023
Date on which it will be reviewed	July 2023
Statement authorised by	R Blanchet (Headteacher)
Pupil premium lead	R Blanchet
Governor lead	S Bush

Funding overview:

Detail	Amount
Pupil premium funding allocation this academic year	£1,655
Recovery premium funding allocation this academic year	£2,405 (SLT - £405; RP - £2,000)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£4,060

[Data accurate as of 16.12.2022]

Statement of Intent

Our School Aims:

Our school's core purpose is to prepare our children for their futures. To do this, we aim to:

- Create a safe, caring, stimulating environment, with a Christian ethos, in which all individuals can thrive
- Value each child as an individual
- Excite and challenge each child to do their very best, encouraging a love for and an enjoyment of learning
- Deliver a high standard of education, helping all children to acquire the knowledge, understanding, skills and attitudes which will enable them to enter adulthood successfully and to make progress towards reaching their full potential
- Deliver a high-quality curriculum which offers a breadth of experience and equality of opportunity for all children
- Help all children develop strong moral values, respect for Christian values and an understanding of other races, religions and ways of life
- Develop a sense of awe and wonder; helping all children to understand the world in which they live, their responsibilities within it and supporting them to become confident individuals and responsible, caring members of the school and the wider community

The Aims of this Strategy:

As part of our efforts to achieve the School's Aims as set out above, we aim to ensure that all children make good progress and attain well across the curriculum – irrespective of pupils' backgrounds and any potential barriers that they may face.

The number of children in school eligible for support through Pupil Premium funding can fluctuate year-to-year. This strategy document focuses on those children eligible for Pupil Premium support currently in school and will need to be revised should additional pupils eligible for Pupil Premium funding join the school.

We have considered the barriers faced by our pupils from disadvantaged backgrounds and how we can best support our children to overcome these. The development of 'Quality First Teaching' across the school is the primary strategy being worked on by the school to achieve this, as research shows that this has the biggest impact on closing the 'attainment gap' between pupils from disadvantaged backgrounds and their 'non-disadvantaged' peers. Through this provision, the school intends to accelerate the progress being made by children from disadvantaged backgrounds and to raise their attainment.

This Pupil Premium Strategy is intended to work in conjunction with the school's wider plans for ongoing educational recovery following the impact of the Covid-19 pandemic on our children's personal and academic development. Whilst improving the progress and attainment of disadvantaged children lies at the heart of the school's drive to develop its 'Quality First Teaching', this will also benefit all children. Similarly, strategies introduced as part of the school's wider plans for educational recovery, such as our participation in the National Tutoring Programme, will be focused on providing support for pupils identified as disadvantaged as well as other children in need of additional support.

In addition, the school’s provision for children from disadvantaged backgrounds also focuses on the broader aspects of the school’s aims – including our work to promote disadvantaged pupils’ self-esteem, resilience and emotional well-being, their engagement in the ‘wider’ activities offered by the school and their ‘Cultural Capital’.

The general principle of this strategy is to identify and respond to the common challenges faced by the children identified as disadvantaged within our school. These challenges have been identified through discussion with teachers about their observations in the classroom. Therefore, this strategy is not based on assumptions about the nature and impact of disadvantage but on the evidence from within our classrooms. However, the focus on the common challenges identified within this strategy document does not negate the essential importance of considering the individual circumstances of every child. Therefore, the practical delivery of the actions outlined below will be rooted in the rigorous tracking and interrogation of pupils’ progress and next learning steps and the early identification and provision of support to address individual pupils’ needs and ensuring appropriate challenge for all.

Challenges

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

Challenge	Detail of Challenge
1	<p><u>Attainment and Progress</u></p> <p>Currently, there is a significant ‘overlap’ between the children in school entitled to Pupil Premium funding and SEND. One child has an EHCP and is currently working significantly below the age-related expectation. The other child also has additional needs and is working at the age-related expectations in many, but not all, areas of the curriculum.</p> <p>Therefore, the further development of ‘Quality First Teaching’ is an essential part of this Pupil Premium Strategy. Our teaching must effectively take account of each child’s individual starting points and any ‘gaps in learning’, building on these in an inclusive manner, if we are to effectively improve outcomes for pupils from disadvantaged backgrounds.</p>
2	<p><u>Self-Esteem, Resilience and Emotional Wellbeing:</u></p> <p>For our children from disadvantaged backgrounds currently in school, their self-esteem and emotional wellbeing has also been identified as being potentially vulnerable. Therefore, both pupils receive additional support for their emotional and mental well-being.</p> <p>Children eligible for support through Pupil Premium funding are, as a result, therefore ‘over-represented’ on our Vulnerable Pupils Register (i.e., the proportion of disadvantaged children supported in this way exceeds the percentage of disadvantaged children as a proportion of the total number on roll – indicating potentially a higher prevalence of causes for concern amongst this group of children, albeit from a very small sample size).</p>
3	<p><u>Equal Access to Enrichment Activities:</u></p> <p>Historically, for some children entitled to Pupil Premium support, engagement in the wider activities offered by the school has been less than is typical of their peers from ‘non-disadvantaged’ backgrounds. Therefore, the participation of current pupils from disadvantaged backgrounds in the wider activities offered by the school will be monitored and, where required, financial support will be provided to support this.</p>

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>Challenge 1: <u>Attainment and Progress</u></p> <p>'Quality First Teaching' successfully addresses the 'learning gaps' identified for individual children (including those linked to individual pupils' SEND or individual needs).</p> <p>This Quality First Teaching impacts positively on the development of children's Reading fluency and stamina, their Writing basic skills, grammar knowledge and stamina and their Maths fluency and accuracy.</p> <p>Through this, the children are also well-supported to improve their confidence, independence and concentration span.</p>	<ul style="list-style-type: none"> The school's internal tracking data shows the progress being made by disadvantaged children increases from 2021/2. This will be triangulated with scrutiny of children's work and discussion with teachers and pupils.
<p>Challenge 2: <u>Self-Esteem, Resilience and Emotional Wellbeing:</u></p> <p>Targeted provision leads to improved self-esteem and resilience amongst disadvantaged children.</p> <p>Observations and feedback from professionals show that the support provided has been effective in promoting children's emotional well-being.</p>	<ul style="list-style-type: none"> The impact of this work will be reflected, in part, by the achievement of the Success Criteria set out above for accelerated academic progress. Similarly, tracking of pupils' well-being – for example, through Teacher & Pupil Surveys and, where appropriate in individual cases, the Boxall profile – show increasing levels of children's mental and emotional well-being.
<p>Challenge 3: <u>Equal Access to Engagement Activities:</u></p> <p>Pupils from disadvantaged backgrounds access enrichment activities both in and out of school at least as much as their peers from 'non-disadvantaged' backgrounds.</p>	<ul style="list-style-type: none"> Pupil Premium monitoring shows increased access of enrichment activities by pupils eligible for Pupil Premium funding.

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: £1,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivery of CPD to further enhance 'Quality First Teaching' throughout the school.</p> <p>To include:</p> <ul style="list-style-type: none"> Bespoke CPD delivered in conjunction with Monitoring alongside LCC school adviser – to be provided both internally and by LCC Teaching & Learning consultants. Additional CPD delivered by LCC / external providers as required linked to teachers' performance and appraisal. 	<p>The EEF Pupil Premium Guide states: "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium."</p> <p>CPD focusing on further improving teaching in English and Maths will be a key driver for this.</p>	1
<p>Delivery of CPD to further enhance pupils' Retention & Retrieval of learning.</p> <p>In addition, LCC CPD on Metacognition will be accessed and disseminated alongside the sharing of effective practice within school to support the development of pupils' Academic Resilience.</p>	<p>A focus on building pupils' Academic Resilience and Metacognition reflects the EEF's research which found that: "Metacognition and self-regulation approaches have consistently high levels of impact."</p>	1 and 2

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

Budgeted cost: £2,405 Recovery Premium Funding.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of 1:1 / small group tuition in through the National Tutoring Programme. This will include:</p> <ul style="list-style-type: none"> Dedicated NTP Tutor, focussing on KS 2 pupils – prioritising children entitled to PP support – in Reading, Writing and Maths. 	<p>EEF Covid-19 Support Guide for Schools: “There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy.”</p>	1 and 2

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

Budgeted cost: £465

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivery of effective pastoral care and targeted intervention to support children’s emotional and mental health.</p> <p>Diagnostic assessments (e.g. Boxall profile) to be completed, where appropriate, before and after this support is delivered to enhance the focus of the support before it is delivered and to evaluate its impact upon completion.</p>	<p>The EEF Teaching & Learning Toolkit states: “On average, Social & Emotional Learning (SEL) interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months’ additional progress on attainment.”</p> <p>The use of external services to provide this support is in recognition of the increased level of need within school – including those eligible for PP funding.</p>	1 and 2
<p>PP eligible pupils’ engagement in enrichment activities delivered within school – for example, after-school clubs – will be closely monitored so that targeted support can be provided to increase their participation in these activities.</p> <p>PP eligible pupils to participate in enriching trips / visitors within its curriculum delivery.</p>	<p>Rationale: Within the delivery of a ‘knowledge-rich’ curriculum, children’s ‘wider’ experiences can significantly support children’s learning – as they may provide additional context for the learning as well as facilitating the development of pupils’ existing schema. There is significant research evidence that the absence of this ‘Cultural Capital’ can be a barrier to children’s success as learners.</p>	3

Total budgeted cost: £4,060

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.

At the end of the 2021-22 academic year, there were 5 children in school entitled to support through Pupil Premium funding.

Pupil	Additional Info	Reading		Writing		Maths	
		Exp. Att.	Exp. Prog.	Exp. Att.	Exp. Prog.	Exp. Att.	Exp. Prog.
CW		✓	✓	✓	✓	✓	✓
EW		✓	Accelerated	✗	✓	✓	Accelerated
EJ	(SEND)	✓	Accelerated	✗	✓	✗	✓
BR	(EHCP)	✗	✓	✗	✓	✗	✓
BH	(Forces)	✓	✓	✗	✗	✓	Accelerated

Progress measures for these children in 2021-22 were encouraging, with the majority of children making at least expected progress in Reading, Writing and Maths.

Where progress was slower than expected (1 child – Writing), additional support will be provided in 2022-23 to try to accelerate their progress, both through internal support and the National Tuition Programme. It should also be noted that the additional support put in place for this child in 2021-22 helped them to make accelerated progress in Maths, moving from working below the age-related expectation at the start of the year to attaining at the age-related expectation by the end of the year.

The attainment of children eligible for support through Pupil Premium funding was strongest in Reading. However, the attainment of disadvantaged children in Writing in 2021-22 was lower than for their peers from 'non-disadvantaged backgrounds' and will need to be an area of focus moving forward.

Further information

Planning, implementation, and evaluation

We aim to ensure that our practice is always research-informed. Therefore, we have engaged with the EEF's research and Implementation Guidance, CPD, studies and research papers focussing on the 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 used the EEF guidance to help us develop our strategy, including 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.