

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Grampound Road C of E Primary School
Number of pupils in school	108
Proportion (%) of pupil premium eligible pupils	18 pupils (17%)
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	31 st December 2023
Date on which it will be reviewed	March 2024 September 2024
Statement authorised by	Miss Sarah Kennedy (Head Teacher)
Pupil premium lead	Miss Sarah Kennedy
Governor / Trustee lead	Mrs Tracey George

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,375
Recovery premium funding allocation this academic year	£3,770
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 School lead tutoring £1,620 (50% match funding)	£40,145

Part A: Pupil premium strategy plan

Statement of intent

Our aim is that all pupils, regardless of background reach their full potential, attaining well and achieving good outcomes. We are committed to meeting the needs of all our children as individuals and it is central to our vision statement, ***‘Together with love we can inspire, discover and thrive’***. We want the children to value their education and drive their desire to learn. This includes challenging our high attainers and supporting those who have additional needs to do their very best. We also strive to engage families in education and support them in having high aspirations for their children.

We consider the challenges faced by vulnerable pupils at our school, such as those who have a social worker or those who are in care. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

We want all our pupils to strive to meet our **CORE Values** of:

- **Respect**
- **Resilience**
- **Trust**

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils succeed. To ensure they are effective we will:

- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve.
- Ensure that all pupils are challenged in the work that they are set and we will act early to intervene at the point need is identified, through effective use of targeted interventions.
- Support vulnerable families and pupils with welfare, wellbeing, behavioural, social and emotional needs.
- Ensure the well-being needs of all pupils in receipt of pupil premium funding are met, meaning they are not impeded by various school opportunities.
- To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school. We know that children learn best when they attend school regularly.

We have used the Pupil Premium in a variety of ways to support our priorities. We have used information from the Education Endowment Toolkit to help us identify

strategies that have been shown to have maximum impact. This is in line with the EEF’s recommended approach of using a range of strategies in the categories of ‘Teaching, Targeted Academic Support and Wider Strategies.’

Challenges

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

Challenge number	Detail of challenge
1	Language Skills: Low oral language comprehension, language skills and vocabulary gaps among some disadvantaged pupils.
2	Phonics and Reading: Assessments, observations, and discussions with pupils suggest some disadvantaged pupils may have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Writing and Maths: Internal and external assessments indicate that attainment in Writing and Maths among disadvantaged pupils is below in a minority of pupils to that of non-disadvantaged pupils.
4	PSHE: Some children have social, emotional and mental health challenges that impact on their ability to access and engage in learning. In some cases, their emotional needs can affect their attainment and progress.
5	Attendance and Punctuality: Regular punctual attendance can be a challenge for a minority of our disadvantaged pupils.
6	Parent Carer Engagement: Continue to build on the areas of development in the parental carer engagement framework and to strengthen the principles; 2-A welcoming school: our culture, attitudes and approach and principle. 7-Addressing barriers to parental engagement.
7	Widening Experiences and Extending Opportunities: All pupils to have the similar experiences.

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
1. Improved oral language	✓ Assessments and observations indicate significantly improved oral language and language comprehension among

skills and vocabulary.	disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
2. Improved Phonics and Reading attainment.	✓ Assessments indicate significantly improved Phonic and Reading Comprehension. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
3. Improved Writing and Maths attainment.	✓ KS1 reading, writing and maths outcomes in 2024/25 (current Year 2) show that disadvantaged pupils will have made accelerated progress from their starting points.
4. PSHE	<ul style="list-style-type: none"> ✓ Pupils will interact and build relationships with others. ✓ Pupils will understand their emotions and feelings. ✓ Pupils will develop and use anxiety management strategies. ✓ Pupils will adopt positive behaviours. ✓ Pupils will engage with self-regulation strategies and tools, which help them to feel safe and calm. ✓ Pupils will use the emotional vocabulary they need to express their thoughts and feelings.
5. Attendance and Punctuality	<ul style="list-style-type: none"> ✓ Evidence shows that review meetings result in improved attendance and improved punctuality for children who are persistently absent or late. ✓ Children eligible for the Pupil Premium close the gap between their attendance and the national attendance percentage for all children.
6. Parent Engagement	<ul style="list-style-type: none"> ✓ Close and trusting relationships that supports parents to be informed and connected with their children's education. ✓ Parents support the school in understanding the importance of engagement. ✓ Each year we hope to increase the number of parent volunteers in school to support the children's learning. ✓ Parents will be in a better position to support their child with their learning: a) Practical strategies provided to support learning at home. b) School communications will encourage positive dialogues about learning. c) More sustained and intensive support offered when needed.
7. Widening Experiences and Extending Opportunities	<ul style="list-style-type: none"> ✓ Children have many opportunities throughout their education at Grampound Road to widen their life experiences. ✓ We aim for all children to undertake experiences outside of school each year, either from school trips or residential. ✓ We offer a wide range of after-school clubs mostly free of charge. ✓ We offer a nurture group for those children who need additional emotional support.

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: £5,145

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD-Use structured weekly CPD for Phonic teachers and EYFS teachers and support staff to ensure teachers and support staff are supported and equipped to delivery high quality teaching across reading and in the area of continuous provision for nursery and reception pupils.</p>	<ul style="list-style-type: none"> • EEF: Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. • EEF: Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. • EEF: Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. 	<p>1,2</p>
<p>CPD- Teachers to have CPD for the new Guided Reading programme to ensure teachers are supported and equipped to delivery high quality teaching across reading.</p>	<ul style="list-style-type: none"> • Reading comprehension strategies are highlighted in the EEF toolkit as a key area to help early learners across the curriculum in all subjects. • A wide range of strategies are highlighted, however many pupils need to be taught comprehension strategies explicitly and 2,4 6 consistently over time. The introduction of AR within the school gives a greater more 	<p>1,2</p>

	focussed overview of pupils' reading ages, helps to ensure they choose appropriately challenging books from the library and encourages children to read more.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils who need to catch-up will have 1:1 or group tutoring.	EEF Toolkit +4 months-Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	1,2,3
Purchase Year 1, Year 3, Year 4 and Year 5 reading and maths termly NFER standardised assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress. Education Endowment Foundation EEF.	1, 2,3
Embed Nessy for up to 30 pupils.	EEF Improving literacy in KS1 and KS2.	1,2

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Out of class TIS practitioner and SEND intervention support for identified pupils across the school.	EEF social and emotional learning +4.	3
<p>CPD-Parent Engagement Officer to raise attendance.</p> <p>Parent Support Advisor (PSA) support to engage the most vulnerable families and pupils across the school.</p>	EEF parental engagement +4 EEF Working with parents to support children's learning.	3
To broaden disadvantaged pupil's range of opportunities and access to all aspects of school life by subsidising the cost of school trips, workshops, camps and resources, including ensuring that they have the best possible access to immediate remote learning.	EEF Life skills and enrichment from the teaching and learning toolkit alongside the findings from recent EEF projects EEF Using digital technology to improve learning	3

Total budgeted cost: £ 40,145

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 2023 academic year.

Intended Outcomes	Review of the Intended outcomes
Improving basic skills within the EYFS to counteract the very low levels of attainment on entry for disadvantaged children.	✓ By the end of the EYFS, the children in the EYFS made steady progress especially with emotional needs.
Improving the attainment of children in KS1 and KS2, making at least expected progress, in reading, writing and maths.	Attainment for Pupil Premium children in KS2. Averaged across KS2, the percentage of Pupil Premium children working at or above the Expected standard was above 2022 national KS2 results for Pupil Premium children in all three subjects and in combined RWM. Averaged across KS2, the attainment gap between school Pupil Premium children and national Non Pupil Premium children was only 1% in reading, 11% in writing and 16% in combined RWM; while in maths, figures for school Pupil Premium children were 1% above national Non Pupil Premium results.
Improve attendance of disadvantaged pupils to at least national average (96%)	2021-2022 92.52% PP attendance 2022-2023 90.58% PP attendance
Widening experiences and extending opportunities.	PP children had access to the nurture facility, which has been effective in supporting emotional and mental health needs. Financial support was use during the residential and school trips. After school clubs are mainly free and wraparound is discounted for siblings.
As a school we break down barriers and create healthy and positive relationships with our families.	Parental surveys from June 2023 to November 2023 show that 91% of parents will recommend the school compared to 74%. 84% of parents said that the school has high expectations for

	their child compared to 70%. Overall parents responses have been more positive in November.
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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
Nessy	Nessy
Maestro	Cornerstones
White Rose	White Rose Maths
Jigsaw	Jigsaw