

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	Grampound Road C of E Primary School
Number of pupils in school	110
Proportion (%) of pupil premium eligible pupils	24 pupils (27%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	8 th March 2022
Date on which it will be reviewed	7 th October 2022 and by 31 st December 2022
Statement authorised by	Miss Kennedy (Head of School)
Pupil premium lead	Miss Kennedy
Governor / Trustee lead	Mrs George

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 24,529
Recovery premium funding allocation this academic year	£2,320
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	£26,840

Part A: Pupil premium strategy plan

Statement of intent

At Grampound Road we are committed to meeting the needs of all our children as individuals and it is central to our ethos. The focus of our pupil premium strategy is to support disadvantaged pupils so that they make good progress and achieve their goals across all subjects:-

Our aim is to:

- Ensure that we have a whole school approach to quality first teaching, taking responsibility for the outcomes of all pupils – especially disadvantaged pupils.
- 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 this priority and remove the barriers to learning that many of our disadvantaged children face. We have used information from the Education Endowment Toolkit to help us identify strategies that have been shown to have maximum impact, with four key strategies being:

✓ Early Years Interventions - Time to talk.

✓ Small group tuition / one-to-one phonics sessions for targeted children.

✓ Creating additional small booster sets for Literacy and Numeracy.

✓ Social interventions and enrichment experiences for vulnerable children providing quality first teaching to smaller classes/groups of children and meeting individual needs are central to Grampound Roads Pupil Premium strategy. 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	School data, observations and discussions suggest that vulnerable pupils often do not have access to all aspects of school life and that their parents are often less equipped to support their attendance, well-being and learning, including remote learning.
2	Some pupils in receipt of PP funding show weaknesses in learning behaviours. These pupils physically and emotionally lack self-belief, determination, resilience and readiness to learn. They can struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve
3	Pupils have limited life experiences beyond their home and immediate community. They may also have limited access to books, libraries and technology.
4	The gap has widened between non PP and PP pupils in reading, writing and maths. Poor oracy skills due to increased time at home, limited opportunities to talk and read.
5	Parents have their own poor experiences of schooling resulting in them feeling unable to support children's education at home. Relationships are built with families to break down barriers and lack of trust in the 'school system.' Families are well supported through a range of strategies to encourage their child's education in the home.

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
Improving basic skills within the EYFS to counteract the very low levels of attainment on entry for disadvantaged children.	Pupil Progress data shows: ✓ By the end of the EYFS, there is an increase in the % of children attaining a Good Level of Development ✓ Children eligible for the Pupil Premium attain at least as well other children
Improving the attainment of children in KS1 and KS2, making at least expected progress, in reading, writing and maths.	Pupil Progress data shows: ✓ Children make at least expected progress ✓ Children eligible for the Pupil Premium attain at least as well other children .

	<ul style="list-style-type: none"> ✓ Children eligible for the Pupil Premium close the gap between their attainment and the national attainment percentage for those children NOT receiving the Pupil Premium. ✓ children who receive additional, teacher-led tuition attain at least as well as their counterparts
<p>Improve attendance for disadvantaged pupils Improve attendance of disadvantaged pupils to at least national average (96%)</p>	<p>Data shows:</p> <ul style="list-style-type: none"> ✓ Children who are eligible for the Pupil Premium attend school at least as well other children. ✓ Children eligible for the Pupil Premium close the gap between their attendance and the national attendance percentage for all children.
<p>Widening experiences and extending opportunities.</p>	<p>Records show:</p> <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.
<p>As a school we break down barriers and create healthy and positive relationships with our families.</p>	<p>Records show:</p> <ul style="list-style-type: none"> ✓ Close and trusting relationships with adults supports parents to be informed and connected with their children's education. ✓ Each year we hope to increase the number of parent volunteers in school to support the children's learning.

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: £ 508.69

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistants covering CPD for teachers	Time allocated for teachers to develop the Literacy programme to close the gap in learning.	1,2

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

Budgeted cost: £ 20606.18

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tuition Programme	Small group tuition is defined as one teacher or professional educator working with three pupils together in a group. This arrangement enables the teacher 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.	1,2
Purchase Year 1, Year 3, Year 4 and Year 5 reading and maths termly NFER standardised assessments. Training for staff to ensure assessments are interpreted, used and administered correctly.	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

Purchase 10 more iPads with cases.	EEF Using digital technology to improve learning.	1,2
Teachers to research and implement at least 3 new retrieval practice strategies to embed in their practice this year. Short peer observations to share good practice.	EEF Metacognition and self-regulation +7 EEF Effective Professional Development.	1,2
Continue to purchase White Rose maths resources across the school and further develop our mastery approach.	EEF Mastery Learning +5 EEF Improving mathematics in the Early Years, KS2 and KS2.	1,2
Embed Nessler for up to 30 pupils.	EEF Improving literacy in KS1 and KS2.	1,2
Embed Cornerstones for pupils.	EEF Improving foundation subjects for all pupils.	1,2

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

Budgeted cost: £6206.82

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
Parent Support Advisor (PSA) support to engage the most vulnerable families and pupils across the school.	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	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

by subsidising the cost of school trips, workshops, camps and resources, including ensuring that they have the best possible access to immediate remote learning.		
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Total budgeted cost: £ 20606.18 (Targeted academic support)

£6206.82 (Wellbeing)

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Close the gap in attainment and progress for children who have had their learning disrupted by the impact of Covid-19 lockdowns.	Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.
Work with the Maths Hub to embed Teaching for Mastery across all year groups and staff.	Work with the Maths Hub was disrupted, however it will continue in 2021/22.
Ensuring staff use evidence-based whole-class teaching interventions including a consistent whole school TIS approach with all staff trained and confident in using techniques.	Children are happy and able to express their feelings in a safe and nurturing environment.
Increased anxiety levels due to pressures of lockdown and Home Learning. Addressing language / knowledge / emotional resilience gap evident for our PP children.	The children benefitted from the nurture group and small group interventions focusing on well-being.

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
Cornerstones	Cornerstones
White Rose	White Rose Maths