

## 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	Grazeley Primary School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	9.56%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	April 2022
Statement authorised by	Celia Thatcher
Pupil premium lead	Gemma Didcock
Governor / Trustee lead	Jo Broadheads / Jackie Clark

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,520
Recovery premium funding allocation this academic year	£2755
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£26,315

# Part A: Pupil premium strategy plan

## Statement of intent

***'Be courageous; Be strong; Do everything in love'***

*1 Corinthians 16 v13-14*

*We are a loving community of courageous learners, building resilience and hope for the future based on our caring Christian foundation.*

We meet the needs of the individual learners at Grazeley by providing opportunities to be independent, be responsible and to build resilience. They develop and build a growth mindset by learning from their mistakes, embracing challenges and persevering when it is difficult.

Children are taught how to build relationships amongst their peers, across the school and within the wider community, through our Christian values. They will understand how to be kind and recognise and acknowledge kindness in others. We value and embrace difference and use our experiences to deepen our understanding about diversity, taking every opportunity to support children to build a global view and respect others' faiths and ideas.

Children apply skills and knowledge they have learned across our curriculum and are encouraged to make connections between their learning. Children benefit from broadening and enriching experiences which are designed to anchor their curriculum knowledge memorably and meaningfully. Consequently, children build cultural capital preparing them for the next stage of their education journey and to be successful adults in the wider world.

### **Aims for pupils eligible for Pupil Premium:**

Grazeley Parochial Primary School is committed to using the additional funding to effectively support eligible pupils to raise attainment.

- 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 the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged alongside a pupil who qualifies for pupil premium.

- Pupil premium funding will be allocated following pupil progress meetings which will identify priority classes, groups or individuals.

### **Provision**

Our work through the pupil premium will be aimed at supporting the individual needs of the children eligible for Pupil Premium at Grazeley. The range of provision the School/Governors consider making for the identified children could include:

Utilising the skills and experience of our SENCo to ensure that every child eligible for Pupil Premium funding has his or her needs met.

Providing 1:1 or small group work with an experienced teacher focussed on overcoming gaps in learning.

Providing each child with a champion who will meet with the child on a weekly basis.

Additional teaching and learning opportunities provided by trained TAs or external agencies.


- Additional resources that will benefit identified children.
- Staff training that will impact directly on identified children.
- Providing wellbeing support for pupil's and families.
- Providing funding for extra-curricular opportunities to support pupil's self-esteem and develop their skills in their chosen activities.
- Providing uniform for pupils.

The Education Endowment Foundation toolkit will be utilised in order to support decisions in providing the best and most effective use of the Pupil Premium.

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	26% of pupils eligible for PP have demonstrated frequent anti-social behaviour.
2	42% of pupils have attention and concentration difficulties (Sept 2020).
3	50% of KS1 pupils eligible for PP were below their chronological age in a vocabulary screen assessment.
4	All pupils eligible for PP in Years 1-6 were impacted by the lockdown and are now assessed as Below or At Risk age related expectations.

		 <b>Target Tracker</b> Age Related Expectation Summary Report Y1, Y2, Y3, Y4, Y5, Y6 - Pupil Premium (15 pupils)		16 March 2021		
				Aut1 2020-21		
15 pupils		Below	Risk	At	Above	Significantly Above
Reading	11 (73.3%)	3 (20.0%)	0 (0%)	0 (0%)	1 (6.7%)	
Writing	12 (80.0%)	3 (20.0%)	0 (0%)	0 (0%)	0 (0%)	
Mathematics	12 (80.0%)	2 (13.3%)	1 (6.7%)	0 (0%)	0 (0%)	
Key: Number of Pupils (Percentage)						

5	26% of pupils eligible for PP are Gypsy/Roma/Traveller heritage. This impacts on attendance.
6	Almost all pupils have to travel by car to school as very few houses in Grazeley village.

## 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
<ul style="list-style-type: none"> <li>To improve behaviour for all pupils through a therapeutic approach.</li> <li>To provide training for staff to improve provision for pupils with attention and concentration difficulties.</li> </ul>	<ul style="list-style-type: none"> <li>All children will exhibit pro-social behaviour and there will be fewer incidents of anti-social behaviour.</li> <li>Children eligible for pupil premium will be more focussed on their learning.</li> </ul>
<ul style="list-style-type: none"> <li>To provide professional Speech and Language Therapy (SALT) bespoke to individuals and upskill staff to improve delivery of SALT interventions.</li> <li>To successfully deliver the NELI intervention to identified pupils to improve their language.</li> </ul>	<ul style="list-style-type: none"> <li>Children who are receiving SALT therapy will make good progress against their targets.</li> <li>Staff will feel confident to deliver the programmes in school.</li> <li>Pupils will make progress with their language skills.</li> </ul>
<ul style="list-style-type: none"> <li>To provide appropriate intervention and support for pupils eligible for pupil premium to make accelerated progress.</li> </ul>	<ul style="list-style-type: none"> <li>Children eligible for pupil premium make accelerated progress in areas of need.</li> </ul>
<ul style="list-style-type: none"> <li>To provide targeted 1:1 tuition for PPG pupils in Years 4 and 6.</li> </ul>	<ul style="list-style-type: none"> <li>Children will make at least expected progress in areas of need/tuition.</li> </ul>
<ul style="list-style-type: none"> <li>To provide a dedicated adult for each PPG child for them to</li> </ul>	<ul style="list-style-type: none"> <li>Every PPG child makes at least expected progress and their emotional needs are met.</li> </ul>

<p>advocate for the child's learning and emotional needs.</p>	
<ul style="list-style-type: none"> <li>• To employ a Family Support Worker and enlist support from the EWO service to strengthen relationships with hard-to-reach parents and improve attendance.</li> </ul>	<ul style="list-style-type: none"> <li>• Hard to reach parents regularly come into school. Attendance data for children eligible for pupil premium increases.</li> </ul>
<ul style="list-style-type: none"> <li>• Pupils eligible for Pupil Premium to have access to extended provision and extra-curricular activities</li> </ul>	<ul style="list-style-type: none"> <li>• Children eligible for pupil premium feel included and finances are not a barrier to learning opportunities provided.</li> </ul>

## 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: £2,033.86

Activity	Evidence that supports this approach	Challenge number(s) addressed
To actively engage in a Therapeutic Thinking approach to behaviour with Wokingham LA. Headteacher / Deputy to attend three-day training and disseminate training to all staff in September 2021.	The school is committed to improving the approach to behaviour/discipline to support and educate all pupils to behave in a pro-social way.	1
To engage with EP service or similar to provide training to staff to help to support and engage pupils with attention and concentration difficulties.	42% of PP pupils have attention and concentration difficulties (Sept 2020).	2

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

Budgeted cost: £11,742.51

Activity	Evidence that supports this approach	Challenge number(s) addressed
Private SALT therapist employed to work with children with significant SALT needs.  Teaching Assistants will join the therapy sessions so that they can learn and deliver the therapy	Children with complex SALT needs will struggle to access the curriculum.	3

<p>programme during the school week.</p>		
<p>School will:</p> <ul style="list-style-type: none"> <li>• Attend NELI training</li> <li>• Screen children in Reception</li> <li>• Prepare resources for course</li> <li>• Inform parents that their children will be taking part in the intervention</li> <li>• Deliver the intervention and track progress</li> <li>• Continue to deliver the programme into Y1 until it's completed.</li> <li>• Train another member of staff</li> </ul>	<p>NELI training has been recommended by the government as an effective intervention to support children's language skills.</p>	<p>3</p>
<p>Allocate a teaching assistant to each PPG child who knows the child already and will be working in their year group.</p> <p>Allocate time each week for the PP Champion to meet with their allocated child, get to know them and begin to provide support to meet their needs.</p> <p>PP Champion is responsible for ensuring all parents of PP children attend a parents evening and all needs are met (academic, emotional, social, medical etc)</p>	<p>The Pupil Premium Champion creates strengthened relationships with parents/family, greater knowledge of the child in order to stimulate greater interest in learning, increased academic progress through a targeted approach to learning</p> <p>increased well being through building a relationship with a trusted adult, is able to signpost additional opportunities for the child through a deeper knowledge of the child's interests and strengths</p> <p>Hard to reach parents often do not always attend parents evenings.</p> <p>Parents know their children better than professionals and their involvement in their children's</p>	<p>All</p>

	<p>school journey is invaluable if they can be engaged to do this.</p> <p>Due to Covid we are not seeing parents as regularly as we had done previously.</p>	
<p>Headteacher to deliver meta cognition training to all TA's/Pupil premium champions to ensure that staff are supporting pupils by teaching them specific strategies for planning, monitoring and evaluating their learning.</p>	<p><a href="#"><u>Meta cognition research</u></a></p>	<p>All</p>

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

Budgeted cost: £7811.03

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Meet with parents when requested.</p> <p>Call all PP families to let them know support is available if wished.</p> <p>FSW to meet with families when attendance continues to decrease (as part of Attendance procedure)</p> <p>Attendance Officer to monitor attendance. Pupils who slip below 90% are reported monthly to the headteacher and are followed up using a clear procedure</p> <p>Sign up to EWO package and utilise support to target families of</p>	<p>FSW has demonstrated that her work has significant impact on decreasing persistent absenteeism.</p> <p>Increased need from families.</p> <p>Increased number of children from gypsy /roma/traveller heritage</p>	<p>All</p>



<p>gypsy/roma/traveller heritage with low attendance.</p>		
<p>Ensure that allocation is spent fairly considering individual circumstances and needs.</p> <p>Inform parents of opportunities where Pupil Premium funding could be used to support their child's interests and enjoyment as well as providing extended provision (child care)</p> <p>*Including Cool Milk / Uniform</p>	<p>All pupils eligible for pupil premium funding should have the same opportunities as all other pupils in the school and that cost should not be a barrier to their access to extended provision and curriculum enrichment</p>	<p>All</p>

**Total budgeted cost: £21,587.74**

## 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.

In Dec 2020, 90% of Y2 pupils had passed phonics screening. (1 child eligible for PP funding increased score from 2 (pre Lockdown 1) to 28 (May 2021))

In June 2021, FS children were assessed against the early learning goals. 77% of children met the early learning goals in reading, writing and maths. 50% of children eligible for PP funding met the early learning goals for reading, writing and maths.

In June 2021, 80% of Y1 pupils had passed a past phonics screening. 80% of children eligible for PP funding also passed.

In June 2021, the school administered internal SATS using past papers:

In KS1 87% of children met the expected standard in reading, 53% in writing and 83% in maths.

In KS2 97% of children met the expected standard in reading, 80% in writing and 90% in maths. In Year 6 100% of pupils eligible for PP funding met the expected standard in reading and maths, 50% in writing.

Children eligible for PP funding made accelerated progress across the year: (6 steps is average per year. As part of recovery, the school was aiming for 9 steps)

STEPS PROGRESS OVERVIEW			
	READING	WRITING	MATHS
Y6 (2)	10.0	9.0	10.0
Y5 (2)	9.0	8.0	9.0
Y4 (1)	10.0	10.0	8.0
Y3 (4)	8.5	6.3	9.5
Y2 (1)	8.0	6.0	7.0
Y1 (5)	8.2	8.2	8.2

Training supported staff to meet the emotional needs of two PLAC children within the school.

Hard to reach parents engaged positively with the Family Support Worker.

Attendance for children eligible for PP funding improved from 94.1% (19-20) to 96% (20-21)

Children eligible for pupil premium were not disadvantaged financially and had access to homework club and uniform etc when needed. Pupils in Year 6 were able to attend the Year 6 residential. Children eligible for pupil premium were prioritised for support during national lockdown.

## 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
N/A	

## 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## 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.*