



Pupil premium strategy statement –

Grazeley Parochial Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	12.2%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	06/12/2023
Date on which it will be reviewed	06/12/2024
Statement authorised by	Jane Critchlow
Pupil premium lead	Sam Wickens
Governor / Trustee lead	Clare Payne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,570
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£1,595
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£37,165





Part A: Pupil premium strategy plan



Statement of intent

At Grazeley, we strive for all our disadvantaged pupils to make the progress needed to be the best they can be, **meet age related expectations** and prepare them for education beyond primary school. We want to prioritise the importance of **high-quality teaching** through the embedding of the Grazeley Eight pedagogies and we recognise the impact this has on disadvantaged pupils. Whole school initiatives such as **phonics** and **curriculum development** support our school development objectives.

We place huge importance on **pastoral and mental health support** as we understand that children who are not feeling safe and happy will not achieve their full potential. The **attendance** of these pupils is also vital and we use funding to support whole families within our school community.

We understand the potential barriers faced by pupils and we continually adapted our practice to ensure we address these; including adapting our curriculum offer. We ensure that:

- We use evidence-based approaches and measure progress using a range of methods.
- All staff are aware of the approaches we use and take responsibility for outcomes.
- All staff have high expectations for disadvantaged pupils

Challenges

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

Challenge number	Detail of challenge
1	<p>Accelerate progress to secure age related expectations.</p> <p>Accelerate progress to support learning for pupils who have had disrupted schooling due to the pandemic and historic staffing difficulties ensuring all disadvantaged children meet age related expectations.</p> <p>Overall progress and attainment in reading, writing and maths in both KS1 and KS2 indicates that there is a significant gap between outcomes for disadvantaged and non-disadvantaged pupils. Writing outcomes were particularly poor in KS1.</p>
2	<p>Social, Emotional and Mental Health.</p> <p>Support mental health and well-being to help behaviours for learning as children move through their schooling. Teacher referrals for emotional literacy and nurture support have increased this academic year</p>
3	<p>Attendance.</p> <p>Maintain improvements with attendance and support small groups of persistent absentees. Attendance for children eligible for PP is 90.4% (increase in 0.02% from last year) compared to 96.5% for those pupils who are not eligible for PP.</p>
4	<p>Curriculum.</p> <p>Improve curriculum sequencing to ensure that children know and remember prior learning. Teachers will consistently identify gaps in knowledge and plan targeted support so that all children are ready for the next stage of their education. Teaching will be of high quality and inclusive. This includes consideration of what is taught in Reception and how this prepares children to be ready for Year 1.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan** (see [School overview table above](#)), and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Learning needs identified for pupils in KS2 to be addressed	<ul style="list-style-type: none"> • APDR cycle used to identify and support children through high quality teaching.



and attainment gaps are closed.	<ul style="list-style-type: none"> • Children eligible for PPG in KS2 make accelerated progress, at least in-line with their peers. • Children eligible for PPG in Years 4, 5 and 6 are at expected levels or higher in Reading, Writing and Maths.
Reading and phonics prioritised in KS1 and children eligible for PPG achieve strong outcomes in Reading to prepare them for KS2.	<ul style="list-style-type: none"> • Phonics attainment of children eligible for PPG to be at least in-line with national figures. • Maintain improvements in % in phonics for next 3 years to support improvements in reading across the school.
Improved behaviours for learning and well-being across the school.	<ul style="list-style-type: none"> • Data gathered from pupil survey shows positive trends. • Social and emotional learning to be targeted and personalised according to the data gathered. • Improvements in attendance and outcomes as a result over the next 3 years.
Children eligible for PPG attend school regularly, including extracurricular activities	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • Children eligible for PPG make accelerated progress and attendance figures are above 95%. • % of persistent absentees is reduced over the next 3 years. • % of children eligible for PPG attending extracurricular activities increases. • Parents access pastoral support in school and attend school-run workshops and events.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Leadership of high quality phonics provision.</p> <ul style="list-style-type: none"> • Annual subscription to Read, Write Inc. • In-person training for all staff (including KS2). • Phonics leader's dedicated daily time to mentor and coach all staff delivering phonics. • Phonics provision into KS2 for pupils who require it 	<p>EEF Findings:</p> <ol style="list-style-type: none"> 1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. 2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. 3. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). 4. Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including 	1, 4



	comprehension, the development of vocabulary and spelling, which should also be taught explicitly	
<p>Curriculum development.</p> <ul style="list-style-type: none"> • Cornerstones curriculum package adapted to suit local need • On-going staff CPD on high quality teaching- Grazeley eight pedagogies • Ensure 2 staff members attend CLPE Power of Reading 4-day course in person. • Increase in Senior Leadership capacity to monitor and support teachers. • Purchase handwriting scheme • Early Excellence Training for EYFS staff. 	<p>Ofsted note that the “curriculum lies at the heart of education.” https://www.gov.uk/government/collections/curriculumresearch-reviews</p> <p>The EEF note 5 daily strategies to implement high quality teaching https://educationendowmentfoundation.org.uk/news/eefblog-five-a-day-to-improve-send-outcomes</p> <p>Centre for Research in Early Childhood: https://earlyexcellence.com/wpcontent/uploads/2018/01/EX_CREC_TheHundredReview.pdf</p> <p>Link to CLPE’s Power of Reading Impact Report: https://clpe.org.uk/research/power-reading-impact-report-2023</p>	

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support staff deployment: class based for core subjects, afternoon for delivering evidence-based interventions.	Riika Hofmann & Sonia Ille ‘A Theory-Led Evaluation of a Scalable Intervention to Promote Evidence-based, Research Informed Practice in Schools to Address Attainment Gaps.’ Education Sciences, 2022, Vol 12, Issue 5.	1, 2
Daily 1:1 phonics tutoring	EEF state the importance of grasping phonics early. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics	

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

Budgeted cost: £10,735

Activity	Evidence that supports this approach	Challenge number(s) addressed



<p>Family Support Advisor – increased capacity to 4 full days per week. Training for additional staff.</p>	<p>Family support has been used to strengthen involvement of parents in their child's academic life as a means of preventing academic failure and other problem behaviours.</p> <p>https://journals.sagepub.com/doi/abs/10.1606/1044-3894.113</p>	<p>2, 3</p>
<p>Sensory Circuits</p>	<p>Sensory Integration is the process by which the brain receives, organises and processes all the information received from the senses. Children with sensory processing difficulties (1 in 6) often struggle to engage effectively with the physical, social, emotional and curricular challenges of the school day. Sensory circuits aims to enable children to have the best start to their day.</p> <p>https://www.childrenschoicetherapy.co.uk/sensory-circuits/</p>	<p>3</p>
<p>Contingency to cover extracurricular activities and school trips. £3,235</p>	<p>Extra-curricular activities help students to learn about themselves and develop and use their skills and knowledge in different contexts.</p> <p>https://absolutely-education.co.uk/benefits-ofextracurricular-activities/#:~:text=According%20to%20numerous%20studies%2C%20stdents,will%20benefit%20them%20for%20life.</p> <p>We will allocate funds to cover the full cost of all school trips and an additional £100 per child to enable them to access after school clubs and other activities that incur a cost.</p>	<p>2, 3</p>

Total budgeted cost: £37,165



Outcomes for disadvantaged pupils

Outcomes for disadvantaged children show that at least 50% are working at age related expectations. Although pupil progress meetings highlight that in most cases where children are working below age related expectations, these children are also disadvantaged. The gap between disadvantaged and not is noticeable.

Overall, end of KS2 outcomes showed that of the 4 children eligible for PPG, 100% met age related expectations (ARE) in writing, 50% met age related expectations in reading and maths. 50% were at ARE in combined reading, writing and maths. No disadvantaged children at Grazeley achieved greater depth. The national outcomes for disadvantaged pupils in KS2 were: reading 60%, writing 58%, maths 59% and combined 44%.

The end of KS1 outcomes showed that of the 4 children eligible for PPG, 25% met ARE in writing, 50% met ARE in reading and 50% met ARE in maths. No disadvantaged children achieved greater depth. The national KS1 outcomes for disadvantaged children were: reading 54%, writing 44%, maths 56%. This shows that the writing outcomes are of concern and are well below the national figures.

In Year One phonics screening, outcomes for disadvantaged pupils (2 children) showed a 50% pass rate. The national attainment of expected standard in phonics screening nationally were: 67% for disadvantaged and 83% for not disadvantaged. Grazeley is just below the national figure.

In Reception, the number of children eligible for PPG who achieved their 'Good Level of Development' (GLD) was 75%. The national EYFS outcomes for disadvantaged children were 67.2%. Grazeley is above the national figure.

Conclusions are that the previous PP strategy is starting to show positive impact and will focus closely on KS1 writing outcomes.