

Pupil Premium Strategy statement

Griffe Field Primary School



This statement details our school's use of pupil 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	458
Proportion (%) of pupil premium eligible pupils	7.42%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	16 th December 2025
Date on which it will be reviewed	16 th December 2026
Statement authorised by	Chair of Governors
Pupil premium lead	Emma Mitchell (Headteacher)
Governor / Trustee lead	Julie Anderson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65 982
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£65 982

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

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

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Trust expectations, aims and professional development focus on quality first teaching for all pupils and a direct / ambitious focus on PP children. All aspects for their personal development, academic progress and wider experiences are a significant priority. The DDAT Framework for Learning and Common Language for Learning is one example of a Trust wide synchronized pedagogical approach.

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 excel. The whole child is considered when identifying vulnerable and disadvantaged pupils. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- apply and monitor the impact of Trust wide synchronized pedagogical approaches
- work with parents and outside agencies to support the whole child.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception (ELG priority CLL) through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>Preparing for Literacy EEF</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>Phonics EEF</p>
3	<p>Internal and external assessments indicate that maths attainment among disadvantaged pupils was historically significantly below that of non-disadvantaged pupils. A focus on early mathematical skills ensures children can use manipulatives with confidence, can recognize and use numbers accurately and are confident mathematicians.</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF</p> <p>In lower Key Stage 2 timetable table knowledge and application is a focus. Mathematical fluency and problem solving are a focus in Key Stage 1 and 2.</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF</p>
4	<p>Internal and external assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Writing stamina and creativity are improvement areas.</p> <p>Improving Literacy in Key Stage 2 EEF</p>
5	<p>Our attendance data for last academic year indicates that attendance among disadvantaged pupils is 91.46% - 4.86%% lower than for non-disadvantaged pupils. The Trust Attendance Strategy is used to prioritise improving attendance. Arbor is used daily to identify and address barriers for children/families. Working with outside agencies and individual rewards are also used positively.</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
Teacher knowledge, understanding and confidence in inclusive questioning techniques developed via quality CPD and monitoring. Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment
Improved phonics knowledge and application in EYFS and KS1. Phonics catch up across school impact and application tracked and monitored.	EYFS CLL target 75+% Y1 phonics target 88+% Year 2 phonic targets are individual for a small number of pupils.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes/targets for 2025/26 will show that 75% of disadvantaged pupils will meet the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes/targets for 2025/26 will show that 75% of disadvantaged pupils will meet the expected standard.
Improved Writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes/targets for 2025/26 will show that 75% of disadvantaged pupils will meet the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Improved attendance for 2025/26 demonstrated by achieving national average (plus) for all disadvantaged pupils.

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: £32 431

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

<p>Ensure fidelity and quality CPD/teaching of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Undertake training for the CLLD leader and all staff.</p> <p>In depth training for new staff.</p> <p>Refresher training for all staff and targeted training identified via monitoring.</p> <p>Phonics catch up throughout school to support progress from starting points.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>DDAT Teaching and Learning Framework</p> <p>Phonics EEF</p> <p>DDAT spelling video with a focus on etymology, morphology and orthography.</p>	<p>1 & 2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Maths Mastery Number (EYFS/KS1)-We will fund teacher release time to enable key elements of guidance in school and to attend Mastery Number (EYFS/KS1) CPD training.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <p>The aim is to develop fluency in number facts across key stages and develop a flexibility of number sense that employs mathematical structure and relationships. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	<p>3</p>
<p>Continue to develop the quality of personal, social, health and emotional (PSHE) learning.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance,</p>	<p>All</p>

PSHE approaches will be embedded into routine educational practices and supported by professional development and training for staff.	attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £18 382

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Daily precision teaching sessions targeted at disadvantaged pupils who require phonics and spelling support.	Precision teaching and high quality intervention indicates a positive impact on disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-intervention	2
Plan, implement and assess SMART interventions to meet the individual needs of PP children.	High quality interventions, small group and or 1:1. All identified on provision mapping and impact evaluated half termly.	all
Source 1:1 Maths tutoring	Working with the virtual school to support identified double disadvantaged pupils achieve greater than expected progress from starting points.	3

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

Budgeted cost: £17 745

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on cognitive overload, visual communication and regulation.	Both targeted interventions and universal approaches can have positive overall effects: Metacognition and Self-Regulated Learning EEF	2 and 5
Targeted staff training on mental health and well-being to develop approaches and our whole school offer.	Both targeted, whole school and class initiatives develop and strengthen mental health and well-being. https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges	5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. -EBSNA Pathway (emotionally base school non-attendance) -TSM (targeted support meetings) with EWO -To engage in the Compass-Changing Lives programme.	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Attendance at holiday clubs and afterschool clubs as well as subsidising residential trips.	Inclusion, team building and widening pupils experience supports pupil well-being and mental health and wellbeing.	1 and 5
Borromi play bags used in Reception parents and children. Children in Reception	The Education Endowment Foundation (EEF) guidance report, 'Preparing for Literacy' highlights the importance of these high quality interactions in relation	All

regularly lend play bags based around 4 themes: invent, imagine, investigate and share. Children use the bags alongside an adult at home to encourage and facilitate communication and interaction. Nursery to introduce fine motor skills bags.	to developing children's communication and language skills, and recommends that this is made a priority within the Early Years. The SHREC approach to quality interactions The ShREC approach – Four evidence informed strategies to... EEF	
Selection for a trip to China (March 2026)	Development of cultural capital and experiencing a different country, culture. A developed understanding of the wider world.	1 and 5

Total budgeted cost: £ 68 548

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data	School (All Pupils)	School (Disadvantaged)	School (Non-Disadvantaged)	National (All Pupils)	National (Disadvantaged)	National (Non-Disadvantaged)
EYFSP Good Level of Development	80%	0%	82.8%	67.7% (2024)	<i>Not Published</i>	<i>Not Published</i>
KS1 Phonics Screening Check	90%	70.0%	94.0%	80% (2025)	67% (2025)	84% (2025)
Year 4 MTC Average Attainment Score	23.52	23.75	23.5	20.6 (2024)	18.9 (2024)	21.3 (2024)
Year 4 MTC Scored 25 Marks	51.7%	50%	51.9%	34% (2024)	25% (2024)	37% (2024)
KS2 SATS Combined RWM Measure EXS	81.7%	71.4%	83%	62% (2025)	47% (2025)	69% (2025)
KS2 SATS Reading EXS	83.3%	71.4%	84.9%	75% (2025)	63% (2025)	81% (2025)
KS2 SATS Writing EXS	83.3%	71.4%	84.9%	72% (2025)	59% (2025)	78% (2025)
KS2 SATS Maths EXS	88.3%	71.4%	90.6%	74% (2025)	61% (2025)	80% (2025)

TEACHING

Activity	Impact/Evaluation	RAG
Phonics training for all staff, targeted support for new staff and or TAs.	Phonics training and expectations clearly communicated with all staff. New staff completed all Little Wandle training to ensure high quality teaching and learning.	
Training for the CLLD leader and release time to monitor high quality inclusive teaching and pupil progress.	Observations of teachers and Tas completed throughout the year to identify strengths and any development areas. 'Book match' checks also completed by the CLLD leader. Demonstration sessions also delivered.	
CPD to enhance our maths teaching and curriculum planning in line with DfE and EEF guidance	Concrete, pictorial abstract training for all staff and displays in all KS1 and 2 classroom to embed concepts. Half termly targets set for all KS1 and 2 pupils after question level analysis. This will be continued to embed.	
Training for staff to ensure high quality inclusive teaching.	Termly CPD for all staff to ensure all staff are teachers of SEND. Training focus for 2024-25 was ASD.	

TARGETED ACADEMIC SUPPORT

Activity	Impact/Evaluation	RAG
Additional phonics/reading sessions targeting disadvantaged pupils who require further phonics support.	Targeted additional sessions in Year 1 and 2 demonstrated excellent progress from starting points. All pupils not achieving the expected level in phonics	

	by the end of Y2 also receive targeted support.	
Plan, implement and assess SMART interventions to meet the individual needs of PP children.	Question level analysis identifies individual needs, provision mapping identifies the SMART interventions and impact.	
Additional maths sessions targeted at disadvantaged pupils who require further support.	Maths Club, for targeted Year 6 pupils, developed mathematical confidence as well as outcomes. This also supported positive transition to secondary school.	

WIDER STRATEGIES

Activity	Impact/Evaluation	RAG
Targeted staff training on mental health and well-being to develop approaches and our whole school offer.	Quality staff meeting CPD delivered by our ELSA trained TA and Trauma Informed Classroom trained TA. This will continue as mental health and well-being challenges are always changing.	
Positive parenting support for families.	Positive feedback from the parents involved was received. Questionnaires for the external agency. (Course to be run again 2025-26)	
Mental health and well-being support to empower parents.	Bridge the Gap workshop for parents was delivered and a drop in session was organised during a parents' evening. The well-being library in the main reception area is also well used.	
Borromi play bags introduced to Reception parents and children.	Language skills are clearly developing. Parents are positive about the programme and enjoy the range of activities and ideas.	
Monitoring attendance at afterschool clubs, holiday clubs and book fair.	All PP children received a book from both book fair. Free or reduced places at after school clubs and or holiday clubs. PP children are personally invited to support engagement. 90% of PP child attended at least one club. PP children are also offered free musical instrument tuition. (KS2 children 50% take up in the first year.)	

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
TTRock Stars	Ark Curriculum

Little Wandle Letters and Sounds	National Online Safety
Purple Mash	2Simple
My Maths	Oxford University Press
White Rose Maths	National Education Group
Ready to Progress Intervention (Maths Mastery)	