

Pupil Premium Strategy Statement



Griffe Field 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	460
Proportion (%) of pupil premium eligible pupils	9.13%
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)	2021/22 to 2024/25
Date this statement was published	November 2023 and January 2024 (Lead Governor changed)
Date on which it will be reviewed	July 2024
Statement authorised by	Chair of Governors
Pupil premium lead	Emma Mitchell (Headteacher)
Governor / Trustee lead	Kholoud Shaban

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54 645
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>	£4205
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£58 850

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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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. 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

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	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.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils was historically significantly below that of non-disadvantaged pupils.
4	Internal and external assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
5	Our current attendance data indicates that attendance among disadvantaged pupils is 95.53% - 2.52% lower than for non-disadvantaged pupils.

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
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 reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that 75% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that 75% of disadvantaged pupils met the expected standard.
Improved Writing attainment for disadvantaged pupils at the end of KS2.	KS2 Writing outcomes in 2024/25 show that 75% of disadvantaged pupils met the expected standard.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by achieving national average plus for all disadvantaged pupils 96%+
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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: £ 28,946.63

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase 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>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1 & 2
<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</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:</p> <p>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:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3

Teaching for Mastery training).		
We will employ a 'catch-up' teacher to diminish the difference with a particular focus on core areas of the curriculum.	Quality first teaching, team teaching and precision teaching will be used to diminish the difference. The EEF guidance is based on a range of the best available evidence: https://educationendowmentfoundation.org.uk/	1, 2 and 3
Continue to develop the quality of personal, social, health and emotional (PSHE) learning. PSHE approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	4

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

Budgeted cost: £15,907.52

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	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

with our local English hub		
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
Engaging with the National Tutoring Programme to provide a blend of tuition, for pupils whose education has been most impacted by the pandemic.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2 and 3
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

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

Budgeted cost: £14,270.37

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4

<p>Targeted staff training on mental health and well-being to develop approaches and our whole school offer.</p>	<p>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</p>	<p>4</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4</p>
<p>Contingency fund for acute issues.</p>	<p>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.</p>	<p>All</p>
<p>Attendance at holiday clubs and afterschool clubs as well as subsidising residential trips.</p>	<p>Inclusion, team building and widening pupils experience supports pupil well-being and mental health and wellbeing.</p>	

Total budgeted cost: £ 59 124.52

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2021 Writing- disadvantaged KS2 scales score progress +1.1
2022 Writing- disadvantaged KS2 scales score progress +5.3
2023 Writing- disadvantaged KS2 scales score progress +1.6

2021 Reading- disadvantaged KS2 scales score progress +1.7
2022 Reading- disadvantaged KS2 scales score progress +2.4
2023 Reading- disadvantaged KS2 scales score progress -0.1

2021 Maths- disadvantaged KS2 scales score progress +0.9
2022 Maths- disadvantaged KS2 scales score progress +5.8
2023 Maths- disadvantaged KS2 scales score progress -0.4

2021 SPaG- disadvantaged KS2 scales score progress +0.6
2022 SPaG- disadvantaged KS2 scales score progress +5.9
2023 SPaG- disadvantaged KS2 scales score progress +1.9

October 2022 persistent absent percentage-4.19%
October 2023 persistent absent percentage -2.52%

Externally provided programmes

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

Programme	Provider
TTRock Stars	Maths Circle
Little Wandle Letters and Sounds	
Purple Mash	2Simple
Espresso	Discovery Education
My Maths	Oxford University Press
White Rose Maths	
National Online Safety	National Education Group
Ready to Progress Intervention (Maths Mastery)	Ark Curriculum

