

# 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   | 421                            |
| Proportion (%) of pupil premium eligible pupils  | 8.5%                           |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> ) | 2024-2027                      |
| Date this statement was published  | December 1 <sup>st</sup> 2024  |
| Date on which it will be reviewed  | December 1 <sup>st</sup> 2025  |
| Statement authorised by  | Chair of Governors             |
| Pupil premium lead   | Emma Mitchell<br>(Headteacher) |
| Governor / Trustee lead  | Kholoud Shaban                 |

## Funding overview

| Detail  | Amount         |
|---|----------------|
| Pupil premium funding allocation this academic year                                       | £68 548        |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable) | £0             |
| <b>Total budget for this academic year</b>  | <b>£68 548</b> |

# 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 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 |

|   |  |
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|   | 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 attendance data for last academic year indicates that attendance among disadvantaged pupils is 91.46% - 4.86%% 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/targets for 2024/25 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 2024/25 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 2024/25 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 2024/25 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 <a href="#">DfE validated Systemic Synthetic Phonics programme</a> 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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></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 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:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> <p>The aim to to develop fluency in number facts across key stages and develop a flexibility of number sense that employs mathematical structure and relationships.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> | 3                             |
| <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, attitudes, behaviour and relationships with peers):</p>   | All                           |

|   |   |  |
|---|---|--|
| PSHE approaches will be embedded into routine educational practices and supported by professional development and training for staff. | <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a> |  |
|---|---|--|

## 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:<br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>              | 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.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-intervention">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-intervention</a> | 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                           |

## 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 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:<br><a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>  | 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.<br><a href="https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges">https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</a> | 5                             |
| Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.<br>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.<br><br>-EBSNA Pathway (emotionally base school non-attendance)<br><br>-TSM (targeted support meetings) with EWO   | 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  | Inclusion, team building and widening pupils experience supports pupil well-being and mental health and wellbeing.  | 1 and 5                       |

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|---|--|---------|
| well as subsidising residential trips.  |  |         |
| Borromi play bags introduced to Reception parents and children. Children in Reception 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. | The Education Endowment Foundation (EEF) guidance report, 'Preparing for Literacy' highlights the importance of these high quality interactions in relation 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<br><br><a href="#">The ShREC approach – Four evidence informed strategies to...   EEF</a> | All     |
| Selection for a trip to China (March 2025)  | 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

2022 Writing- disadvantaged KS2 scales score progress +5.3  
2023 Writing- disadvantaged KS2 scales score progress +1.6  
2024 Writing- disadvantaged KS2 scales score 99

2022 Reading- disadvantaged KS2 scales score progress +2.4  
2023 Reading- disadvantaged KS2 scales score progress -0.1  
2024 Reading- disadvantaged KS2 scales score 105.6

2022 Maths- disadvantaged KS2 scales score progress +5.8  
2023 Maths- disadvantaged KS2 scales score progress -0.4  
2024 Maths- disadvantaged KS2 scales score 101.2

2022 SPaG- disadvantaged KS2 scales score progress +5.9  
2023 SPaG- disadvantaged KS2 scales score progress +1.9  
2024 SPaG- disadvantaged KS2 scales score 104.8

### 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                  |
| Espresso                                       | Discovery Education      |
| My Maths                                       | Oxford University Press  |
| White Rose Maths                               | National Education Group |
| Ready to Progress Intervention (Maths Mastery) |                          |