

# Pupil premium strategy statement – Grainthorpe Junior 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   | 40             |
| Proportion (%) of pupil premium eligible pupils  | 43%            |
| 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> ) | 2023/2024      |
| Date this statement was published  | February 2024  |
| Date on which it will be reviewed  | October 2024   |
| Statement authorised by  | Amanda Turner  |
| Pupil premium lead   | Amanda Turner  |
| Governor / Trustee lead  | Michael Gamble |

## Funding overview

| Detail   | Amount  |
|--|---------|
| Pupil premium funding allocation this academic year  | £20,370 |
| Recovery premium funding allocation this academic year<br><i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>              | £2,023  |
| Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  | £0      |
| <b>Total budget for this academic year</b><br><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> | £22,393 |

# Part A: Pupil premium strategy plan

## Statement of intent

We want all pupils, irrespective of their background or the challenges they face, to make good progress and achieve high attainment across all the curriculum. The focus of this 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 and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality 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 school-led tutoring 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                | <b>Gaps in Learning</b><br>Although the number of pupils is not significant in each year group, our internal assessments in the core subjects among disadvantaged pupils is below that of non-disadvantaged pupils. |

|   |  |
|---|--|
| 2 | <b>Emotional, social and behavioural issues for some disadvantaged pupils</b><br>continues to be important to invest in, in order to raise their attainment. These findings are supported by national studies. |
| 3 | <b>Vocabulary gap for some disadvantaged pupils</b><br>Some disadvantaged pupils have underdeveloped oral language skills – based on assessments, observations and discussions with pupils.                    |
| 4 | <b>Attendance/Punctuality of some disadvantaged pupils is lower than non-disadvantaged peers.</b><br>Data indicates that attendance has improved but remains 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  |
|--|---|
| All disadvantaged pupils will make good progress.  | Disadvantaged pupils will achieve at/above the national average progress scores in KS2 Reading, Writing and Maths.                      |
| The social and emotional development of disadvantaged pupils will be maximised.                            | The social and emotional development of disadvantaged pupils will have improved. Pupil survey and staff surveys will also reflect this. |
| The attendance of disadvantaged pupils will continue to improve.   | Aim for attendance of disadvantaged pupils to be above 96% (95.4% in July 2023 compared with 95.69%)                                    |
| To achieve and sustain improved progress for disadvantaged pupils who also have special educational needs. | Pupils meet their personal end of year targets, reflecting personal progress.<br>Pupils receive targeted intervention.                  |

## 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: £12,191

| Activity | Evidence that supports this approach | Challenge number( |
|----------|--------------------------------------|-------------------|
|----------|--------------------------------------|-------------------|

|  |   | s)<br>address<br>ed |
|--|---|---------------------|
| Quality first teaching and support to accelerate progress to support recovery .<br>Teaching assistants ensure smaller group ratios | TDT research (Sutton Trust research 2014)<br><a href="https://tdtrust.org/research-2/">https://tdtrust.org/research-2/</a><br><br>Excellent teaching is the most important lever schools have to improve outcomes for their pupils (EEF)<br><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf</a> | 1, 3, 4             |
|  |   |                     |

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

Budgeted cost: £2,023

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Small group tuition:<br>National Tutoring Programme (NTP) – 2 x 6 weekly blocks | Small group tuition has an average impact of four months' additional progress over the course of a year (EEF).<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> | 1, 2, 3                       |

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

Budgeted cost: £8,179

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Curriculum focus on Wellbeing<br>Wednesday – learning mentor time allocated to the social and emotional learning of pupils | Evidence from EEF’s Teaching and Learning Toolkit suggests effective social and emotional learning can lead to learning gains of +4 months over a school year.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a> | 1                             |

**Total budgeted cost: £22,393**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022-2023 academic year.

33% of pupils eligible for Pupil Premium met the expected standard for reading, writing and maths at the end of KS2. There were 3 PP pupils in this cohort, one with SEND.

Overall, whole school attendance (95.69% compared to 93.8%) was higher than the national average. Attendance for the disadvantaged pupils was also above national average (95.4% compared to 91.3%). However, absence amongst some disadvantaged pupils was higher than their peers which is why attendance remains a focus of our current plan.

Pupil premium funding has been used to provide targeted wellbeing support for all pupils, and interventions where required. We continue to build on that approach with the activities detailed in this plan.

### 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          |
|-------------------------|-------------------|
| White Rose Maths        | WRM – Trinity MAT |
| Read Write Inc Spelling | Ruth Miskin       |
| Literacy Shed Plus      | Education Shed    |