

# Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Grangetown Primary School
Number of pupils in school	274 (LB to Y6. 21 in LB & 24 in YN) 230 (YR-Y6)
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	L McAnaney
Pupil premium lead	L Russell
Governor / Trustee lead	S Britton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£166,745
Recovery premium funding allocation this academic year	£17,835
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£184,580</b>

## **Part A: Pupil premium strategy plan**

### **Statement of intent:**

The Pupil Premium Grant is an allocation of additional funding provided to schools to support children who are vulnerable to possible underachievement. These include disadvantaged children, those who are Cared For (CLA) or who have previously been Cared For (Post CLA) by the Local Authority and those with parents in the Armed Forces. The aim is to raise attainment of disadvantaged children of all abilities, including those who are already high attainers.

At Grangetown Primary School we have high expectations of, and aspirations for, all children. Our aim is to ensure that every child entitled to Pupil Premium (including FSM, CLA and Services children) receives the support he/she needs to:

- develop as confident, resilient, independent learners
- develop academic and social skills
- unlock & nurture talents (academic, creative, sporting etc)
- access the curriculum fully
- make good academic progress
- achieve high standards in all areas.

Our Pupil Premium Strategy identifies outcomes for children following assessment and observation and plans for support via three main principles:

- High Quality Teaching to ensure disadvantaged children are challenged
- Targeted Academic Support to intervene at the earliest points
- Wider School Strategies with a focus on removing barriers such as social and emotional needs and attendance

The Pupil Premium Statement incorporates plans for our Recovery Pupil Premium which will support children whose education has been worst affected as a result of school closures. This includes children who are non-disadvantaged.

This policy outlines the amount of funding available, the school's strategy for spending the PPG effectively, and the procedures for ensuring the funding is allocated correctly.

### **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Observation and Assessment in Foundation Stage highlights the lower levels of Language skills in terms of use of vocabulary, understanding and processing of language.
2	Teacher assessment indicates that as a result of partial school closures, there are gaps in children's phonic knowledge which is impacting upon reading and writing skills in KS1.

3	Teacher assessment indicates that as a result of partial school closures, there are gaps in Maths Domains which is impacting upon overall achievement and attainment in KS2.
4	Teacher assessment and observation indicates that there has been a decline in the application of learned Maths Skills and Rapid Recall. This is impacting on children's stamina and self-confidence in applying their understanding into problem solving and reasoning. There is a risk that gaps widen in terms of attainment
5	Observation and discussion with children and parents highlights the impact partial school closures have had on social and emotional wellbeing with a number of children displaying signs of high anxiety and incidents of challenging behaviours on return to school.
6	Overall attendance is lower than in previous years. Discussion with parents and carers highlights the increased anxiety with regards to illness and school attendance.

### **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.

<b>Intended outcome</b>	<b>Success criteria</b>
To improve language skills of children in FS and KS1.	Assessment and observation indicates improved oral language skills of children when engaged in adult led activities as well as in play situations. Improved comprehension displayed in reading activities.
To improve phonics knowledge and application of phonics skills.	Improved outcomes for children in KS1 as evidenced in greater number of children meeting the standard in the Phonics Screening Check.
To improve maths attainment for pupils at the end of KS2.	Improved outcomes at end of KS2 with a greater number of children achieving the expected standard.
To improve the application of maths skills and strategies in order to raise attainment in maths.	Teacher assessment and observation indicates greater confidence of children in maths, leading to improved outcomes and a greater number of children achieving expected attainment.
To sustain improved wellbeing and emotional resilience of children across school.	Reduction in the number of incidents of challenging and disruptive behaviours in class and during less structured periods such as lunchtimes. Positive responses from children, parents and carers with regards to behaviour in school. Greater number of children and families accessing additional support for social, emotional and mental health needs.
To sustain improved attendance for all children.	Improved attendance overall. Significant reduction in the number of children who are persistently absent. Overall absence rates of disadvantaged children being in line with non-disadvantaged.

## **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: £97,500

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Funding to employ additional teaching staff in key year groups (Y2/Y5)		1-6
Release time for EYFS staff to attend CPD re: Development of Language, Supporting Communication and Language Development with additional resources bought to support activities. (£2,000)	Oral Language Interventions are proven to have high impact and support children's comprehension, use of vocabulary and expression.	1
Release time for English Subject Leads to attend termly CPD led by TfC to embed key elements of guidance in school (£2,000)	Guidance has been produced by DfE and shared by TfC School Improvement Team.	1 2
Purchase of a DfE validated Systematic Synthetic Phonics Programme (£3,500)	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading	2
Release time for all staff to attend Phonics training in order to ensure consistency of approach across all Key Stages. (£2,000)	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading	2
Release time for Maths Subject Leads to attend termly CPD led by TfC to embed key elements of guidance in school. (£2,000)	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics.	3 4
Recruitment of additional part time teacher to support Education Recovery (£2,000)	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 & in small groups.	1-4
Recruitment of additional TA to support Education Recovery (£14,000)	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 & in small groups.	1-4

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

Budgeted cost: £22,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for teacher release time to carry out 1:1 assessments in FS in order to identify children to access Nuffield Early Intervention programme, led by TA. (£500)	Nuffield Early Intervention Programme is proven to be successful in improving language skills. Assessments carried out by teacher highlight areas for development.	1
Funding to support individual speech and language programmes for identified children as advised by SaLT. (£500)	Programmes advised by Speech and Language therapists are proven to be successful in improving language skills of children.	1
Additional phonics sessions for children who require further support. (£1,000)	Targeted phonics interventions have been shown to be effective.	2
Additional maths sessions for children who require further support. (£1,000)	Mastery Learning has been shown to have high impact on progress. Small group work is effective in targeting specific needs	3 4
1:1 immediate TA intervention for children who require further support. (£2,000)	Targeted support is proven to have impact on progress and attainment.	3 4
CPD for TAs leading interventions: including phonics, language development, and maths skills. (£1,500)	Small group work is effective in targeting specific needs	1 2 3 4
Targeted academic support from part time teacher (£2,000)	Small group work is effective in targeting specific needs	2-4
Targeted academic support from full time TA (£14,000)	Small group work is effective in targeting specific needs	2-4

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

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for additional resources to supplement whole school "Jigsaw" PSHE Programme (£1,500)	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)	5
Funding for resources to support whole school projects in order to foster a sense of community and wellbeing on return to school. (£1,000)	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)	5
Funding for counsellors from I.M.P.A.C.T North East, with the additional following support packages: Weekly 1:1 counselling and nurture sessions throughout the year, plus additional 1:1 counselling sessions for Behaviour Support Programme for identified children on a 1:1 / 1:4 basis. (£12,000)	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):	5
Launch of daily lunchtime nurture sessions to support children during less structured periods (£2,500)	There is evidence to illustrate that targeted participation in arts and social activities have a positive impact on behaviour and engagement.	5
Funding to enable DHT to work non-class based leading on Pupil Premium, SEND, CP etc (£25,000)	DHT to lead on whole school initiatives to ensure consistency of approach and oversight of specific areas for development.	5 6
Release time for Admin Team and DHT to work together to monitor attendance, meet with parents and make home visits (£2,500)	Reference made to the DfE Guidance regarding Improving School Attendance	6
Funding to support staffing for Breakfast Club, supporting vulnerable families. (£5,000)	Reference made to the DfE Guidance regarding Improving School Attendance Evidence that providing support can improve attendance and engagement.	5 6
Funding to provide resources including clothing and food packages for vulnerable families (£2,000)	Evidence that providing support can improve wellbeing, attendance and engagement.	5 6
Funding to provide high quality IT resources to enhance the learning across each year group (£3500)	Encourages engagement in lessons across the curriculum.	1-4

**Total budgeted cost: £175,000**

## **Part B: Review of outcomes in the previous academic year**

### **Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to partial school closures there were no statutory assessments in 2020. Teachers assessed children's progress and attainment using the Sunderland Solutions document provided by TfC School Improvement Teams. Assessment plans were created based upon key elements and objectives of the curriculum which were taught before and after school closures. Assessments illustrate areas of strength and development across the school:

#### **Within Language and Communication**

- Nuffield Early Intervention Language programme had a positive impact on children's language skills in FS.
- A number of children continued to access Speech and Language programmes led by school staff as advised by SaLT, despite the cessation of face to face SaLT support. This had a positive impact on children's language and communication skills.
- Teacher observation noted that the language skills, vocabulary and comprehension of EAL children improved.

#### **Within reading**

- It is evident across KS1 that children have a love for reading. The children are very enthusiastic about the texts they are reading and can discuss these at lengths. They are particularly confident at making predictions based on what they have read and can also relate this to their own likes dislikes and experiences. Teacher observation has noted however that children from disadvantaged backgrounds are less likely to read for pleasure and have fewer opportunities to read at home. The Better Reading Intervention programme has consistently supported children in making greater rates of progress and led to significant improvements in reading for groups of children in summer term.
- TA led interventions such as Precision Teaching and additional 1:1 reading supported the progress made of the most disadvantaged children.
- Children are broadly able to read age appropriate texts in each year group, and do so with appropriate pitch, volume and expression. The children in Key Stage 2 also excel in the age appropriate objectives linked to skimming and scanning, making inferences based on a text, and making predictions based on evidence from a text. Assessments also showed that the Year 3 children are confident in using the punctuation within a text, which gives them a good foundation for reading for meaning and understanding more challenging sentence structures as they move throughout the key stage.
- Teacher observation and feedback noted that children from disadvantaged backgrounds have less complex vocabulary in oral discussion of texts and lack experiences which help with comprehension. As a result of partial school closures, there were fewer opportunities to plan visits in the community or to invite visitors into school, which is usually a focus for our school community.

### **Within writing**

- Throughout Key Stage 1 children are confident at retelling familiar stories, both verbally and in writing. They are able to form short narratives with simple sentences and use their phonic knowledge as the main strategy for spelling unfamiliar words.
- Teacher observation noted that there are gaps in phonics knowledge which impacted on writing as well as reading, most notably for disadvantaged children. Their application of phonics skills declined. Small group intervention, led by a part time class teacher had a positive impact and improvements were evident in phonics sessions and in teacher led tasks.
- Throughout Key Stage 2, children make progress in terms of the vocabulary they select and utilise this vocabulary to create a specific effect on the reader by the time they leave Year 6. Children are also confident in using a range of grammatical elements such as fronted adverbials, conjunctions, preposition phrases and expanded noun phrases. Most children within the school were assessed as having legible joined handwriting, which is vital to ensure that handwriting isn't a barrier to written work.
- Teacher observation and assessment noted that there was a decline in children's application of spelling strategies, particularly for those children from disadvantaged backgrounds.

### **Within maths**

- Throughout KS1 children are confident with place value and can represent numbers in different ways. They can also count to and back from 100 by the end of Year 2. Most children can measure weight, capacity and length in standard and non-standard units and compare and order their results. The children have developed strategies for addition and subtraction and can do this within 100 by the end of the key stage.
- Across Key Stage 2, children have demonstrated confidence when identifying, representing and estimating numbers and can use different representations.
- Children can read, compare and order numbers to their appropriate age range.
- Children demonstrate a good understanding of objectives taught covering fractions across Key Stage 2
- Across the school, children have demonstrated a good understanding of their geometry year group objectives.

### **Wider Areas:**

- A greater number of children accessed support from IMPACT North East, who offered 1:1 counselling sessions and family support. This support was crucial in bridging the gap whilst referrals made to other services e.g. CAMHS and CYPS were on hold.
- School provided a number of weekly food parcels to families in most need. This was in addition to the weekly vouchers provided by the government.
- DHT supported a number of families in accessing additional support via Early Help, Food and Clothing Banks and ensured that the most vulnerable children were able to attend school. Transport was paid for a number of families.

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