Grange Moor Primary School

**Pupil Premium Strategy Statement – 2023 / 2024**

## 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 effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | Grange Moor Primary School |
| Number of pupils in school | 78 |
| Proportion (%) of pupil premium eligible pupils | 7.7% |
| Academic year/years that our current pupil premium strategy plan covers | 2023 / 2024 |
| Date this statement was published | 09.11.23 |
| Date on which it will be reviewed | 09.01.24 and termly afterwards |
| Statement authorised by | Governing Body |
| Pupil premium lead | Mark Rodgers |
| Governor lead | Andrew Youde |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 8730 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 8730 |

# Statement of intent

It is the intent of our Pupil Premium strategy to close the gap between disadvantaged pupils and their non-disadvantaged peers by:

* Ensuring all pupils receive quality first teaching each lesson
* Closing the attainment gap between disadvantaged pupils and their peers
* Providing targeted academic support for students who are not making the expected progress
* Addressing non-academic barriers to attainment such as attendance, behaviour, well -being and cultural capital
* Ensuring that the Pupil Premium Grant reaches the pupils who need it most

**Challenges**

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

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| Challenge number | Detail of challenge |
| 1 | *Aspiration and ambition* – Some of our disadvantaged pupils come from households where education holds smaller value than the households of their peers. In these households, pupils have parents that do not work or are in low paid work and are subsequently close to the poverty line. In some instances there can be a lack of drive to push themselves above this, seek additional training or education or to seek better employment prospects. In some of these households pupils have never experienced one or both parents in employment. |
| 2 | *Parental engagement with school –* Some of our disadvantaged pupils have parents that are reluctant to engage fully with school compared with other families in school. This could be through attending parent consultation evenings, attending school events or not engaging fully with our remote learning offer during lockdowns or not taking up an offer of a school place. |
| 3 | *Attendance –* to date, attendance for disadvantaged pupils is just below that of peers in school. |
| 4 | *Low prior attainment –* the majority of our disadvantaged pupils are currently working at a level that is below expectations for their age. Some pupils have speech and language difficulties on entry to school that require referrals to the relevant service. |
| 5 | *Life experiences –* some of our disadvantaged pupils do not have the same life experiences as other pupils in school. Examples of this can be lack of engagement in activities (eg sports clubs) outside the home or village environment, not taking part in after-school activities despite these being offered at no cost, not playing a musical instrument or not visiting interesting places with their families. |

## 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.

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| Intended outcome | Success criteria |
| All Pupil Premium pupils to make accelerated progress in reading that enables them to fully access all areas of the curriculum. | Pupils are reading at a level that matches or exceeds that of their peers or have made strong, evident progress from their relative starting points. |
| All pupil premium pupils to make good or better progress in writing and mathematics. | Pupils are meeting or exceeding expectations at the end of the academic year or have made strong, evident progress from their relative starting points. |
| All pupil premium have good or better attendance and are punctual at the start of the school day. | Ongoing, regular attendance checks show that this group of pupils has attendance that is at least in line with that of their peers. Where it is not, there are clear strategies and support in place for this to improve rapidly. |
| All pupil premium pupils to have equal access to all extra-curricular activities as their peers, including residential and other out of school visits and musical opportunities. | All pupil premium pupils have taken part in extra-curricular activities on par with take-up of their peers. |

## 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: £ 1000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Whole staff CPD on quality first teaching (cognitive and metacognitive approaches, scaffolding, flexible grouping, using technology) to support learning for all groups of pupils. | **Quality First Teaching** (QFT) is a style of teaching that focuses on high quality and inclusive teaching for every child in a classroom. Quality First Teaching relies on **a variety of learning strategies** in order to be effective, like differentiated learning and the use of **SEND resources**. In short, **QFT** is an approach that highlights the need for a personalised learning experience and encourages greater **inclusion** of pupils with**SEND needs.** | 1,4 |

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

Budgeted cost: £ 5000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Use of teaching assistants to deliver specific daily interventions for pupil premium and lower ability children. | Research (EEF) shows that there is evidence to suggest that a well-trained teaching assistant can have more impact leading an intervention planned by a teacher can have more impact than if they were simply deployed in the classroom | 4 |
| Provision of small group support across school led by teacher (p/t hours of KS2 extended to deliver this) | Research has shown that +4 months progress can be made in small group tuition where a qualified teacher works with up to five pupils. | 4 |

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

Budgeted cost: £1500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Contribution towards 75% of costs of school residential visits; all visits in school time provided for free; provision of externally and internally run after school activities for free (up to £1000 in total) | We know that if financial assistance was not given, these families would not be able to afford to send their children on these visits. In providing financial support, pupil premium children are given the same opportunities as their peers. | 1,5 |
| Cost of travel, choir t-shirts and parental tickets for Young Voices concert on 08.01.24 met by school (up to £200 – Y2 to Y6 pupils only) | Prior to offering financial support for Young Voices, take up for places from pupil premium pupils was very low. It was therefore decided to fund this in full and the majority of our pupil premium pupils now attend. | 1,5 |
| Supply uniform and book bags for all Pupil Premium children (up to £300 in total) | It is well known that when disadvantaged pupils have a poor image of themselves, their learning suffers. In offering a free school uniform each year these pupils are free from concerns about their appearance. | 1,5 |
| Identify pupil premium at the start of the year who may be at risk of lower attendance / more punctuality concerns / and have less parental support than their peers. Regular half-term supportive Engagement meetings in school with the headteacher. | Where such meetings have taken place in the past in school there is an improved pattern of attendance and punctuality. Parents have valued the opportunity to discuss issues that may be affecting the family and appreciate the further support that school can offer. | 2,3 |

**Total budgeted cost: £ 7500**

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

## Pupil premium strategy outcomes

**End of EYFS**

There were 11 pupils in the cohort (9.1% per pupil)

81.8% (9 pupils) achieved a good level of development

18.2% (2 pupils) did not achieve a good level of development

There were no pupil premium pupils in this cohort

**Y1 Phonics Screen**

There were 14 pupils in the cohort (7.14% per pupil)

71.4% (10 pupils) passed the phonics screen

28.6% (4 pupils) did not pass the phonics screen – 2 pupils were not entered

Average score – 35 (/40)

There were no pupil premium pupils in this cohort

**Y2 Phonics Screen (re-takes from November screen)**

1 pupil retook and passed the screen after failing to pass in November

One pupil premium pupil undertook this screen.

**End of Key Stage One Y2 teacher assessments**

There were 10 pupils in the cohort

One pupil premium pupil undertook the assessments, meeting expectations in mathematics but nor reading or writing.

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|  | READING | WRITING | MATHS |
| *% of pupils working towards expectations* | 30% | 30% | 20% |
| *% of pupils working at or above expectations* | 70% | 70% | 80% |
| *% of pupils exceeding expectations* | - | - | - |

**End of Key Stage Two SATs results**

* There were 16 pupils in this cohort
* 1 pupil was not entered for the tests (working below the key stage standards)
* Three pupil premium pupils undertook the assessments with 2/3 meeting or exceeding expectations in reading, writing and math.

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|  | READING | WRITING | MATHS |
| *% of pupils working towards expectations* | 37.5% | 43.7% | 56.2% |
| *% of pupils working at expectations* | 37.5% | 50% | 25% |
| *% of pupils exceeding expectations* | 25% | 6.3% | 18.8% |
| ***Total % pupils working at or exceeding expectations*** | **62.5%** | **56.3%** | **43.8%** |

RWM combined: 2 (40%)

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| None |  |