

# Pupil premium strategy statement – Gretton Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Gretton Primary School
Number of pupils in school	140
Proportion (%) of pupil premium eligible pupils	5.7% (8 children)
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Julia Dickinson
Pupil premium lead	Kerry Young
Governor / Trustee lead	Claire Thirkill

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,465
Recovery premium funding allocation this academic year	£1450
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£13,910

# 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 or better progress and achieve high attainment across all subject areas. The main focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high achievers.

We will consider the individual challenges faced by our vulnerable pupils.

When making decisions about using Pupil Premium funding here at Gretton School, it is important to consider the context of the school, numbers of PP children and the subsequent challenges faced; this alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing.

The challenges are varied and there is no “one size fits all”. In a school the size of Gretton, with only a small number of PP children it is essential that a bespoke programme of support is in place.

We will ensure that all teaching staff are involved in the analysis of data, identification of pupils and formulation of “individual case studies”, so that they are fully aware of strengths and weaknesses of these children, both in their own class and across the school.

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 biggest impact on closing the disadvantaged attainment gap and will benefit all children 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 pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

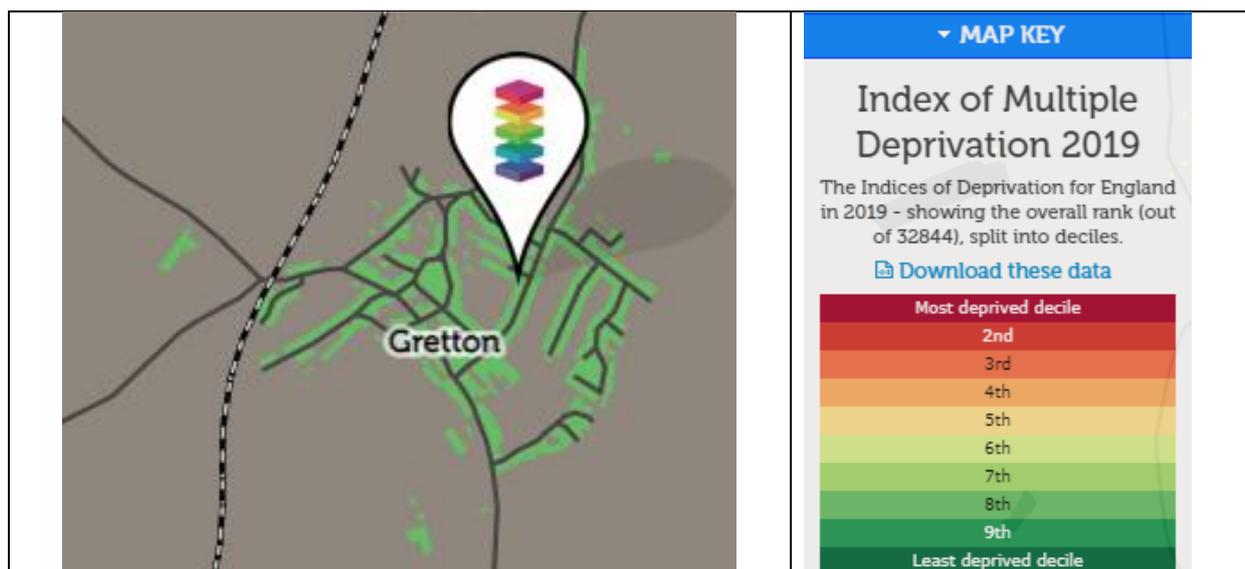
### **Our main principles are:**

- To ensure disadvantaged pupils are challenged in the work they are set.
- To spend the money wisely to ensure that any gaps in progress and attainment between socially disadvantaged pupils and their peers are closing.
- To clearly identify socially disadvantaged pupils who may be at risk of under achieving (but not necessarily entitled to PP funding) and to use the PP funding to support these children.
- To adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve.
- To provide early intervention and support for all socially disadvantaged pupils.
- To ensure that socially disadvantaged pupils achieve or exceed age related expectations and that the vast majority achieve in line with their peers.
- To provide effective support for pupils, parents and families to ensure that children are ready to learn every day.

- To have effective systems in place for identifying those pupils eligible for pupil premium and for tracking the progress they make as a result of interventions.
- To regularly monitor and review the effectiveness of our spending and to share this information with parents, Governors and staff.
- To secure a collective buy-in, ownership and commitment to addressing disadvantage across our schools.
- To ensure that all staff have the highest expectations of all pupils.
- To ensure there is a collective understanding of disadvantage and its impact of learning.
- To adopt a culture of early intervention.
- To build positive relationships with all pupils and families.
- To define and secure a collective understanding of inclusion.
- To address conscious and subconscious bias.
- To ensure governance supports a whole-school culture.
- To commitment to a research-evidence informed approach.
- To put accountability to pupils and families first.
- To treat disadvantaged pupils as individuals and not a homogenous group.
- To prioritise school-wide expertise and responsibility
- To secure a school-wide belief that disadvantaged pupils can attain well.

### School context

Gretton Primary School is a small village school with 140 children on roll. There are 6 classes with mixed year groups in both key Stage 1 and 2. Although our data places us in a high social advantage factor, the children are not without need or emotional and social support. Our small numbers of PP children mean that we receive a limited amount of PP funding. However, we use it to maximise its use to benefit all individuals entitled to PP, plus other children who are disadvantaged or vulnerable and who would benefit from extra support afforded by PP funding.



## Challenges

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

Challenge number	Detail of challenge
1	Attendance - We are aiming for attendance to be 97% and above for all pupil premium children.
2	Reading at home and daily reading in school. Some of our pupil premium children do not read at home or have access to high quality texts. These children are always picked up as our daily readers.
3	Children's motivation for reading for pleasure.
4	Speech and language developmental delay in EYFS and KS1.
5	Low attainment in reading, writing and maths for some of our pupil premium children.
6	Low self-esteem and poor SEMH for some of our disadvantaged and pupil premium children.
7	Inclusion – all our pupil premium children to have access to all extra-curricular opportunities.
8	Spelling – data shows that spelling is an area of weakness across the school.

## 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
<p><b>Attendance</b></p> <p>To aim for all PP pupils to have an attendance of 97% +</p>	<p>All PP children will achieve an attendance of 97% +</p> <p>Office staff and teachers to monitor attendance. Teachers to make phone calls to parents whilst pupils are off school. To put targets in place where necessary. All PP pupils to have an attendance of at least 97% this academic year.</p>
<p><b>One to one tuition for reading, writing and maths.</b></p> <p>Towards salary and training of an LSA to help reduce the gap between disadvantaged and non- disadvantaged pupils - particularly in reading and writing.</p>	<p>Our PP children will make accelerated progress in reading, writing and maths through targeted interventions linked to their individual needs and barriers.</p> <p>Interventions are to be planned by class teachers and discussed with the LSA, who will run interventions for PP pupils (such as</p>

<p>Writing outcomes are lower in the majority of year groups than the other subjects.</p> <p>Targeted teaching of word reading is not embedded beyond Read Write Inc.</p>	<p>reading support, Switched on Reading, RWI phonic support, feedback marking).</p> <p>1:1 support from LSAs to work on next steps with individual children or in pairs. All pupil premium children entitled to interventions regardless of ability which has helped move some PP children towards greater depth. Teacher discretion about what areas of learning are addressed and supported.</p> <p>Gaps in learning are closed.</p> <p>All PP pupils make at least expected progress and attainment is in line with national expectations across all subjects.</p> <p>Word reading intervention for our Pupil Premium children.</p> <p>Training for our staff who are delivering 1:1 interventions. Word reading is explicitly taught in reading Interventions.</p>
<p><b>Pastoral support to improve SEMH</b></p> <p>Towards the salary of a Pastoral Support assistant to support children's emotional well-being and readiness to learn.</p> <p>Using a therapeutic whole school approach and culture to relationships and behaviour, which especially supports those pupils with SEND and those who are disadvantaged, is introduced and implemented, which will build upon the already good behaviour in our school of the vast majority.</p>	<p>CPD for ALL staff -Therapeutic thinking to ensure all staff have a strong understanding of the approach and how to maximise its use with children. Provide staff with regular CPD in building relationships, de-escalation.</p> <p>Children's SEMH will improve.</p> <p>Support for families and their children at time of difficulty.</p> <p>Pupils will be able to manage their feelings more appropriately which will have a positive impact on learning. Well-being wheel used to assess mental health.</p> <p>Children are well supported and have the emotional tools to access the curriculum.</p> <p>We are providing children with additional pastoral support this year.</p> <p>There is a consistently applied whole school therapeutic approach and culture to relationships and behaviour, which especially supports those pupils with SEND and those who are disadvantaged.</p>

<p><b>Extra-curricular activities – all PP children to have access to extra-curricular activities</b> Subsidised morning and after school club extended provision.</p> <p>Subsidy of extra-curricular activities (where there is a charge) for disadvantaged children.</p>	<p>All children will access extra-curricular activities.</p> <p>There will be subsidy for disadvantaged children, towards the cost of any after school clubs, breakfast club.</p> <p>Before and after school clubs will be available to support parents who are working.</p> <p>Extra-curricular experiences will be provided to give children opportunities that they have not previously had.</p>
<p><b>All children to access enrichment activities</b></p>	<p>All children will access enrichment activities.</p> <p>Payment for workshops in school which enhance the creative curriculum has proven to be beneficial to PP children.</p> <p>For example – Xmas pantomime visit, Young Voices, forest school, History off the Page, provision of costumes for major events.</p> <p>All PP pupils to be taken to a book shop and given the money to buy a book of their choice.</p> <p>Enrichment experiences, which develop a wider knowledge of the world, raise aspirations and develop cultural capital, will be provided.</p> <p>Children will have a good awareness of the books available and will develop a love of books.</p> <p>Children will have access to free books from the library.</p>
<p><b>All children will access school trips (trips subsidy)</b> Payment towards residential experiences and educational visits</p>	<p>All children will experience a range of residential trips and educational visits across the year groups planned in for the year.</p> <p>We will provide these opportunities at a subsidised cost or free for identified pupils to use knowledge, skills and abilities in arrange of different situations (BWT competitions and initiatives, clubs, etc). Trips can have an impact on children’s writing and this will be expected as a follow up.</p>

	Builds cultural capital in children who don't have rich life experiences.
<b>To access music tuition (Payment of peripatetic lessons)</b>	<p>Our PP children will have the opportunity to learn to play a musical instrument.</p> <p>Payment of peripatetic drum and piano music lessons for PP pupils plus families where children may need to stop playing their instrument due to cost.</p> <p>Achievement and valuable learning experiences for pupils learning an instrument from a choice of guitar, drum or piano lessons.</p>
<b>School uniform</b> Uniform subsidy.	<p>All children will have a full school uniform and PE kit. Purchase of school uniform and PE kit including PE shoes.</p> <p>Free second hand uniform for our disadvantaged children.</p> <p>Valuable support for the families of PP children and ensures all children have full uniform and PE kit.</p>
<b>Free school meals</b>	<p>PP funding used to pay for a hot dinner for pupils who may benefit from this support in KS 2 at times but not eligible for PP funding. Children receive a good meal in the middle of the day, which helps support their learning in the afternoon.</p>
<b>Staff training To enhance the work of the pastoral support assistant</b>	<p>Lego therapy and Protective Behaviours work now in place and delivered by the learning mentor.</p> <p>Well-being wheel implementation</p> <p>New approaches introduced to support vulnerable learners and shared with staff.</p> <p>NPQSL project around Lego therapy now established by PP lead and delivered by the pastoral team.</p>
<b>To raise Aspiration for all PP pupils.</b>	<p>"Ambition for All" initiative</p> <p>Careers week</p> <p>PP pupils are young leaders in school or school councillors.</p> <p>Pupils are more aware of themselves as leaders and of what jobs they can aspire to in future life.</p>
<b>One to one or small group interventions to take place focusing on spelling using the 'No Nonsense spelling programme'.</b>	<p>LSA's to have training on the school's new No Nonsense Spelling programme.</p>

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: £5235

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff receive the training and support to identify, intervene and accelerate children who are disadvantaged.	'An effective strategy requires goal setting, underpinned by short, medium and long-term outcomes needed to reach 1 2 pupils in receipt of funding. these goals. The ongoing rigorous evaluation of pupils' attainment, challenges and need is essential (EFF, 2021).	1,2,4,6,8
Training given, with a particular emphasis on our school reading strategy.	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress. (EFF)	1,2,4,6,8

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

Budgeted cost: £3,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>One to one tuition (£1,850)</b> Towards salary of an HLTA (4 hours per week) to help reduce the gap between disadvantaged and non- disadvantaged pupils - particularly in reading.	By having one to one interventions,, teachers will have the time to ensure pupils are carefully monitored and quality feedback is given. "Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self regulation strategies." (EFF, 2023)	6

Rock star X tables  One to one interventions linked to Rock Star X tables	There will be a big focus on times tables. During a recent assessment, no children scored 25 out of 25.  Children who are not secure with their X tables are taken out to have X tables interventions.	6
PP children are tracked and supported through precise, high quality teaching, monitoring and assessment.	This will ensure that effective interventions are put in place and monitored. Gaining a thorough knowledge of disadvantaged pupils' levels of attainment is the first step in developing an effective pupil premium strategy.	1,4,6
Leaders are released to monitor and support disadvantaged pupils.	A pupil premium strategy is more likely to be effective if school leaders plan how to sustain it from the outset and monitor practice in an annual cycle. (EFF).	All

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

Budgeted cost: £4825

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Pastoral support to improve SEMH</b> Towards the salary of a Pastoral Support assistant To support children's emotional well-being and readiness to learn.	We have seen more frequent emotional problems in school, meaning PP pupils are more likely to be placed on RED on our well-being data tracking sheets which impacts on their academic progress. Existing interventions have had an impact on behaviour incidents. We are providing children with additional pastoral support this year. One extra afternoon per week.	7
<b>Attendance</b>  To aim for all PP pupils to have an attendance of 97% +	None of our PP children achieved 97% + last year.	1
<b>Staff training to enhance the work of the pastoral support assistant</b>	Additional pastoral support is needed in school, which means that we need more staff to be able to deliver this and training is needed.	7
<b>All children will access school trips (trips subsidy)</b>	For some of our PP children, the only time away from home during the year is on school residential. It is essential for their own well-being that they experience	7,8

<p>Payment towards residential experiences and educational visits</p>	<p>different settings before writing about it. All children will experience a range of residential trips and educational visits across the year groups planned in for the year.</p> <p>Each year group will go on a class trip once per year.</p> <p>Year 4 go on a three day residential. Year 6 go on a PGL as a teambuilding exercise for five days before they do to secondary school.</p> <p>We will provide these opportunities at a subsidised cost or free for identified pupils to use knowledge, skills and abilities in arrange of different situations. They also help build cultural capital in children who don't have rich life experiences.</p>	
<p><b>To access music tuition (Payment of peripatetic lessons)</b></p>	<p>Every child has the right to learn to play an instrument. All children should have access to wider opportunities. These experiences beyond the classroom can help to develop the child as a whole.</p> <p>Payment of peripatetic drum and piano music lessons for PP pupils plus families where children may need to stop playing their instrument due to cost.</p>	<p>7,8</p>
<p><b>All children to access enrichment activities</b></p>	<p>All children have the right to access enrichment activities. Payment for workshops in school which enhance the creative curriculum has proven to be beneficial to PP children.</p>	<p>7,8</p>
<p><b>Extra-curricular activities – all PP children to have access to extra-curricular activities</b> Subsidised morning an after school club extended provision.</p> <p>Subsidy of extra-curricular activities (where there is a charge) for disadvantaged children.</p>	<p>All children will access extra-curricular activities. Extra-curricular experiences give children opportunities that they have not previously had. This also links to our 50B4Y7 (50 experiences before Year 7).</p> <p>Trips to bookshops.</p> <p>Buying children exciting books to keep at home to develop a love of reading.</p>	<p>7,8, 2</p>

<b>Speech and language interventions</b>	Children entering our school in EYFS have weak speech and language skills. There is also a small group of children in Year 2 who need speech and language interventions.	5
To work closely with families to so that we are aware of additional family financial needs and families are aware of the support school can offer.	EFF, (2021) School leaders should aim to develop an in-depth understanding of any challenges that disadvantaged pupils are facing. These can be identified using a wide range of internal data and information.	7,8
To use funding to support families with costs such as: uniform and wrap around care. Supporting children to attend school.	PP children should have access to resources so they are not financial disadvantaged.	7,8

**Total budgeted cost: £ 13,910**

## 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 2022-2023 academic year.

Our Reception cohort this year is very complex with several children struggling to regulate, to manage their emotions and behaviour and this has impacted their ability to reach the expected standard in all 12 areas. Of those not achieving GLD, 3 have significant speech and language issues, 3 have significant SEMH needs, 4 have experience childhood adversity (ACEs), 3 are summer born.

The full implementation of Read Write Inc since January has had a hugely positive impact on phonics outcomes in Year 1.

Of those who passed, 13 children 37 or higher.

Of the current reception children, 96% of children know all the sounds required by this stage of the year for Reception children

Year 2 Outcomes								
	Reading		Writing		GPS		Maths	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
<b>July 2023</b>	66%	33%	62%	24%			76%	29%
<b>National 2022</b>	67%	N/A	75%	N/A			77%	N/A
<b>RWM Combined</b>	48%	14%						

Our Year 2 cohort is also complex with 5 children on the SEND register for needs linked to cognition and learning. 2 children are pupil premium.

Year 6 Outcomes								
	Reading		Writing (TA)		GPS		Maths	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
September	66%	11%	66%	6%	61%	6%	78%	11%
November	68%	21%	63%	11%	63%	16%	89%	16%
January	68%	11%	63%	11%	84%	16%	89%	16%
March	84%	21%	63%	11%	84%	26%	84%	37%
National 2022	74%	28%	69%	13%	72%		71%	22%
	+18%	+10%	-3%	+5%	+23%	+20%	+11%	+5%

Year 6	EXS	GDS
RWM Combined (September)	56%	0%
RWM Combined (November)	58%	11%
RWM Combined (March)	74%	11%
RWM Combined National 2022	59%	7%
	+2%	+11%

100% of our Pupil Premium children achieved the expected standard in reading writing and maths at the end of KS2.

60% of our children had an attendance of 97%+. For those who do not, rewards and targets are in place to help improve attendance.

Access to the PIXL Primary has allowed for monitoring of progress and achievement and helped to identify specific areas for support and pre-teaching for pupils. It has also provided a valuable bank of resources and CPD for teachers. Carefully planned and resourced interventions and precision teaching for groups and individuals in phonics, reading, spelling and aspects of mathematics have all contributed to progress and achievement for pupil premium pupils.

Pupil Premium funding received has been spent in a highly targeted way in order to ensure our most disadvantaged pupils flourish. All pupil were able to attend all educational visits during 2022-2023, including the residential visit for Year 4 and 6.

Progress has been identified in teacher assessments and the use of the Switched On Reading has helped all pupil premium children make progress in reading. Pupils with limited progress and/or working below their age expected attainment level have been identified through teacher assessments and targeted interventions have been put in place.

Pupils have had equality of access to extra-curriculum provision, targeted nurture support and interventions, all of which have enabled the children to have equality of access to all aspects of school life.

Our assessments and observations indicated that pupil well-being and mental health was a significant cause for concern. The impact was particularly acute for disadvantaged pupils. We have used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions and pastoral programmes where required. Our well-being data trackers show that the additional pastoral support we have put in place has had a huge impact on children's mental health, resilience and attainment. The pupil premium finance has made a positive impact on the children's emotional and mental health, has enabled us to support them develop their resilience and feeling of belonging.

## 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*

Programme	Provider
X Tables Rockstars	TT Rockstars