

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2025 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	Greystoke Primary School
Number of pupils in school	369
Proportion (%) of pupil premium eligible pupils	17.07%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 – 2024/2025 (review of 2022/23)
Date this statement was published	November 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Ronnie Richardson Head Teacher
Pupil premium lead	Lizzie Wright Deputy Head teacher
Governor / Trustee lead	Mark Rose

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90830
Recovery premium funding allocation this academic year	£7975
Pupil premium funding carried forward from previous years	£5175
<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	£103,980

# Part A: Pupil premium strategy plan

## Statement of intent

### **Our ultimate intentions are:**

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To support our families so they are best positioned to support their children's education and wellbeing.

### **We aim to implement this through:**

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

### **The impact of achieving these objectives:**

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- To provide teacher time to facilitate small group work focussed on overcoming gaps in learning.
- 1-1 support in classes where required.  
Additional support for subject leaders to improve the standards of writing, reading and maths throughout the school.
- A new phonics scheme to help bridge the language gap based upon improving

children's oracy skills will need ongoing CPD provision.

- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support through our Elsa.
- Strong links between home and school through our family support worker.
- To provide Teacher Development Time to all teachers in order to put staff development at the heart of our approach to raising standards for disadvantaged children. This has been proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.
- To improve the attendance of our disadvantaged children and narrow the gap between non PP and PP children's attendance

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children perform lower than their peers in phonics and speaking and listening. This has been identified through summative and formative assessment.
2	Narrowing the attainment gap across reading for our disadvantaged children. Assessments, observations and discussions with pupils suggest that our disadvantaged children generally have greater difficulty with reading than our non-disadvantaged children.
3	Narrowing the attainment gap between boys and girls, especially in writing. Assessments, observations and discussions with pupils suggest that our disadvantaged children generally have greater difficulty with writing than our non-disadvantaged children.
4	Attendance and Punctuality issues. Our attendance data indicates that attendance amongst disadvantaged pupils has improved by 2%. The gap between non-disadvantaged and disadvantaged children was 4% and is now 2% as a result of the input from our family support worker.
5	Pupil wellbeing is affecting the children's capacity to learn. Teacher referrals for support have markedly increased during the pandemic. 50% of our disadvantaged pupils currently require additional support with social and emotional needs and or family support.

## 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
Disadvantaged children will perform as well as their peers in phonics and speaking and listening.	Internal assessments and statutory assessments will indicate significantly improved phonics progress in phonics.
Improve reading attainment amongst disadvantaged pupils.	Reading assessment outcomes in 2024 will show that the gap between advantaged and disadvantaged will have narrowed and is less than 10%
Improve writing attainment amongst disadvantaged pupils.	Writing assessment outcomes in 2024 will show that the gap between advantaged and disadvantaged will have narrowed along with the gap between boys and girls and is less than 10%
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in behavioural incidents.</li> <li>• A reduced number of pupils referred to internal pastoral care and external agencies.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 90%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</li> <li>• the percentage of all pupils who are persistently absent being below 4% and the figure among disadvantaged pupils being no more than 2% lower than their peers.</li> </ul>
Pupils access a wide range of enrichment experiences both in and out of school.	<p>Pupil surveys reflect enjoyment in school and improved attitudes to learning.</p> <p>Social skills, independence, perseverance and team work are developed through a range of experiences for our disadvantaged children.</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: £16452

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers released to provide small group tuition across the school.</p> <p>JH – (1.6 hours) £1893</p> <p>HC – (1.5 hours) £2003</p> <p>SR – (1.67 hours) £2611</p> <p>£6507</p>	<p>EEF(+4) Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support..</p> <p><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></p>	<p>1,2,3</p>
<p>Release of adults to attend specialised CPD &amp; training to meet needs of disadvantaged and SEND children 4 days</p> <p>£1400.00</p> <p>Supply cover- £2000.00</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. We have looked at the capacity of staff within the school and recognise that we need to support staff in the teaching of writing. There is also a new subject leader in this role.</p> <p>New to 23/24 – we have recognised the significant number sof PP children who are also on the SEND register. This year we will be focusing on ensuring that all adults supporting send and PP children develop a specialism in the area of focus as well as significant whole school CPD eg: Trauma informed practice, SALT and autism,</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a></p>	<p>2,3</p>
<p>Membership of Ruth Miskin phonics online CPD training and small group/ 1:1 phonics sessions for</p>	<p>EEF: Research into strategies shows the following high impacts for low costs.</p> <p>Phonics + 5 months</p> <p>Teaching Assistant interventions + 4 months</p> <p>Small group tuition + 4 months</p> <p>Small group tuition  </p>	

children not at ARE £1370 Cost of phonics resources to supplement new scheme £5175	EEF(educationendowmentfoundation.org.uk) Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk) Phonics   EEF (educationendowmentfoundation.org.uk)	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £50205

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching assistants to deliver prescribed catch up interventions to pupils</p> <p>JuWh - £14400 JaWo - £14983 MW - £17582</p> <p>School contribution to NTG programme £3240</p>	<p>EEF (5 months)</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p>New for 23/24 – a whole school structured intervention plan underpinned by the EEF ‘Making the best use of TAs research’ is underway with teachers &amp; teaching assistants leading interventions with proven success including SEMH interventions such as Colourful Semantics, construction therapy, art therapy and social communication groups.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-</a></p>	1,2

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

Budgeted cost: £39516

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Elsa support worker to support children who are having difficulty accessing learning through behavioural issues or wellbeing issues.</p> <p>Family support worker to work with families to help improve wellbeing and attendance.</p> <p>AG (ELSA &amp; FW)- £3342                      JUWH (ELSA &amp; FW)- £19813                      JAWO – (ELSA) £3332</p> <p>£26487</p>	<p>EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https:// educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>4,5</p>
<p>Employment of an educational Welfare Officer</p> <p>£2K</p>	<p>Research from DfE 2010, states that children with poor attendance are less likely to succeed academically and they are more likely not to be in education, employment, or training (NEET) when they leave school</p>	<p>4,5</p>
<p><b>Enrichment opportunities</b></p> <ul style="list-style-type: none"> <li>• Cultural capital experiences promoted in the curriculum.</li> <li>• Subsidised cost of trips and residential visit for disadvantaged families.</li> <li>• Sports events and after-school club are promoted free of charge to disadvantaged children.</li> <li>• School uniform supplied.</li> </ul>	<p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>Oftsed research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p> <p>SHUE data                      EEF – sports participation increases</p>	<p>4,5</p>

<ul style="list-style-type: none"> <li>• Subsidised cost of music tuition for children in years 5 &amp; 6 £1225</li> <li>• Children in year 2,4,6 – swim free of charge £1512</li> <li>• Children in years 5 &amp; 6 receive free music lessons - £2625</li> <li>• Free milk for PP children £825</li> </ul> <p>School uniform - £1400 Residential/trip support - £3442</p>	<p>educational engagement and attainment.</p> <p>EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence.</p> <p>New for 23/24 – we have invested in whole class ensemble music tuition through Leicestershire music services with all pupils in year 5 and 6 receiving 20 weeks of high quality steel drum tuition.</p>	
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**Total budgeted cost: £106,173**



## 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 2022/23 academic year.

The school continued to use Insight, to track pupils regularly throughout the academic year and Pupil Premium data was collected alongside Non-Pupil Premium data to identify gaps moving forward. All teachers met with SLT to complete pupil progress meetings with a focus on disadvantaged pupils. These took place 4 times across the year.

Phonics data showed strong outcomes for pupil premium children which were well above national. 88% of Pupil Premium pupils passed the phonics screen in year 1 and 100% in year 2. (3 children who did not pass in year 1)

In year 1 the gap between PP and non-PP children for reading was 24%, in writing it was 13% and in maths it was 3%. The gap between PP and Non-PP for RWM combined was 14%.

In year 2, the gap between PP and Non-PP pupils for reading was 4%, in writing it was 11% and in maths it was 4%. The gap between PP and Non-PP for RWM combined was 2%. This represents a significant improvement on the previous year where the gap in R,W,M was between 12 & 24%.

In year 3, the combined attainment for PP children was 55%. The number of PP children who are also SEND in year 3 is high with 50% of them on the SEND register.

In year 4, the gap between Pupil Premium and Non Pupil Premium pupils in reading, writing and maths combined was 25%, MTC outcomes for PP children were strong with 88% achieving 20+. SEN features heavily in year 4 PP children with 62% on SEND register.

In year 5, the gap between Pupil Premium and Non-Pupil Premium pupils in reading, writing and maths combined was 28%. Gaps were reduced in reading with only 6% gap and PP children still inline with national (all).

In year 6, PP children outperformed non PP in reading with 89% achieving ARE, in writing there was a gap of 21% but with outcomes of 67% for PP children, they are still broadly in line with national (all).

In maths PP children out performed non PP children with PP children achieving 89% The gap between PP and Non-PP in RWM combined was 13%. This has been reduced from a 25% gap the year previously. With a combined outcome of 67%, our PP children were above national (all).

Our assessments indicated that the main subject area where we continue to have a gap is writing and we will continue to focus on this to close the gap further.

Our focus in 22/23 continued to be to ensure that the majority of our Pupil Premium children were in school, receiving high-quality teaching from our teachers. With the support of our EWO we were able to strike and target families with poor attendance and improve PA across the school from 14% to 7.5% placing us in the lowest 20% of schools in the country.

Overall attendance showed a slight increase on the previous year at 96%, this placed us in the bottom 20% of schools across the country. Attendance over all since covid has dropped and the gaps between PP and non PP continue to be larger than in previous years, which is why attendance remains a focus of our current plan.

The purchase of Scholastic Pro and Read Write Inc supported all of our children including our disadvantaged children by providing high quality texts to be used in phonics and guided reading sessions. Year 1 achieved 98% pass rate which is an increase of 6% above last year and significantly above national, placing us on the 94% percentile. CPD has been provided to staff alongside the scheme to support the teaching and learning of phonics and guided reading. This has bridged the gap between the reading levels of our disadvantaged children, ensuring that children are accessing books that are suited to their age and ability.

Staff CPD focussed on the teaching of Systematic synthetic phonics to support reading fluency at

KS1, yr 3/4 and to support lower attaining (typically PP) children in years 5/6. Resources following training to develop whole school practice have been purchased. The purchase of the new PM benchmarking reading scheme has ensured that children are secure with all reading skills before moving on. This allows teachers to group children where there are gaps and provide targeted support.

The purchase of TT rockstars has increased fluency in PP pupils in multiplication facts across Yr2-6 and staff have been upskilled in the planning, teaching and assessing of multiplication facts. This has been further helped by the purchasing of 64 touch screen laptops so that all children have more opportunity to practise in school in a manner that suits them – eg: laptop or tablet. Century AI has also been used to ascertain where the children’s gaps are, allowing for targeted support to be put in place. Overall, 97% of all children passed the MTC assessment with a score of 20+. 88% of Pupil premium children passed with a score of 20+.

Our Family Support Worker has supported parents and carers throughout the year with weekly phone calls, support with accessing food banks and food hampers, seeking benefits and offering well-being support through external agencies. Her support to families has improved wellbeing in many cases through regular phone calls and home visits and by encouraging struggling families to complete Early Help referrals with her to get the support the children need. She has supported pupil premium families who during the course of the year have suffered parent suicide, homelessness, mental health crises and domestic violence, attending courses on bereavement, mental health support, social and emotional support and safety intervention in order to be able to offer the most up to date advice and support to our families.

Both our Elsa’s have worked extensively with our children and families to offer emotional support and ensure our children are settled back in school. In support of our year 6 children, a social and communication group was in place to help the children manage the prospect of transition to secondary school and to ensure they were able to cope with any feelings surrounding this transition.

## Externally provided programmes

Programme	Provider
Scholastic Pro	Scholastic
Phonics	Read Write Inc
Maths, Spelling and Reading lessons	Century
Multiplication skills	TTRS

## Further information

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around formative assessment. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate and given first refusal on over subscribed clubs.
- Ensuring we have robust case studies of pupil premium children to allow us to monitor their progress, support, attendance and successes throughout the year.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated which activities had worked in previous years and which had demonstrated the least impact.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.