



Grayshott Primary School

Pupil Premium Impact Statement

This statement details our school's use of pupil 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 | Grayshott Primary School |
| Number of pupils in school | 207 |
| Proportion (%) of pupil premium eligible pupils | 14% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021 - 2024 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | December 2024 |
| Statement authorised by | Richard Austin (Head teacher) |
| Pupil premium lead | Michael Clarke |
| Governor / Trustee lead | Julian Vercoe |

Funding overview

| Detail | Amount |
|--|------------|
| Pupil premium funding allocation this academic year | £44,615.00 |
| Recovery premium funding allocation this academic year | £1582.81 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £46,197.81 |

Part A: Pupil premium strategy plan

Statement of intent

It is Grayshott Primary School's intention that all our pupils make very good progress across all subjects of the curriculum and achieve high attainment. Regardless of a child's background or individual challenges, we have aspirations to get to know all our children, inspire them, and for them to excel academically and feel supported emotionally.

The key focus of this strategy is to achieve this goal and, as a minimum requirement, for our disadvantaged children to achieve at least in line with non-disadvantaged children in all areas of the curriculum. We truly believe that the biggest impact for our Pupil Premium children is quality first teaching. A wealth of educational research has shown that this is the most powerful tool for improving pupil progress. This also means that the non-disadvantaged pupils are benefitting as well, which fits with the school's vision "Acorns to Mighty Oaks".

This is supported with bespoke interventions and programmes to further progress the academic, social and emotional development of the children (prioritising our disadvantaged children). In addition to this, we aspire for our disadvantaged pupils to get a vast range of rich experiences across their seven years at the school, which will enhance their aspirations, life chances and breadth of knowledge. Our key principles are focusing on reading (the key to education) and writing, phonics, well-being, maths development, vocabulary, rich experiences and attendance.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Attendance – ensure our disadvantaged pupils attend school every day. |
| 2 | Rich life experiences and opportunities – ensure pupils build cultural capital, have additional opportunities and experiences to draw on to talk and write about e.g. clubs, pupil voice opportunities, attending all visits and meeting with visitors. |
| 3 | Vocabulary and Speech and Language – ensure pupils with speech and language needs are supported and provided with speech programmes so that they can be easily understood, develop confidence and self-belief. |
| 4 | Reading, writing and phonics – ensure pupils read daily to develop vocabulary and story structure to enable them to write using what they are learning. |

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| | Ensure books link directly with pupils' phonetical understanding and development. |
| 5 | Maths development – provide additional opportunities to be exposed to additional numeracy and mathematical knowledge and skills. |
| 6 | Well-being – ensure pupils are taught key strategies to establish strong understanding of wellbeing and keeping safe and healthy. |
| 7 | Support for Families - Disadvantaged children have a combination of factors which together limit children's opportunities, experiences, language, emotions and academic home environments so that without targeted support would achieve less well than non-disadvantaged children. |

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 |
|--|---|
| Attendance for disadvantaged pupils to be in line with non-disadvantaged pupils | Disadvantaged pupils to attend at least 96% or above of the academic year. |
| Disadvantaged pupils to have additional experiences to enable them to talk and feel confident | Disadvantaged pupils can draw upon experiences and feel confident to talk and hold conversations with peers and a range of adults. Pupils having opportunities in pupil voice groups, trips and clubs. |
| Through robust and rigorous teaching ensure disadvantaged pupils achieve in line with non-disadvantaged pupils by the end of EYFS, KS1 and KS2 in reading, writing, phonics, spelling and grammar. Disadvantaged pupils enjoy maths and achieve as well as non-disadvantaged pupils | Pupils make good and outstanding progress year on year. Disadvantaged pupils achieve well in phonics. They read and write in line with non-disadvantaged pupils to achieve sufficient progress in Phonics so that disadvantaged pupils (without SEND) achieve in line with non-disadvantaged pupils. PP (without SEND) to achieve in line with non-disadvantaged pupils at the end of EYFS, KS1 and KS2 in reading, writing, phonics, spelling, grammar and maths |

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| | Pupils and teachers aspire to achieve above national average at the end of EYFS, KS1 and KS2 |
| <p>Disadvantaged pupils are confident in themselves being happy, healthy and safe. Families feel able to share any concerns with us so we can support the family.</p> <p>Ensure all disadvantaged pupils develop confidence and self-esteem to be well prepared for each year of their education and be especially prepared for their secondary education.</p> | <p>Disadvantaged pupils can draw upon a variety of strategies to help them keep safe, healthy and are happy. Families feel confident and build trust with us over time.</p> <p>Confident with transition to secondary school and into the school in reception class.</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: £ 8000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Every three weeks at least the Pupil Premium champions will advise staff on a Pupil Premium focus e.g. marking books first, communicating with parents etc. Research shows all members of staff need to be proactive to make a difference. | Research shows all members of staff need to be proactive to make a difference | 1-7 |
| Staff (Head teacher, Inclusion Leader and one class teacher) to attend and fully participate in county Inclusion research | Data across county shows disadvantaged pupils often achieve less well and CPD is key to making a difference. | 1 -7 |

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| project – ‘The Big Inclusion Project’ | | |
| Staff (see above) to attend training externally and to disseminate training to all staff in school. | <p>Research shows all members of staff need to be proactive to make a difference.</p> <p>All evidence and research show that Quality First Teaching is essential for children to make progress and where necessary accelerated progress. This is vital for all children especially disadvantaged children as stated by the DfE: <i>Disadvantage has a big influence on pupils’ life chances.</i></p> | 1-7 |
| Subscription to ‘Infant and Junior Language Link’ training of LSA Speech and Language Champion to identify and support any pupils identify with mild to moderate Speech, Language and Communication needs. | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high quality classroom discussion, are inexpensive to implement with high impacts on reading +6 months. | 3 |
| Develop provision for SEND, ensuring quality first teaching and appropriate intervention to maximise progress. | <p>Research suggest that the greatest influence on educational and social outcomes for children with SEND is their classroom teacher. Teachers to further develop a repertoire of strategies they can use flexibly in response to the needs of all pupils. — flexible grouping; — cognitive and metacognitive strategies; — explicit instruction; — using technology to support pupils with SEND; and — scaffolding.</p> <p><i>Special Educational Needs in mainstream Schools – EEF pdf</i></p> | 3,4,5 |
| Staff receiving further training on Pupils well-being, trauma informed practice and safety. | NSPCC, Ofsted, DfE 6 | 6,7 |
| Headteacher attends Guildford Diocese Heads’ training on Vulnerable Children | Networking and learning other strategies on how to engage hard to reach families | 4,5,6,7 |

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

Budgeted cost: £ 20,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| A rich programme of in school time interventions including Language Link programme to assess comprehension and understanding to adapt learning, Code X, FFT Wave 3, Reading Fluency Project, precision teaching, phonics interventions to identify gaps in learning and provide high quality support to improve basic skills. | Education Endowment Fund | 3,4,5 |
| Review reading scheme books to ensure children progress their reading by applying the phonics knowledge they have been taught. Purchase more books to ensure pupils have enough choice and include books that show a breadth of culture and diversity, the arts and link to British values to promote respect and empathy. Provide packs of suitable reading scheme books for children to take home over holidays to support regular reading. | Review reading books to ensure they are regularly changed and are appropriate within phonics teaching. Ensure books show a breadth of culture and diversity, the arts and link to British values to promote respect and empathy. | 4 |
| Through both enhanced classroom provision and targeted teaching, ensure phonics catch up so that almost all pupils achieve | Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement and greater outcomes. Education Endowment Foundation EEF | 4 |

| | | |
|---|--|-----|
| Y1 standard and 100% pass in Y2. | | |
| Ensure all disadvantaged pupils with speech and language needs are supported and provided with speech programmes so that they can be easily understood and achieve their speech and language targets, develop confidence and self-belief. | Pupils achieve their speech and language targets and where they do not new targets are given and reviewed. support is continued and further advice is sought from the speech and Language specialist that we buy in. | 3 |
| Increased nurture and ELSA support. One new LSAs to be trained by UK Nurture and ensure continuing development expand school's ELSA support. | There is extensive evidence associating childhood social and emotional skills will improve outcome at school and in later life. NSPCC and Education Endowment Fund | All |

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

Budgeted cost: £18,197

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Ensure PP pupils access and regularly attend clubs and events. Financial support for trips & residential visits. After-school clubs funded. Music tuition funded. Transport provided to extra-curricular opportunities. Investigate with small schools group opportunities for | "Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling." Social Mobility Commission research. | 2, 6, 7 |

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| enhancing life experiences | | |
| Improve family home school communication and relationships by supporting potential attendance barriers such as uniform, fuel and food hardship | Ensure parents of PP students feel safe and confident engaging with school. Home visits completed to engage the hard to reach. Teachers contact families to arrange appointments at all parent events. <i>EEF Toolkit Parental Engagement suggests +3 months progress</i> | 1, 6, 7 |
| Training of third ELSA practitioner to support pupils with Social, Emotional and Mental Health Needs. | The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only within adults but also children and young people https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf | 6 |
| Training (ELKAN) of LSA Speech and Language Champion | Speech and Language difficulties affecting progress of PP (pupil premium) pupils Ten PP pupils (33%) identified with Speech and Language Needs Problems with language development can introduce difficulty in learning to listen, speak, write or read. Students with reading and writing problems also may experience difficulties in using language strategically to communicate, think, and learn. | 3 |

Total budgeted cost: £46,197.81

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

| Year Group | No. of children | Reading | | Writing | | Mathematics | |
|------------|-----------------|----------------------------------|------------------------------------|----------------------------------|------------------------------------|----------------------------------|------------------------------------|
| | | Meeting Age Related Expectations | Making Expected or Better Progress | Meeting Age Related Expectations | Making Expected or Better Progress | Meeting Age Related Expectations | Making Expected or Better Progress |
| Year R | 4 | 2 (25%) | | 2 (25%) | | 2 (25%) | |
| Year 1 | 4 | 1 (25%) | 0 (0%) | 1 (25%) | 0 (0%) | 1 (25%) | 0 (0%) |
| Year 2 | 2 | 0 (0%) | 1 (50%) | 0 (0%) | 1 (50%) | 0 (0%) | 2 (100%) |
| Year 3 | 7 | 1 (14%) | 2 (29%) | 1 (14%) | 3 (43%) | 1 (14%) | 0 (0%) |
| Year 4 | 8 | 2 (25%) | 1 (12.5%) | 0 (0%) | 5 (62.5%) | 1 (12.5%) | 5 (62.5%) |
| Year 5 | 2 | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 1 (50%) |
| Year 6 | 4 | 1 (25%) | 1 (25%) | 0 (0%) | 3 (75%) | 1 (50%) | 2 (50%) |
| Total | 31 | 7 (23%) | 5 (16%) | 4 (13%) | 12 (39%) | 6 (19%) | 10 (32%) |

*some children joined mid-year and are missing previous assessment data

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 |
|---|---------------------------------|
| Precision teaching, Wave 3 reading and writing intervention , Reading Fluency Programme | Variety |
| Infant and Junior Language Link programme to assess comprehension and understanding to adapt learning | Infant and Junior Language Link |
| Mental Health and wellbeing strategy | Trick Box |
| LASS 8 – 11 - assess the literacy and cognitive skills of children aged 8–11 who have a high | GL Assessment |

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| probability of dyslexia and develop detailed profiles of their particular strengths and weaknesses. | |
| Twinkl Phonics | Twinkl |