



## Grayshott Primary School

### Pupil Premium Impact Statement

This statement details our school's use of pupil premium (for the 2024 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	Grayshott Primary School
Number of pupils in school	216
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2027
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	£44,860.00
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£44,860.00

## 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	<b>Attendance</b> – ensure our disadvantaged pupils attend school every day.
2	<b>Rich life experiences and opportunities</b> – 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	<b>Vocabulary and Speech and Language</b> – 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	<b>Reading, writing and phonics</b> – ensure pupils read daily to develop vocabulary and story structure to enable them to write using what they are learning.

	Ensure books link directly with pupils' phonetical understanding and development.
5	<b>Maths development</b> – provide additional opportunities to be exposed to additional numeracy and mathematical knowledge and skills.
6	<b>Well-being</b> – ensure pupils are taught key strategies to establish strong understanding of wellbeing and keeping safe and healthy.
7	<b>Support for Families</b> - 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 at least 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 over their time at Grayshott Primary School.  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>
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## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 10,000

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 (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	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high quality	3

Champion to identify and support any pupils identify with mild to moderate Speech, Language and Communication needs.	classroom discussion, are inexpensive to implement with high impacts on reading +6 months.	
Develop provision for SEND, ensuring quality first teaching and appropriate intervention to maximise progress.	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. <i>Special Educational Needs in mainstream Schools – EEF pdf</i>	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	Education Endowment Fund	3,4,5

support to improve basic skills.		
Develop a structured sequence of maths interventions that compliment children's understanding of their learning in class and also aim to plug gaps in children's knowledge and application (Pathway to Progress)	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 Y1 standard and 100% pass in Y2.	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
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

Provide targeted children with limited access to learning resources at home (e.g. devices for TT Rockstars or Doodle Maths) with opportunities prior to the start of school to practise and learning their number facts and/or times tables to improve mathematical fluency.	Education Endowment Fund	5

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

Budgeted cost: £14,860

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 enhancing life experiences	“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
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 (ELKAN) of LSA Speech and Language Champion	<p>Speech and Language difficulties affecting progress of PP (pupil premium) pupils</p> <p>Ten PP pupils (33%) identified with Speech and Language Needs</p> <p>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.</p>	3
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**Total budgeted cost:** £44,860.00



## 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	6	2 (33%)		2 (33%)		3 (50%)	
Year 1	4	1(25%)	1 (25%)	2 (50%)	3 (75%)	1 (25%)	3 (75%)
Year 2	5	4 (80%)	2 (40%)*	2 (40%)	1 (20%)*	3 (60%)	1 (20%)*
Year 3	3	1 (33%)	2 (66%)	0 (0%)	0 (0%)	2 (66%)	2 (66%)
Year 4	6	3 (50%)	4 (66%)	3 (50%)	4 (66%)	3 (50%)	6 (100%)
Year 5	8	4 (50%)	4 (50%)	3 (38%)	3 (38%)	3 (38%)	5 (88%)
Year 6	2	0 (0%)	2 (100%)	0 (0%)	2 (100%)	0 (0%)	1 (50%)
Total	34	15 (44%)	15 (44%)	12 (35%)	13 (38%)	15 (44%)	18 (53%)

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

Intended outcome	Success criteria	Outcome
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.	<b>Attendance for PP children: 95.3%</b> <b>Attendance for non-PP: 95%</b>
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.	100% of all PP children across the school attended at least <b>one school trip</b> last year. 100% of PP children in <b>Year 5</b> attended the residential to Stubbington. 100% of PP children in <b>Year 6</b> also attended the residential to Henley Fort.  72% of PP children (Years 1 – 6) have attended a club at least once in the last 3 terms.

<p>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.</p> <p>Disadvantaged pupils enjoy maths and achieve as well as non-disadvantaged pupils</p>	<p>Pupils make good and outstanding progress year on year.</p> <p>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.</p> <p>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</p> <p>Pupils and teachers aspire to achieve above national average at the end of EYFS, KS1 and KS2</p>	<p><b>Phonics</b></p> <p>75% of our Year 1 PP children achieved the pass mark in the phonics screening Vs 89% of non- PP children</p> <p><b>End of EYFS outcomes:</b></p> <ul style="list-style-type: none"><li>- There were <b>5 PP</b> children in <b>Year R</b>.</li><li>- <b>40%</b> made the expected level of development in <b>Reading</b></li><li>- <b>40%</b> made the expected level of development in <b>Writing</b></li><li>- <b>60%</b> made the expected level of development in <b>Maths</b></li><li>- <b>40%</b> made the expected level of development in <b>Reading, Writing, Maths</b> combined.</li></ul> <p><b>End of KS1 2023/24:</b></p> <ul style="list-style-type: none"><li>- There were <b>5 PP</b> children in <b>Year 2</b>.</li><li>- <b>80%</b> made ARE in <b>Reading</b></li><li>- <b>40%</b> made ARE in <b>Writing</b></li><li>- <b>60%</b> made ARE in <b>Maths</b></li><li>- <b>40%</b> made ARE in <b>Reading, Writing, Maths</b> combined.</li><li>- <b>20%</b> made GD in <b>Reading, Writing, Maths</b> combined.</li></ul> <p><b><u>End of KS2 Attainment 2023/2024</u></b></p> <ul style="list-style-type: none"><li>- There were <b>2 PP</b> children in <b>Year 6</b>.</li><li>- Both <b>SEND with EHCPs</b>.</li><li>- Neither child made ARE in <b>Reading, Writing</b> or <b>Maths</b>.</li></ul> <p><b>Attainment across the school</b></p> <p>The following table shows the attainment of Non PP Non SEND children Vs PP non SEND children:</p> <table><tr><td></td><td>Reading</td><td>Writing</td><td>Maths</td></tr><tr><td><b>Non PP Non SEND</b></td><td>81%</td><td>84%</td><td>90%</td></tr><tr><td><b>PP Non SEND</b></td><td>52%</td><td>48%</td><td>56%</td></tr></table>		Reading	Writing	Maths	<b>Non PP Non SEND</b>	81%	84%	90%	<b>PP Non SEND</b>	52%	48%	56%
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<b>Non PP Non SEND</b>	81%	84%	90%											
<b>PP Non SEND</b>	52%	48%	56%											
<p>Disadvantaged pupils are confident in themselves being happy, healthy and safe. Families feel able to share any concerns with</p>	<p>Disadvantaged pupils can draw upon a variety of strategies to help them keep safe, healthy and are happy. Families</p>	<p>Transition sessions take place in July as well as transition meetings (academic and pastoral) between teaching staff.</p> <p>Year 5 children receive taster days at local secondary schools in the summer to help</p>												

<p>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>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>	<p>inform their choice of secondary school in the Autumn of Year 6.</p> <p>Additional visits for Year 6 children to undertake to their chosen secondary schools are arranged and teachers and/or LSAs from the secondary schools come to visit the children here at Grayshott during the summer term.</p>
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## 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	Speech and Language Link
Mental Health and wellbeing strategy	Trick Box
Pathway to Progress	HIAS
Twinkl Phonics	Twinkl