



## Grayshott Primary School

### Pupil Premium Impact Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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  | 200                           |
| Proportion (%) of pupil premium eligible pupils   | 12%                           |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021 - 2024                   |
| Date this statement was published   | December 2021                 |
| Date on which it will be reviewed   | December 2022                 |
| Statement authorised by   | Richard Austin (Head teacher) |
| Pupil premium lead  | Nicky Forsyth                 |
| Governor / Trustee lead   | Julian Vercoe                 |

#### Funding overview

| Detail   | Amount   |
|--|----------|
| Pupil premium funding allocation this academic year  | £ 22,865 |
| Recovery premium funding allocation this academic year   | £ 1644   |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)   | £ 0      |
| Total budget for this academic year<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 24,509 |

## 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.   |

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|   | 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. |

## 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  |
|-----|--|---|
| 1   | Attendance for disadvantaged pupils to be in line with non-disadvantaged pupils  | Disadvantaged pupils' attendance to be in line with non-disadvantaged pupils  |
| 2/3 | 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.  |
| 4   | Disadvantaged pupils achieve well in phonics. They read and write in line with non-disadvantaged pupils  | 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 |
| 5   | Disadvantaged pupils enjoy maths and achieve as well as non-disadvantaged pupils   | Disadvantaged pupils' achievement is in line with non-disadvantaged pupils  |
| 6   | 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. | 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   |

## 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: £ 4644

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Ensure training for all staff is focusing on quality first teaching, keeping up to date with the latest research and with a constant focus on disadvantaged pupils to achieve the highest standards. Weekly staff training is undertaken and well-focused INSET training to further extend training in all subject areas as well as pedagogy. | 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> | 4 and 5                       |
| Purchase (and training) of 'Infant and Junior and Language Link' 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                             |
| Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.  | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics   Toolkit Strand   Education Endowment Foundation   EEF  | 4                             |
| 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 SEN is their classroom teacher. Teachers to further develop a repertoire of   | 3,4,5                         |

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|   | 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.<br><i>Special Educational Needs in mainstream Schools – EEF pdf</i> |   |
| Staff receiving further training on Pupils well-being and safety. | NSPCC, Ofsted, DfE 6   | 6 |

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

Budgeted cost: £ 12,955

| 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, First Class@ number, Code X, FFT Wave 3 and precision teaching, phonics interventions to identify gaps in learning and provide high quality support to improve basic skills. | Education Endowment Fund  | 3,4,5                         |
| Through both enhanced classroom provision and targeted teaching, ensure phonics catch up so that almost all pupils achieve Y1 standard and 93% 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                             |
| Increased nurture and ELSA support. Two LSAs to be trained by UK   | There is extensive evidence associating childhood social and emotional skills will  | All                           |

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| Nurture and expand the support programme of the school's two ELSAs. | improve outcome at school and in later life.<br>NSPCC and Education Endowment Fund |  |
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 6910

| 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                             |
| Increased CPD for subject leaders. This is focused on the foundation subjects and engaging the disadvantaged children in a rich curriculum.   | Teacher subject knowledge is a key to quality first teaching and especially supporting the disadvantaged children in engaging in the foundation subjects (which is a SIP priority 2021-22)   | 4,5                           |
| 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.<br><i>EEF Toolkit Parental Engagement suggests +3 months progress</i>   | 1,6                           |
| Training of second ELSA practitioner to support pupils with Social,   | 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  | 6                             |

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| Emotional and Mental Health Needs.  | <p>increasing concern not only within adults but also children and young people</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p>   |         |
| Private Speech and Language Therapist – 15 hours of support   | <p>Speech and Language difficulties affecting progress of PP (pupil premium) pupils</p> <p>Eight 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       |
| Sustain a system of rewards and incentives for improved attendance to school. Personalised rewards and recognition to ensure whole school profile raised. | <p>There is a strong negative link between absence and attainment particularly in KS2. DfE link between absence and attainment</p>   | 1,3,4,5 |

**Total budgeted cost: £ 24,509**

## 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 2020 to 2021 academic year from teacher assessment. Disadvantaged pupil performance overview for last academic year - Note no statutory SATs for 2021.

| Progress Made                     | Number of pupils | Maths                | Writing             | Reading             |
|-----------------------------------|------------------|----------------------|---------------------|---------------------|
| Achieved Age Related Expectations | 21               | 9/21 pupils<br>43%   | 6/21 pupils<br>29%  | 10/21 pupils<br>48% |
| Accelerated Progress              | 17               | 7/17 pupils<br>41%   | 4/17 pupils<br>24%  | 10/17 pupils<br>59% |
| Expected or Better Progress       | 17               | 17/17 pupils<br>100% | 15/17 pupils<br>88% | 15/17 pupils<br>88% |

### 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             |
|---|----------------------|
| First Class @ Number, precision teaching, Wave 3 reading and writing intervention   | Variety              |
| Infant Language Link programme to assess comprehension and understanding to adapt learning  | Infant 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 probability of dyslexia and develop detailed | GL Assessment        |



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| profiles of their particular strengths and weaknesses. |  |
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