

## Pupil premium strategy 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   | Griffin Primary School |
| Number of pupils in school  | 430                    |
| Proportion (%) of pupil premium eligible pupils   | 45.5%                  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2022              |
| Date this statement was published   | October 2021           |
| Date on which it will be reviewed   | July 2022              |
| Statement authorised by   | LGB                    |
| Pupil premium lead  | Louise Pitts           |
| Governor / Trustee lead   | Terry Johnson          |

### Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £238,736 |
| Recovery premium funding allocation this academic year  | £21,060  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £259,796 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our pupil premium funding sets the achievements of children from disadvantaged backgrounds as a priority. We strive to close the attainment gap between disadvantaged pupils and their peers. This is an important gain for these pupils as often they are more likely to be attaining lower than other pupils in their cohort and this can impact on their long term goals.

Pupil premium pupils are not all alike and as a school we ensure that we don't categorise pupils by labelling them as disadvantaged, but treating every child as an individual who has the potential to succeed and attain well.

Our strategy works towards a three-tiered approach that balances approaches to improve quality first teaching, targeted academic support and wider strategies. Staff embrace research and training to identify the best possible interventions and support to ensure pupils thrive and to target closing the gap.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Impact of Covid-19 and loss of direct teaching has had a significant impact on academic attainment of pupils across the school.        |
| 2                | Speaking and listening skills, and lack of vocabulary, are all low on entry to school and impact on how well pupils can attain.        |
| 3                | Reading low on entry to school as not a priority for pupils with lack of support from home.  |
| 4                | Social, emotional and mental health impacted due to Covid-19 and due to lived experiences at home impacts on the education of a pupil. |
| 5                | Attendance at school, absence and punctuality impacts on pupils as they miss learning.   |
| 6                | Lack of academic and educational aspirations due to limited life experiences beyond the local area.                                    |

## 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  |
|--|---|
| Narrow the gap by the end of KS2 in reading, writing and maths attainment between disadvantaged and non-disadvantaged pupils, particularly at higher standard. | Gap between disadvantaged and non-disadvantaged pupils reduced at end of KS2.<br>Increase in disadvantaged pupils achieving EXS+ and GDS at end of KS2.   |
| Develop the oracy of disadvantaged pupils to close the gap in speaking and listening and vocabulary by the end of each key point.                              | Reduce the gap between disadvantaged and non-disadvantaged in communication and language at end of Nursery and Reception.   |
| Increase the percentage of disadvantaged pupils passing the Year 1 Phonic Screening Check.   | Small gap between disadvantaged and non-disadvantaged pupils passing Phonic Screening Check does not increase in Year 1 or by end of Year 2.<br>Increase in disadvantaged pupils passing Phonic Screening Check based on targets set. |
| Provide personalised support for individual disadvantaged pupils to support emotional wellbeing.   | Pupils identified based on teacher referrals. Individual interventions set up with external agencies involved when need requires.<br>Pupil voice shows that pupils feel the interventions have had a positive impact on them.         |
| Increase attendance for disadvantaged pupils to close the gap to non-disadvantaged pupils.   | Increase the attendance of disadvantaged pupils aiming for over 96% and then 100%. Improve from 92.60% at end of July 2021.   |
| Provide increased enrichment opportunities to improve engagement in school.  | 100% of disadvantaged pupils take part in enrichment opportunities during the school year.<br>Pupil voice shows engagement of pupils and enjoyment of experiences.  |

## 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: £120,621

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Year 6 to have smaller class sizes and be taught as 3 classes<br>Additional teacher in KS2 | Ensuring an effective teacher is in front of every class and that every teacher is supported to keep on improving is the key ingredient to a successful school and should rightly be top priority for any pupil premium spend (Sutton Trust Report, 2011)   | 1, 3, 4                       |
| Identify and provide quality staff CPD for all teaching staff                              | Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. A growing consensus is that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes (EEF 2021). | 1, 2, 3                       |
| Identify and provide quality staff CPD for all support staff                               | Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. A growing consensus is that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes (EEF 2021). | 1, 2, 3                       |
| Coaching for senior leadership team  | Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. A growing consensus is that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes (EEF 2021). | 1                             |

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

Budgeted cost: £62,362

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Use of Lexia intervention for Reading to close specific gaps for identified pupils    | <p>High quality structured interventions are a key component of effective pupil premium strategy and can have huge positive outcomes for struggling pupils.</p> <p>There is evidence to suggest that early literacy programmes that include activities linked to phonemic awareness and phonics skills lead to better literacy outcomes than programmes without these components (EEF 2018).</p> | 1, 2, 3                       |
| Use TT Rockstars to provide method of practising recall of times tables               | <p>Dedicate time to focus on mathematics each day. Explore mathematics through different contexts, including storybooks, puzzles, songs, rhymes, puppet play, and games (EEF, 2020).</p> <p>Ensure that pupils develop fluent recall of facts (EEF, 2020).</p>   | 1                             |
| Purchase phonically decodable texts to develop reading skills                         | Phonics approaches have been consistently found to be effective in supporting young readers to master the basics of reading with an average impact of an additional four months' progress. Effective teaching of Phonics is more effective on average than other approaches to early reading (EEF 2018).   | 1, 3                          |
| TAs to lead daily keep-up Phonics interventions                                       | The Rose Review (2006) states that teaching synthetic systematic phonics is the most effective method to teach children to read.   | 1, 3                          |
| Dyslexia Sparks assessments termly for identified focus pupils                        | Schools should aim to understand individual pupil's learning needs using the graduated approach. Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals (EEF, 2020)   | 1,3                           |
| Educational Psychologist engaged to carry out assessments for identified focus pupils | Schools should aim to understand individual pupil's learning needs using the graduated approach. Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals (EEF, 2020)   | 1, 4, 5                       |
| School-led tutor to work 1:1 and with small groups of pupils                          | 1:1 tuition of short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result  | 1, 2, 3, 4                    |

|   |  |         |
|---|--|---------|
|   | in optimum impact (+5 gain EEF). (EEF Teaching and Learning Toolkit: one to one tuition 2018)  |         |
| SENCO time to lead SALT interventions and SEMH sessions | <p>DFE (2020) concluded that due to Covid-19 some pupils entering Reception will have missed more than 20 weeks of early education with most impact being on language development.</p> <p>Pupils in Year 1 will also have missed the same and this will impact on their language development.</p> <p>The Covid-19 absences have also impacted on pupils SEMH and resilience.</p> | 1, 2, 4 |

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

Budgeted cost: £76,813

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Educational visits, experiences and visitors to enrich and enhance the curriculum                       | Action research has demonstrated that there is greater involvement in learning of all children when topics are introduced following an enhancement activity.  | 6                             |
| ELSA TA to work with identified pupils on specific needs  | Social and emotional interventions have an identifiable and value impact on attitudes to learning and social relationships in school. They have an average overall impact of four months additional progress on attainment.                                     | 4, 5, 6                       |
| ELSA room created and resourced in school for interventions to take place in                            | Social and emotional interventions have an identifiable and value impact on attitudes to learning and social relationships in school. They have an average overall impact of four months additional progress on attainment.                                     | 4, 5, 6                       |
| SEMH wellbeing resources e.g. Pet Therapy, Lego Therapy   | Social and emotional interventions have an identifiable and value impact on attitudes to learning and social relationships in school. They have an average overall impact of four months additional progress on attainment.                                     | 4, 5, 6                       |
| Welfare and Safeguarding Liaison Officer to monitor attendance and maintain contact with parents/carers | Pupils need to be in school to learn and achieve and there is a direct link between pupil achievement at KS2 and KS4. Pupils with no absence are 1.6 times more likely to achieve level 4 or above, and 4.7 times more likely to achieve level 5 or above, than | 5                             |

|   |   |      |
|---|---|------|
| Additional member of admin staff to support with Attendance   | pupils that missed 15-20 percent of all sessions (EEF, 2015).   |      |
| Reward attendance through certificates  | Pupils need to be in school to learn and achieve and there is a direct link between pupil achievement at KS2 and KS4. Pupils with no absence are 1.6 times more likely to achieve level 4 or above, and 4.7 times more likely to achieve level 5 or above, than pupils that missed 15-20 percent of all sessions (EEF, 2015). | 5    |
| Purchase books for Nursery and Reception pupils to promote a love of reading.<br>Purchase of additional books for classrooms and library shelves. | A significant barrier for pupil premium students is their lack of vocabulary knowledge, a predictor of achievement which is often linked to socio-economic status.<br>The word rich get richer and the word poor get poorer (Alex Quigley, Closing the Vocabulary Gap, 2018)  | 2, 3 |

**Total budgeted cost: £259,796**

## 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.

Pupils came back to school in September 2020 following the Covid-19 school closures. During 2020-2021, there were numerous bubble closures of different classes and another national school closure to all but key worker children and vulnerable pupils. This impacted on the attainment and progress of disadvantaged pupils, and impacted on the social, emotional and mental health of pupils across the school. Enrichment activities, trips and visitors were unable to take place due to restrictions in place due to Covid-19.

- 44% of school roll pupil premium pupils.
- Attendance for pupil premium pupils between September 2020 and July 2021 was 92.60%
- 23.1% of pupil premium Reception pupils achieved GLD following teacher assessment
- Year 1 Phonic Screening check pupil premium: 79% passed; Year 2 Phonic Screening check pupil premium: 92% passed
- Year 6 pupil premium: Reading 65.5% EXS+ and 34.5% GDS; Writing 58.6% EXS+ and 24.1% GDS; Maths 55.2% EXS+ and 24.1% GDS; RWM 51.7% EXS+ and 20.7% GDS

### Externally provided programmes

| Programme    | Provider                          |
|--------------|-----------------------------------|
| Lexia        | Core 5 Lexia Learning Systems LLC |
| TT Rockstars | TT Rockstars                      |

### Service pupil premium funding (optional)

| Measure  | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year?    |         |
| What was the impact of that spending on service pupil premium eligible pupils? |         |



