

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023-2024 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	Griffin Primary School
Number of pupils in school	430
Proportion (%) of pupil premium eligible pupils	49.53%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	October 2023 Adjusted October 2024
Date on which it will be reviewed	July 2025
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	£291,560
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£291,560

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 loss of direct teaching for periods of 2020 and 2021 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. Maths results lower than expected in 2023, but much improved in 2024. MTC results lower than expected in 2024.
4	Social, emotional and mental health impacted due to school closures during 2020 and 2021 (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. Parental engagement in school life and activities not sustained or consistent across the school.

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. 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. 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. 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 97% and then 100%. Improve from 91.7% at end of July 2023.
Provide increased enrichment opportunities to improve engagement in school. Provide increased opportunities for parents/carers to engage in school life and increase the reach of this to all parents/carers.	100% of disadvantaged pupils take part in enrichment opportunities during the school year. 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: £160,809

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 6 to have smaller class sizes and be taught as 3 classes (£144,109)	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
Purchase of NFER standardised assessments for use in KS2 for Reading and GPS (£2400)	Schools should focus on purposeful use of assessment by investing in the use of standardised assessments (EEF 2023)	1
Purchase of WRM end of term assessments for use from Year 1 to Year 6 for Maths (£800)	Schools should focus on purposeful use of assessment by investing in the use of standardised assessments (EEF 2023)	1
Purchase and use diagnostic software for SENCO to use (£500)	Learning can be improved through the use of identifying specific barriers, particularly for disadvantaged students, and use technology that is informed by effective pedagogy (EEF 2023)	1, 4, 5
Identify and provide quality staff CPD for all teaching staff, including for Maths and Reading (£6500)	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 (£6500)	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
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £57,549

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Lexia intervention for Reading to close specific gaps for identified pupils (£2897)	High quality structured interventions area key component of effective pupil premium strategy and can have huge positive outcomes for struggling pupils. 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).	1, 2, 3
Use of Maths Whizz intervention for Maths to close specific gaps for identified pupils (£4531)	High quality structured interventions area key component of effective pupil premium strategy and can have huge positive outcomes for struggling pupils. Dedicate time to focus on mathematics each day. Explore mathematics through different contexts, including storybooks, puzzles, songs, rhymes, puppet play, and games (EEF, 2020).	1
Use of SATS Companion for Reading and Maths to embed knowledge and close gaps for Year 5 and 6 pupils (£1150)	High quality structured interventions area key component of effective pupil premium strategy and can have huge positive outcomes for struggling pupils. 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). Dedicate time to focus on mathematics each day. Explore mathematics through different contexts, including storybooks, puzzles, songs, rhymes, puppet play, and games (EEF, 2020).	1

<p>Use TT Rockstars to provide method of practising recall of times tables (£150)</p> <p>Use of Numbots to secure basic number facts and recall (£125)</p>	<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
<p>Purchase phonically decodable texts to develop reading skills – blending, fluency and stretch/challenge books (£3000)</p>	<p>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).</p>	1, 3
<p>TA to lead daily keep-up Phonics interventions (£24,420)</p>	<p>The Rose Review (2006) states that teaching synthetic systematic phonics is the most effective method to teach children to read.</p>	1, 3
<p>TA to lead daily keep-up Times Tables interventions (£8976)</p>	<p>High quality structured interventions are a key component of effective pupil premium strategy and can have huge positive outcomes for struggling pupils (EEF 2018)</p>	1, 4, 5
<p>Dyslexia assessments termly for identified focus pupils (£3500)</p>	<p>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)</p>	1,3
<p>Educational Psychologist engaged to carry out assessments for identified focus pupils (£4800)</p>	<p>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)</p>	1, 4, 5
<p>TA time to lead SALT interventions Training to lead SALT interventions (£4000)</p>	<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. Pupils in Year 1 will also have missed the same and this will impact on their language development.</p>	1, 2

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

Budgeted cost: £73,202

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational visits, experiences and visitors to enrich and enhance the curriculum (£10,000)	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 (£18,406)	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
Best For You therapy to work with identified pupils on specific needs (£2100)	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 resources further enhanced for interventions to take place in (£1000)	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 (£2000)	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
Termly coffee mornings for parents/carers with a focus on supporting SEMH and communication (£2000)	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. Levels of parental engagement are consistently associated with improved academic outcomes (EEF 2023)	4, 5, 6

<p>Welfare and Safeguarding Liaison Officer to lead on attendance. Monitor attendance and maintain contact with parents/carers to discuss and overcome barriers to attendance. (£23,196)</p>	<p>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).</p>	<p>5</p>
<p>Reward attendance through certificates and termly prizes (£3000)</p>	<p>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).</p>	<p>5</p>
<p>Purchase books for Nursery and Reception pupils to promote a love of reading. Purchase books for all pupils to promote a love of reading. Purchase of additional books for classrooms and library shelves. (£6500)</p>	<p>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. The word rich get richer and the word poor get poorer (Alex Quigley, Closing the Vocabulary Gap, 2018)</p>	<p>2, 3</p>
<p>Provide a wider range of after-school activities for pupils across the school which engage pupils beyond sport (£3000)</p>	<p>Extracurricular activities are an important part of education. They may increase engagement in learning and how this can be translated into improved outcomes (EEF 2023)</p>	<p>2, 4, 5, 6</p>
<p>Provide opportunities for parents/carers to be involved in school life e.g. stay and play/stay and learn; hosting workshops and CPD (£2000)</p>	<p>Levels of parental engagement are consistently associated with improved academic outcomes (EEF 2023)</p>	<p>4, 5, 6</p>

Total budgeted cost: £291,560

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 2023 to 2024 academic year.

Pupils had a full year of school in 2023-2024. There were still however some identified impacts on the attainment and progress of disadvantaged pupils by the end of the year. There has also been a growing impact on the social, emotional and mental health of pupils across the school. Enrichment activities, trips and visitors took place during the school year, which enhanced the curriculum for pupils and supported the continuation of the termly Griffin 10. One ELSA TA is trained and delivers sessions to pupils on a 1:1 basis across the week to support the social, emotional and mental health of pupils – through issues identified in school and externally via parents/carers. Best For You Therapy has also started working in school with identified pupils to support their SEMH. Both of these strategies have been implemented to enable pupils are given ways to manage their SEMH and to achieve their best academically in school.

- 48.2% of school roll pupil premium pupils.
- Attendance for pupil premium pupils between September 2023 and July 2024 was 92.73%
- 57% of pupil premium Reception pupils achieved GLD
- Year 1 Phonic Screening check pupil premium: 83% passed; Year 2 Phonic Screening check pupil premium: 85% passed
- Year 4 MTC pupil premium: 21% achieved 25/25; 23% achieved 20+
- Year 6 pupil premium: Reading 63% EXS+ and 23% GDS; Writing 66% EXS+ and 3% GDS; Maths 74% EXS+ and 14% GDS; RWM 60% EXS+ and 3% GDS
- The percentage of pupil premium pupils passing the Year 1 Phonic Screening Check, the Year 2 Phonic Screening Check retakes; and achieving EXS+ in Reading, Writing, Maths and Combined at Year 6 all increased from the end of 2022-2023.
- The percentage of pupil premium pupils achieving 25/25 and 20+ in Year 4 MTC decreased from the end of 2022-2023.

Externally provided programmes

Programme	Provider
Lexia	Core 5 Lexia Learning Systems LLC
Maths Whizz	Whizz Education

TT Rockstars	TT Rockstars
SATS Companion	SATS Companion
Reading Plus	Dreambox Reading

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?	