

Grangetown Primary School Pupil Premium Strategy Statement 2022-26

This statement details our school's use of pupil premium (and recovery 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	Grangetown Primary
Number of pupils in school	262
Proportion (%) of pupil premium eligible pupils	76.72
Academic year/years that our current pupil premium strategy plan covers	2022-26
Date this statement was published	Updated November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Charlotte Mott
Pupil premium lead	Charlotte Mott
Governor / Trustee lead	Lucas Ainsworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£293,910
Recovery premium funding allocation this academic year	£31,924
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	£325,834

Part A: Pupil premium strategy plan

Statement of intent

As a school, we are committed to removing barriers to each and every child's learning and progress. We aim to use the Pupil Premium Grant to support attainment and maximise the potential in terms of learning, raised expectations, experiences and readiness for the next step in their education.

Our key objectives in using the Pupil Premium Grant are:

- To remove barriers to learning by decreasing class sizes across school.
- To broaden pupils' experiences and widen opportunities.
- To add in planned interventions to support children.
- To support families and the wellbeing of children.

Main focus is to increase the numbers of teachers in school so that children get the first quality teaching from teachers. This enables smaller classes, which allows teachers to focus more, gives greater time on a 1:1 basis and allows for more focused marking and feedback. This is especially important through EYFS and KS1 as it allows us to support the child and build a firm platform for the next steps. This is our main priority when spending the pupil premium grant and we allocate the majority of the grant towards this.

We use pupil premium to support parents with the everyday school experiences that their child will encounter. We feel that it is important that our children experience many different things, from visits, trips, residential to theatre workshops. In order to do so much we have to subsidise many of the events in order for parents to be able to afford to send their children.

We look at the whole child and their well-being. By providing different services to the children and families, we can support the child not only academically but socially and mentally.

Our current pupil premium strategy plan will work towards achieving these objectives by focussing on:

- Reducing class sizes and provide quality first teaching.
- Increasing staffing levels.
- Quality interventions.
- Pupils' mental health and wellbeing.
- Providing wider opportunities and life experiences for pupils.
- Supporting parents financially, emotionally and focussing on parental engagement.

Challenges

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

Challenge number	Detail of challenge
1	Significant gaps in pupil attainment on entry to school.
2	Readiness for successful learning on entry to school – support needed for managing feelings, behaviours, independence and sensory issues.
3	Difficulties in basic numeracy and literacy skills.
4	Readiness for school day.
5	Pupils' social and emotional wellbeing – low aspirations and engagement.
6.	Pupils' punctuality and attendance
7.	Narrow experiences of life outside of school
8.	Parental factors – low engagement, own knowledge, financial constraints and complex home lives.

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
A high level of staffing will be maintained which will result in improved outcomes for all pupils.	Pupil progress will be at least good in each year group.
Our children will be supported in recovering lost learning through the use of additional staff support.	Our pupils will make good and accelerated progress over the year. Gaps in their learning, that have emerged as a result of the pandemic, will be addressed.
Improve attendance, punctuality and readiness to learn for the most disadvantaged pupils.	Attendance data shows that pupils' attendance is above 96% and that punctuality has increased. A decrease in behaviour consequences data shows that pupils' readiness to learn has improved. Pupils' attainment is in line with national average or above. Pupil progress is good or better.

Improve the mental health, physical health and wellbeing for the most disadvantaged pupils.	Pupils are able to cope with life challenges, self-regulate and are physically fit, leading to a decrease in lost learning time for these pupils. Pupil survey.
Improve the progress and attainment for the most disadvantaged pupils.	Pupils' attainment is in line with national average or above. Pupil progress is good or better.
Improved life experiences and wider cultural experiences for pupils.	Pupils have the opportunity to participate in many activities including after school clubs, educational visits and events such as sporting and careers events.

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: £222,188

Activity	Cost	Evidence that supports this approach	Objectives
<p>Smaller class sizes.</p> <p>Employment of 5 teachers across the school to enable smaller class sizes. Average class size is will .</p> <p>To enable us to go two form entry.</p> <p>Barriers 1, 2, 3, 4, 5, 6, 7, 8</p>	£247,703	EEF Toolkit – whole school consistent approach.	<ul style="list-style-type: none"> To support teaching and learning across each phase in school. To support getting the children ready for education by helping to manage feelings, behaviours, independence and sensory issues. To create smaller classes across each phase in order to have a greater focus on marking and feedback and progress. To support and close the gap in literacy and numeracy skills by offering in class intervention and differentiation to smaller groups of children.
Read Write Inc. Updates, resources and Training	£5000	<p>EEF Toolkit – oral language interventions</p> <p>EEF toolkit - one-to-one tuition</p>	<ul style="list-style-type: none"> To improve the expertise of those tasked with teaching children to read and ensure high quality RWI lessons are being taught consistently by all. To ensure that all staff understand and have the knowledge and understanding to close the reading gap. As stated in 'The Reading

Barriers – 1, 3,			<p>Framework', (July 2021) 'The only effective route to closing this gap is for children to be taught systematically to read as soon as they start school'.</p> <ul style="list-style-type: none"> To ensure that early reading books used in school and taken home for Home Reading are phonetically matched to each individual child's reading needs.
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £31,764

Activity	Cost	Evidence that supports this approach	Objectives
<p>Part Time phonics teacher offering targeted academic support for children who have been identified as in need of extra support. (Whole Year)</p> <p>Barriers 1, 3,</p>	£32,564	<p>EEF toolkit - one-to-one tuition</p> <p>EEF toolkit – small group tuition</p>	<ul style="list-style-type: none"> Hire experienced teacher to run recovery teaching programme from an independent room. Children and year groups to be identified for support through clear assessment and teacher observations. Offer children support in Reading, Writing and Maths in line with their peers and to help speed the recovery to age related expectations.

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

Budgeted cost: £65,825

Activity	Cost	Evidence that supports this approach	Objectives
THRIVE training of practitioners and resources Barriers 2, 4, 5, 6,	£5000	EEF Toolkit – behaviour interventions – whole school approach. EEF Toolkit – social and emotional learning.	<ul style="list-style-type: none"> To ensure that appropriate staff are trained and ready to implement THRIVE across school. To share the culture of THRIVE across all stakeholders. To implement THRIVE to support children regulate their behaviours.
Employment of Attendance Officer Barrier – 6, 8.	£8000	Past attendance data	<ul style="list-style-type: none"> We have partly employed an attendance officer to support school with attendance. The AWO supports with referrals, persistent absence and overall attendance. Phone calls, letters and home visits are part of the process.
Employment of full-time mental health support worker Barrier - 5	£24,644	EEF toolkit – Social and emotional learning	<ul style="list-style-type: none"> To ensure that have a member of staff available to support children who have emotional needs. To act as first response to children who go into crisis. To enable us to carry out group therapy to children across school. To support families and parents when needed in order to help our children through difficult situations.
School counselling service. Barrier - 5	£16445	EEF toolkit – Social and emotional learning	<ul style="list-style-type: none"> To continue with the counselling service within school which supports children's social and emotional well-being. To support families and parents when needed in order to help our children through difficult situations.
Child experiences Subsidise costs for residential, trips and other experiences. Barriers – 2,4,5,6,7	£15000	IDACI Pupil Premium and FSM numbers Local deprivation	<ul style="list-style-type: none"> To continue to subsidise transport and entry into attractions. To continue to subsidise the school residential so more children can attend. To continue to offer emergency support to families who are in need to cover uniform, food and energy if needed. To maintain a well-stocked community pantry.

<p>Pastoral cost</p> <p>Subsidising fairshare, the community pantry, uniforms, transport, breakfast club, pastoral support for families</p> <p>Barriers – 2, 4, 5, 6 & 8</p>	<p>£2500</p>	<p>IDACI</p> <p>Pupil Premium and FSM numbers</p> <p>Local deprivation</p>	<ul style="list-style-type: none"> • To subsidise fairshare & the community pantry so that food is readily available for children if parents support at home. • To subsidise school uniform purchases so that no child is unable to wear a uniform due to costs & money constraints. This included PE kits, winter coats & change of clothes if needed during the day. • Subsidising breakfast club provision so that all children are offered a breakfast every morning in school through our book & a bagel. This means we can guarantee that children are not hungry & ready for learning. • Pastoral support for all families in need including transport costs if parents are struggling with attendance or getting their children to school on time.
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Total budgeted cost: £356,856 – Extra costs coming from school budget streams.

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 2022 to 2023 academic year.

- Smaller class sizes across the school enabled teachers to give quality marking & feedback directly to the children. Our KS2 results show the positive impact this had on the cohort of children.
- RWI data shows an increase of children passing the phonics test in Year 1.
- Employing an additional teacher to focus on early reading & phonics had a positive impact on all children & can be seen in the increase of children passing the Year 1 phonics test.
- Having Thrive in school, a dedicated Mental health practitioner & a counsellor has had a positive impact on the whole school community. Its part of our ethos & is seamlessly woven through all that we do. We have now created our own Nest for some of our most vulnerable children.

- Attendance figures have not returned to pre covid levels. However, we were above national figures & are continuing to do all we can to raise the profile of good school attendance with families.
- This year our children have experiences many additional activities linked to the curriculum & activities which we hope inspire them. These have included our 5 things to do. Due to the context of our school we feel this is so important for cultural capital.

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
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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

Further information (optional)

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