

# Pupil premium strategy statement – Gretton Primary School

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	Gretton Primary School
Number of pupils in school	154
Proportion (%) of pupil premium eligible pupils	5.2% (8 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Jane MacDonald and Leyton Smith
Pupil premium lead	Kerry Young
Governor / Trustee lead	Claire Thirkhill

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8070
Recovery premium funding allocation this academic year	£840
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£8,880

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good or better progress and achieve high attainment across all subject areas. The main focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high achievers.

We will consider the individual challenges faced by our vulnerable pupils.

When making decisions about using Pupil Premium funding here at Gretton School, it is important to consider the context of the school, numbers of PP children and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing.

The challenges are varied and there is no “one size fits all”. In a school the size of Gretton, with only a small number of PP children it is essential that a bespoke programme of support is in place.

We will ensure that all teaching staff are involved in the analysis of data, identification of pupils and formulation of “individual case studies”, so that they are fully aware of strengths and weaknesses of these children, both in their own class and across the school.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the biggest impact on closing the disadvantaged attainment gap and will benefit all children in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

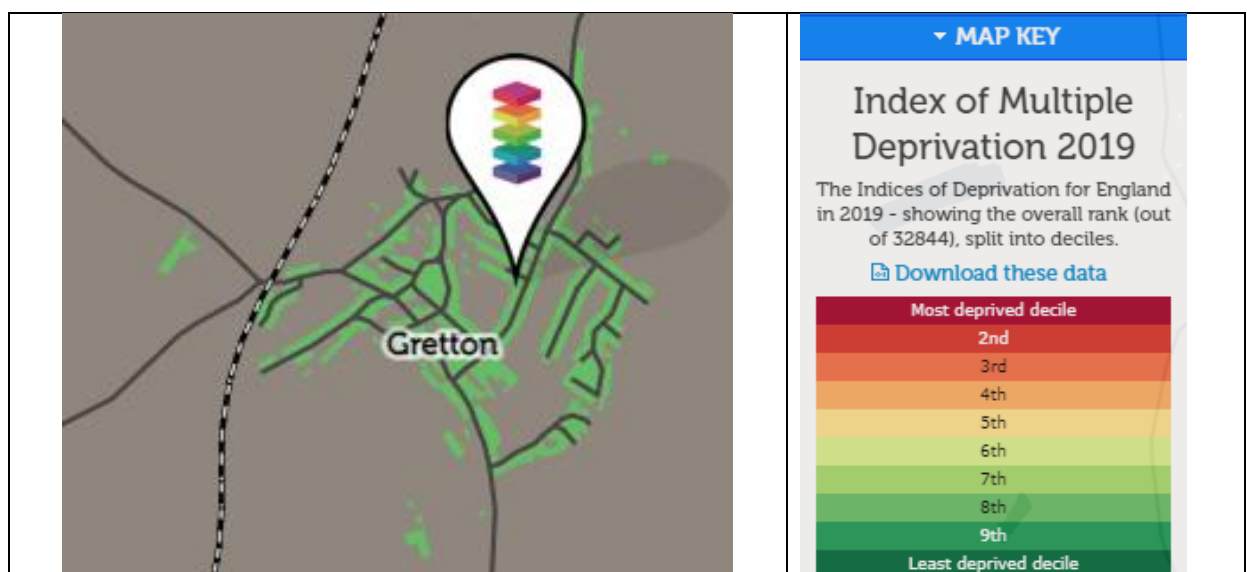
### **Our main principles are:**

- To ensure disadvantaged pupils are challenged in the work they are set.
- To spend the money wisely to ensure that any gaps in progress and attainment between socially disadvantaged pupils and their peers are closing.
- To clearly identify socially disadvantaged pupils who may be at risk of under achieving (but not necessarily entitled to PP funding) and to use the PP funding to support these children.
- To adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve.
- To provide early intervention and support for all socially disadvantaged pupils.
- To ensure that socially disadvantaged pupils achieve or exceed age related expectations and that the vast majority achieve in line with their peers.

- To provide effective support for pupils, parents and families to ensure that children are ready to learn every day.
- To have effective systems in place for identifying those pupils eligible for pupil premium and for tracking the progress they make as a result of interventions.
- To regularly monitor and review the effectiveness of our spending and to share this information with parents, Governors and staff.
- To secure a collective buy-in, ownership and commitment to addressing disadvantage across our schools.
- To ensure that all staff have the highest expectations of all pupils.
- To ensure there is a collective understanding of disadvantage and its impact of learning.
- To adopt a culture of early intervention.
- To build positive relationships with all pupils and families.
- To define and secure a collective understanding of inclusion.
- To address conscious and subconscious bias.
- To ensure governance supports a whole-school culture.
- To commitment to a research-evidence informed approach.
- To put accountability to pupils and families first.
- To treat disadvantaged pupils as individuals and not a homogenous group.
- To prioritise school-wide expertise and responsibility
- To secure a school-wide belief that disadvantaged pupils can attain well.

### School context

Gretton Primary School is a small village school with 154 children on roll. There are only 6 classes with mixed year groups in key Stage 2. The school is over subscribed with a high demand for places from the village, and surrounding areas. Although our data places us in a high social advantage factor, the children are not without need or emotional and social support. Our small numbers of PP children mean that we receive a limited amount of PP funding however we use it to maximise its use to benefit all individuals entitled to PP, plus other children who are disadvantaged or vulnerable and who would benefit from extra support afforded by PP funding.



## Challenges

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

Challenge number	Detail of challenge
1	Attendance - We are aiming for attendance to be 97% and above for all Pupil Premium children. Only 2 out of our 10 PP children achieved 97% or above attendance last year. It is important to note that Covid-19 significantly impacted on attendance.
2	Children's motivation for reading for pleasure and reading at home. Some of our pupil premium children do not read at home or have access to high quality texts. These children are always picked up as our daily readers.
3	A dip in attainment due to Covid-19 and lockdowns for Pupil Premium children across the school. Internal assessments and staff discussions show there has been a dip in attainment and gaps are to be addressed.
4	Speech and language developmental delay in EYFS and Year 1. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among some pupils. These are evident from EYFS through to Year 1.
5	Low attainment in reading, writing and maths for some of our PP children. Internal teacher assessments and PiXL assessments indicate that reading, writing and maths attainment is below age-related expectations for some of our disadvantaged children.
6	Low self-esteem and poor SEMH for some of our PP children. Our assessments (well-being wheels), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to low self-esteem, a lack of social interaction, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have increased during the pandemic.
7	Inclusion – our PP children to have access to all extra-curricular opportunities. Observations and staff, pupil and family discussions have identified a lack of opportunities for cultural experiences and educational experiences at home for some pupils. This has a direct impact on attainment. Research suggests that disadvantaged pupils are less inclined to participate in extracurricular activities (EEF, 2021).

## 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
<b>Attendance</b> To aim for all PP pupils to have an attendance of 97% +	All PP children will achieve an attendance of 97% +

<p>To implement our bespoke reading strategy to ensure that gaps in attainment are closing and a love of reading is promoted.</p>	<p>An effective reading strategy is adhered to. KS2 to have daily, morning reading sessions. A love of reading is promoted and all children have access to new class books to share and enjoy at home.</p>
<p>To improve the speech and language skills of all disadvantaged pupils.</p>	<p>Assessment and observations indicate a need for the development of speech and language skills among many of our pupils in EYFS and Year 1.</p>
<p>To target the dips in attainment and to ensure accelerated progress in reading, writing and maths.</p>	<p>Our PP children will make accelerated progress in reading, writing and maths through targeted interventions linked to their individual needs and barriers identified in their individual case studies.</p>
<p>To provide children with SEMH with pastoral support to improve well-being.</p>	<p>Children's SEMH will improve and families and their children will feel supported during times of difficulty. Children will be able to manage their feelings more appropriately which will have a positive impact on learning. Well-being wheels to be used to assess mental health. Lego therapy and Protective Behaviours work to be in place. New approaches to be introduced to support vulnerable learners.</p>
<p>Inclusion for all</p>	<p>All children to access extra-curricular activities. There will be subsidy for disadvantaged children, towards the cost of any after school clubs, breakfast club.</p> <p>All children will access enrichment activities. All children will experience a range of residential trips and educational visits across the year groups planned in for the year; this builds cultural capital in children who don't have rich life experiences. All children will have a full school uniform and PE kit. Purchase of school uniform and PE kit including PE shoes.</p> <p>Children to receive a good meal in the middle of the day, which helps support their learning in the afternoon.</p>
<p>To raise aspiration for all PP pupils.</p>	<p>All PP pupils are young leaders in school or school councillors. PP pupils are more aware of themselves as leaders and of what jobs they can aspire to in future life.</p>

## 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: £3750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff receive the training and support to identify, intervene and accelerate children who are disadvantaged.	'An effective strategy requires goal setting, underpinned by short, medium and long-term outcomes needed to reach 1 2 pupils in receipt of funding. these goals. The ongoing rigorous evaluation of pupils' attainment, challenges and need is essential (EEF, 2021).	1,2,3,4,5
Training given, with a particular emphasis on our school reading strategy.	All staff to attend training to learn about our new reading strategy. Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress. (EEF, 2021)	2,3,5
Lessons carefully planned to ensure all pupils are challenged and supported.	Positive discrimination to target priority pupils to enable them to plug gaps and catch up. Teachers use effective strategies to maximise time on task and deal with any resulting low-level disruption effectively. This was more difficult to achieve from March 2020 on as a result of Covid-19 related school closures. The 'Core 10' strategies are a feature of every lesson. Staff CPD sessions geared towards The Core 10. Supporting pupils on a social and emotional level is paramount.	2,3,4,5,6
Teachers keep up to date with developments in their subject areas/disciplines.	All teaching staff are participating in regular subject specific CPD. PIXL 'subject specific' conferences to be attended by subject leaders.	2,3,5

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

Budgeted cost: £2,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one tuition to be delivered by our HLTA (4 hours per week) to help reduce the gap between disadvantaged and non-disadvantaged pupils - particularly in reading.	By having one to one interventions, teachers will have the time to ensure pupils are carefully monitored and quality feedback is given. "Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies." (EEF, 2021)	3,5
National tutoring	This will help narrow the gaps in attainment towards reaching national expectations.	3,5
Rock star X tables	There will be a big focus on times tables. During a recent assessment, no children scored 25 out of 25.	3,5
PP children are tracked and supported through precise, high quality teaching, monitoring and assessment.	This will ensure that effective interventions are put in place and monitored. Gaining a thorough knowledge of disadvantaged pupils' levels of attainment is the first step in developing an effective pupil premium strategy.	3,5
Leaders are released to monitor and support disadvantaged pupils.	A pupil premium strategy is more likely to be effective if school leaders plan how to sustain it from the outset and monitor practice in an annual cycle. (EEF, 2021).	All
Speech and language interventions.	Children entering our school in EYFS have weak speech and language skills. There is also a small group of children in Year 1 who need speech and language interventions.	4

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

Budgeted cost: £2200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Pastoral support to improve SEMH</b> Towards the salary of a Pastoral Support assistant To support children's emotional well-being and readiness to learn.</p>	<p>We have seen more frequent emotional problems in school, meaning PP pupils are more likely to be placed on RED on our well-being sheets which impacts on their academic progress. Existing interventions have had an impact on behaviour incidents. We are providing children with additional pastoral support this year. One extra afternoon per week.</p>	<p>6</p>
<p><b>Attendance</b> To aim for all PP pupils to have an attendance of 97% +</p>	<p>Only two of our PP children achieved 97% + last year.</p>	<p>1</p>
<p>Staff training to enhance the work of the pastoral support assistant.</p>	<p>Additional pastoral support is needed in school, which means that we need more staff to be able to deliver this and training is needed.</p>	<p>6</p>
<p><b>All children will access school trips (trips subsidy)</b> Payment towards residential experiences and educational visits.</p>	<p>For some of our PP children, the only time away from home during the year is on school residential. It is essential for their own wellbeing that they experience different settings before writing about it. All children will experience a range of residential trips and educational visits across the year groups planned in for the year. Each year group will go on a class trip once per year.</p> <p>Y4 go on a three day residential</p> <p>Y6 go on a PGL as a teambuilding exercise for five days before they do to secondary school.</p> <p>We will provide these opportunities at a subsidised cost or free for identified pupils to use knowledge, skills and abilities in arrange of different situations. They also help build cultural capital in children who don't have rich life experiences.</p>	<p>6,7</p>



<p>To work closely with families to so that we are aware of additional family financial needs and families are aware of the support school can offer.</p>	<p>EEF, (2021) School leaders should aim to develop an in-depth understanding of any challenges that disadvantaged pupils are facing. These can be identified using a wide range of internal data and information.</p>	<p>7</p>
<p>To use funding to support families with costs such as: uniform, music lessons and wrap around care. supporting children to attend school.</p>	<p>PP children should have access to resources so they are not financial disadvantaged.</p>	<p>7</p>

**Total budgeted cost: £ 8880**

## 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.

Gretton Primary Academy				
Pupil Premium Spending Impact Review 2020-21				
10 pupils eligible for PP funding – 7 % of the school.				
Priority	Actions	Intended Impact	Anticipated Costings	Impact review July 2021 <i>Could it be better? What lessons were learnt? Did it have the expected impact? Was there value for money?</i>
<b>Attendance</b>  To aim for all PP pupils to have an attendance of 95% +	Office staff and teachers to monitor attendance. Teachers to make phone calls to parents whilst pupils are off school. To put targets in place where necessary.	All PP pupils to have an attendance of at least 97% this academic year.	N/A	Only 2 out of 10 children achieved 95% or above attendance. However Covid significantly impacted on attendance.  Please see the PP data & support sheet for children's percentages. Attendance will continue to be a priority next academic year.
<b>One to one tuition</b>  Towards salary of an HLTA (4 hours per week) to help reduce the gap between disadvantaged and non- disadvantaged pupils - particularly in reading.	HLTA to run interventions for PP pupils (such as reading support, Numicon, RWI phonic support, feedback marking)	Gaps in learning are closed.  All PP pupils make at least expected progress and attainment is in line with national	£1850	<b>Reading</b> Expected progress – 7/7 Better than expected progress 5/7 (1 x SEND did not make expected progress)  <b>Writing</b> Expected progress – 5/7 Better than expected progress 3/7

<p>National Tutoring programme for KS2 PP pupils</p>	<p>1:1 support from LSAs to work on next steps with individual children or in pairs. All pupil premium children entitled to interventions regardless of ability which has helped move some PP children towards greater depth. Teacher discretion about what areas of learning are addressed and supported.</p>	<p>expectations across all subjects.</p>		<p>(1 x SEND did not make expected progress)</p> <p><b>Maths</b>  Expected progress – 5/7  Better than expected progress 3/7  (1 x SEND did not make expected progress)</p> <p>The 1:1 tuition boosted self confidence and well being</p>
<p><b>Pastoral support</b>  Towards the salary of a Pastoral Support assistant  To support children's emotional well-being and readiness to learn.</p>	<p>Support for families and their children at time of difficulty. Pupils will be able to manage their feelings more appropriately which will have a positive impact on learning. Well being wheel used to assess mental health.</p>	<p>Children are well supported and have the emotional tools to access the curriculum.</p>	<p>£1500</p>	<p>Well-being wheels show that all children have benefited from pastoral support.</p>
<p><b>Extra curricular activities</b>  Subsidised morning and after school club extended provision.   Subsidy of extra-curricular activities</p>	<p>Subsidy for disadvantaged children, towards the cost of any after school clubs, breakfast club.</p>	<p>Before and after school club to support parents who are working.   Extra-curricular experiences</p>	<p>£300</p>	<p>Due to Covid clubs did not run and residential did not take place.</p>

(where there is a charge) for disadvantaged children.		give children opportunities that they have not previously had.		
<b>Enrichment activities</b>  <b>Visit to a book shop</b> <b>Corby Library visit</b>	Payment for workshops in school which enhance the creative curriculum has proven to be beneficial to PP children. EG – Xmas pantomime visit, forest school, History off the Page, provision of costumes for major events. All PP pupils taken to a book shop and given the money to buy a book. Ensure that all PP pupils have a library card for Corby Library	Enrichment experiences which develop a wider knowledge of the world, raise aspirations and develop cultural capital.  Raises awareness of books available – love of books. Access to free books from library.	£200	Did not happen due to Covid restrictions. We plan to do this next academic year.
<b>Trips subsidy</b> Payment towards residential experiences and educational visits	A range of residential trips and educational visits across the year groups planned in for the year. Provide these opportunities at a subsidised cost or free for identified pupils to use knowledge,	Trips can have an impact on children's writing and this will be expected as a follow up. Builds cultural capital in chn who don't have rich life experiences.	£500	No school trips this year due to Covid restrictions. This will now happen next academic year.

	skills and abilities in arrange of different situations (BWT competitions and initiatives, clubs, etc)			
<b>Music tuition Payment of peripatetic lessons</b>	Payment of peripatetic drum and piano music lessons for PP pupils plus families where chn may need to stop playing their instrument due to cost	Achievement and valuable learning experiences for pupils learning an instrument from a choice of brass, guitar, drum or piano lessons.	£450	Two of our children accessed this and enjoyed their music sessions.
<b>School uniform Uniform subsidy.</b>	Purchase of school uniform and PE kit including PE shoes.	Valuable support for the families of PP children and ensures all children have full uniform and PE kit.	£200	All PP children have had their uniform subsidised this year. We have also provided some families who are experiencing financial difficulties with uniform subsidy.
<b>Free school meals</b>	PP funding used to pay for a hot dinner for pupils who may benefit from this support in KS 2 at times but not eligible for PP funding.	Children receive a good meal in the middle of the day, which helps support their learning in the afternoon.	£200	All PP children receive free school meals. During lockdown, free school meal vouchers were sent to these families. Free school meals have also been provided for two of our children who are not PP but are from a low income household.
<b>Staff training To enhance the work of the pastoral support assistant</b>	Lego therapy and Protective Behaviours work now in place for HM Well-being wheel implementation	New approaches introduced to support vulnerable learners and shared with staff. NPQSL project around lego	£200	Additional support and expertise in Lego Therapy is provided by a fully trained member of staff. One LSA has shadowed this Lego Therapy trained member of staff and now delivers this as an intervention herself. Mrs Young has monitored and collated data for this

		therapy undertaken by PP lead. Time out for training.		intervention. Data shows that all children have developed their communication and social skills and their wellbeing has improved (see well-being wheels). All LSAs have attended training at Beanfield Primary School.
<b>To raise Aspiration for all PP pupils.</b>	“Ambition for All” initiative Careers week Big Believe for Yr 4 All PP pupils Young Leaders in school or school councillors	PP pupils are more aware of themselves as leaders and of what jobs they can aspire to in future life.	NA	Big Believe did not happen due to Covid restrictions.  School council meetings have taken place and has given PP children a role where they see themselves as leaders.  High expectations set by all teachers for all children.
<b>Think for the Future</b> Facilitators use the power of their real-life experiences overcoming social and emotional barriers to relate to young people and deliver engaging sessions that inspire positive change.	PP pupils to be given time each week to take part in Think for the Future sessions.	PP pupils will build an emotional and social resilience. They will develop coping strategies and will be supported to overcome social and emotional barriers.	£2665	All children were assessed at the start of the year and targeted for Think For The Future mentoring support – where applicable. The TFTF mentor did come in during lockdown to support children with their anxieties and worries. Children were generally settled and were engaging with mentor and sessions. Impact recorded on TFTF feedback sheets.

## 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
X Tables Rockstars	TT Rockstars
Education City	EducationCity Ltd