

# 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	Grampian Primary Academy
Number of pupils in school	224
Proportion (%) of pupil premium eligible pupils	55% (111 chn R – Y6)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Melanie Murfin Headteacher
Pupil premium lead	Melanie Murfin
Governor / Trustee lead	Sam Coy

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£153,735
Recovery premium funding allocation this academic year	£16,095
Pupil premium funding carried forward from previous years (enter £0 if not applicable) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 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	£169,830

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenge they face, make good progress and achieve well. As a school we are committed to raising the achievement for pupils who are eligible for the Pupil Premium. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

As a school we are able to determine how best to use the pupil premium grant to support pupils and raise education attainment; we create an overall package of support aimed to tack a range of barriers as specified within the plan.

Quality first 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 greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils 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 peers. This will include closing the gap caused by school closures for all pupils but specifically for disadvantaged and vulnerable pupils.

### Principles:

- We ensure that teaching and learning opportunities meet the needs of all pupils
- We ensure that appropriate provision is made for all our pupils who belong to vulnerable groups.
- We recognise that some pupils who are not in receipt of free school meals are socially disadvantaged. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school identifies as being socially disadvantaged
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

### Objectives

- To ensure disadvantaged pupils are challenged in the work that they're set
- To act early to intervene at the point need is identified
- To scaffold learning effectively to ensure all children achieve the same outcomes.
- To improve pupils' confidence and self-esteem. Children will be able to self-regulate their emotions and build positive relationships

- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- To support parents and carers in advocating and accessing wider services to support their children's health and care needs.
- To support parents and carers in improving attendance and punctuality.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Gaps in learning within the core curriculum</b> Internal assessments indicate that attainment in the core subjects among disadvantaged pupils is below that of the non-disadvantaged
2	<b>Phonics and early reading</b> Disadvantaged pupils enter the EYFS significantly below the expected standard and insecure with oral blending
3	<b>Learning beyond the classroom</b> Disadvantaged pupils join the school with limited experiences outside of school. This reflects in their understanding of the world, speech and language and vocabulary used in writing.
4	<b>Emotional, social and behavioural issues</b> Significant emotional, social and environmental needs of pupils and families affect the pupils' ability to regulate their emotions and be successful in school and beyond the school gates.
5	<b>Attendance and Punctuality</b> Attendance data demonstrates that attendance among disadvantaged pupils is lower than non-disadvantaged pupils.

## 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
Improved reading, writing and maths attainment among disadvantaged pupils.	GLD attainment gap to be narrower than in the previous academic year  Y1 phonics gap to be narrower than in the previous academic year

	<p>Key Stage 1 - Attainment at the expected standard for disadvantaged pupils is broadly in line with their non-disadvantaged peers in reading, writing and maths</p> <p>Key Stage 1 – The attainment gap at the higher standard between disadvantaged pupils and their non-disadvantaged peers is narrower than in previous years in reading, writing and maths</p> <p>Key Stage 2 - Attainment at the expected standard for disadvantaged pupils is broadly in line with their non-disadvantaged peers in reading, writing and maths</p> <p>Key Stage 2 - Attainment at the higher standard for disadvantaged pupils is in line with their non-disadvantaged peers in reading, writing and maths</p> <p>Key Stage 2 – the combined attainment for disadvantaged pupils is narrower than the previous academic year.</p>
Teachers are confident in scaffolding learning to maintain an inclusive and ambitious curriculum. The classroom culture is inclusive, and differentiation is skilfully managed, so that all pupils receive a broad curriculum offer.	All staff take part in a well-informed CPD offer that is tailored to overcome the barriers for disadvantaged learners. CPD sessions are delivered by experts, whether internal or external, to ensure it meets need and is high quality. All teachers take part in regular coaching to support effective implementation of CPD.
Enrichment and school opportunities to be available for all disadvantaged pupils	<p>Disadvantaged pupils will:</p> <ul style="list-style-type: none"> <li>• Take part in enrichment experiences within the curriculum and beyond</li> <li>• Experience school trips and residential experiences</li> <li>• Have access to extracurricular activities</li> <li>• Take part in sports teams and inter-school competitions/tournaments</li> </ul>
Pupils and parents feel supported to engage with their child's learning and discuss concerns.	<p>Parents engagement and support will be improved through:</p> <ul style="list-style-type: none"> <li>• Home visits in the Early Years</li> <li>• Curriculum workshops to support their child with their learning (e.g. phonics)</li> <li>• School events – Come Dine with Me / Achievement Assemblies</li> <li>• Receive regular communication via the newsletters, email, text, school website and social media feeds.</li> </ul> <p>Attendance of parents of disadvantaged pupils at parents evening and other events. Parents of children on with SEND will meet</p>

	regularly with the SENCo or Safeguarding Officer to develop a strong partnership approach to promoting their child's progress and engagement. Pupil and parental questionnaires will highlight the impact of support.
Parental and pupil aspirations increase and there is a developed awareness of how to create an appropriate safe environment where emotions are dealt with and managed appropriately.	<p>Pupil and parental questionnaires can highlight the impact of support. Pupils are able to manage their feelings more appropriately. Behaviour and resilience for learning is evident for disadvantaged pupils which is underpinned by the Zones of Regulation. Pupils are able to manage their feelings more appropriately using the Zones of Regulation. Pupils are able to manage their feelings more appropriately using the Zones of Regulation.</p> <p>The whole school community will have a greater awareness of the school values: Commitment, Aspiration and Nurture</p>
To ensure the attendance of disadvantaged pupils is in line with those of peers, reducing the proportion classed a persistent absentee.	<p>Close the increasing gap between whole school attendance and pupils who are disadvantaged.</p> <p>Reduce the proportion of disadvantaged pupils classed as persistent absentees or those who are classed as severe absence</p> <p>Where attendance becomes a concern, intervention and support from the safeguarding team will demonstrate a rapid improvement.</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: £ 41,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching to accelerate progress in order to support recovery.</p> <p>Strategically planned CPD programme linked to priorities on the school development plan.</p> <p>Experienced senior leaders to provide additional support / teaching, coaching, and mentoring in targeted year groups.</p>	<p>Great teaching is the most important lever schools have to improve outcomes for their pupils (EEF)</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf</a></p>	1, 2,
<p>Strengthening teachers' practice by drawing on the science of learning and cognitive theory.</p>	<p>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year (EEF)</p> <p><a href="https://educationendowmentfoundation.org.uk/metacognition-and-self-regulation">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2
<p>Teachers and support staff will spend time within the lesson to prioritise feedback to pupils through the use of live marking to celebrate success and respond to misconceptions.</p>	<p>Providing feedback is well-evidenced and has a high impact on learning outcomes. It tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>Greater impact is seen when feedback is delivered by teachers. Studies of verbal feedback show slightly higher impacts overall.</p> <p><a href="https://educationendowmentfoundation.org.uk/feedback">Feedback   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2
<p>Effective assessment to support identification of gaps in learning.</p>	<p>Standardised tests to administered throughout KS1 and KS2 to provide reliable insights into the gaps in learning. Staff will be trained to</p>	1

	<p>ensure assessments are interpreted and administered correctly.</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf</a></p>	
Effective implementation of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	<p>Effective implementation of the phonics programme from Nursery – Year 2 will enable all children to make progress towards passing the PSC so that attainment is in line with the national average.</p> <p>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:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	2

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

Budgeted cost: £ 87,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional teachers to work in year groups (Y6, Y5)</p> <p>Leaders to provide targeted support for teaching, to improve outcomes for children (Rec, Y1 &amp; Y4)</p>	<p>Additional teachers and experienced leaders will be effectively deployed within the core curriculum to decrease the teacher:pupil ratio. Specific pupils will be identified and agreed with the SLT through pupil progress meetings. SLT will monitor the implementation of the agreed action plans through learning walks, pupil interviews and pupil progress reviews.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p> <p>TAs and academic mentor will deliver additional intervention sessions will take place, based on gaps in learning – identified through robust assessment. Interventions will be monitored by the SLT and impact measured. 1:1 and group support will demonstrate</p>	1, 2

<p>Teaching assistants to provide specific additional support for identified pupils (Rec, Y1, Y2, Y5, Y6)</p> <p>Academic mentor to provide targeted support for identified pupils (KS2)</p>	<p>accelerated progress within the area of focus for the intervention.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p>TAs to deliver targeted phonics interventions based on identified gaps in knowledge. Target phonics intervention have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Small group tuition has an average impact of four months additional progress over the course of a year (EEF)</p> <p><a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Pupil progress meetings with teachers alongside SLT and SENCo</p>	<p>Time for ongoing professional dialogues regarding progress and additional support required to accelerate the progress of disadvantaged pupils. Staff will have greater awareness of disadvantaged pupils and be able to articulate clearly their barriers to learning and any strategies needed to meet their educational and emotional needs.</p>	<p>1, 2, 3, 4, 5</p>
<p>Provide additional pastoral support for identified pupils</p>	<p>The inclusion team, comprising of the DSL, Safeguarding Officer, SENCo, to identify and support pupils who need extra help in overcoming barriers to learning. The self-esteem and motivation of targeted pupils in learning situations will be improved. All adults are proactive in supporting children to enable them to reach their full potential. Increased communication between school support systems results in a consistent approach</p> <p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3</p>
<p>Provide additional support for pupils with special educational needs and/or disabilities</p>	<p>Parents of children with SEND meet and communicate regularly with the SENCo to develop a strong partnership approach to promoting their child's progress and engagement. SENCo is pro-active in information sharing with feeder schools and new settings to ensure pupil premium pupils with SEND are well supported on transition into school and destination settlements.</p> <p>EEF's five evidence-based recommendations to support pupils with SEND:</p> <p><a href="#">Special Educational Needs in Mainstream Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2,3,4</p>



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

Budgeted cost: £ 41,926

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve attendance to disadvantaged pupils by monitoring attendance and working with pupils and their families to promote good attendance	<p>The persistent absence is above the national average and a significant proportion of these pupils are those are Pupil Premium pupils. A higher proportion of our Pupil Premium pupils are late to school than non-pupil premium pupils.</p> <p>Attendance of identified pupils has improved previously through careful monitoring and early intervention. Safeguarding officer and SENCo will work closely with families and develop strong relationships</p> <p><a href="https://educationendowmentfoundation.org.uk/Working-with-Parents-to-Support-Children's-Learning-EEF">Working with Parents to Support Children's Learning   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	5
Curriculum focus on, and learning mentor time allocated to, the social and emotional learning and wellbeing of pupils	<p>During the academic year 20-21, fixed term exclusions (now seclusions) were above the national average. All pupils who received a fixed term exclusion were Pupil Premium. During the academic year 21-22, no pupil premium pupils received suspensions.</p> <p>A named teaching assistant and safeguarding officer to provide targeted support for pupils during unstructured time to reduce the number of behaviour incidents during lunchtime.</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective social and emotional learning can lead to learning gains of +4 months over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	3, 4, 5
Enrichment / extra-curricular provision	<p>Further promote enrichment opportunities across the curriculum for disadvantaged pupils to ensure they can access cultural opportunities in line with non-disadvantaged pupils.</p> <p>Physical activity has important benefits in terms of health, wellbeing and physical development. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	3, 4, 5

**Total budgeted cost: £ 169,830**

## 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 2021 to 2022 academic year.

Due to COVID-19, performance measures have not been published for 2021 to 2022.

1	<b>Improved reading, writing and maths attainment among disadvantaged pupils</b>		
		All Pupils	PP
	GLD%	53%	51%
	Y1 Phonics	80%	65%
	Y2 R% EXS	62%	63%
	Y2 W% EXS	62%	63%
	Y2 M% EXS	66%	69%
	Y6 R% EXS	57%	50%
	Y6 W% EXS	67%	64%
	Y6 M% EXS	60%	57%
<p>Progress in 21/22</p> <ul style="list-style-type: none"> <li>• Reading – 79% of children in receipt of the pupil premium are making expected progress</li> <li>• Writing – 70% of children in receipt of the pupil premium are making expected progress</li> <li>• Maths – 79% of children in receipt of the pupil premium are making expected progress</li> </ul> <p>Where progress has fallen below the expected standard it has often been attributed to complex SEND (awaiting alternative school placement), prolonged SEND assessment (due to waiting lists for health/specialist services) low attendance (Outcome 5) attributed to term time holiday or covid-related anxiety for the family.</p> <p><u>Next Step:</u> This outcome will continue to be a focus for the Pupil Premium Strategy in 22/23 in order to narrow the attainment gap between disadvantaged pupils and their advantaged peers.</p>			
2	<p><b>Levels of self-esteem and confidence are improved. Children are able to self-regulate emotions, build relationships with their peers and settle to learn well through trusting relationships with adults</b></p> <p>Due to the COVID-19 pandemic, our assessment and observations during the previous academic year (2020-21) indicated that pupil behaviour, well-being and mental health were significantly impacted. Using the pupil premium funding, we implemented the Zones of Regulation throughout the school and continued to</p>		

	<p>develop and build on the wellbeing support and interventions provided to disadvantaged pupils. During 2021-22, the number of suspensions were reduced overall. No disadvantaged pupils were suspended during the academic year.</p> <p><u>Next Step:</u> Emotional regulation will continue to be a focus for some identified disadvantaged pupils who require targeted support through a personalised behaviour plan or provision map.</p>
3	<p><b>Pupils and parents feel supported to discuss concerns and engage in support</b></p> <p>With COVID-restrictions lifting, we have seen improved parental engagement. Highly effective parental-liaison from the Safeguarding officer and SENCo has led to early support for pupils or families. Disadvantaged families who are hard to reach have been supported in attending parent meetings with class teachers and with external agencies / professionals. Events have included phonics workshops (October 2021), Remembrance Craft (Nov 21) and Platinum Jubilee Celebration (May 22). The new school website was launched in the Spring term providing easier access for parents to key information and dates. Newsletters continue to be sent home and made available via the website.</p>
4	<p><b>Parental and pupil aspirations increase and there is a developed awareness of how to create an appropriate safe environment where emotions are dealt with and managed appropriately</b></p> <p>Disadvantaged SEND learners and their families have been supported in accessing wider services. A number of families have been supported through the Early Help process to access specialised support. There have been a significant number of vulnerable disadvantaged SEND learners who have now secured Special School or Enhanced Resource provision which is better equipped to meet the children's needs.</p>
5	<p><b>To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils</b></p> <p>Attendance (Sept 21 – July 22): 93.86% for all pupils and 93.6% for disadvantaged pupils. Persistence absence for all pupils was 15.7% and 17.7% for disadvantaged pupils. Careful attendance monitoring, first/third day visits by the Safeguarding Officer, proactive work with the Education Welfare Officer and attendance monitoring meetings have supported disadvantaged pupils with attendance and helped to rebuild good attendance routines post the pandemic.</p> <p><u>Next Step:</u> This outcome will continue to be a focus for the Pupil Premium Strategy in 22/23 in order to restore overall attendance and reduce persistent absence for disadvantaged pupils.</p>

## 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
Times Table Rockstars	Maths Circle Ltd
Spelling Shed	EdShed

Accelerated Reader (including MyON)	Renaissance
Power Maths	Pearson
My Concern	The Safeguarding Company
NTS Assessments	RS Assessments