Pupil Premium strategy statement: Every Student Academy

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EVERY STUDENT, EVERY LESSON, ALL THE TIME

"I see challenge as a temporary barrier, preparing me for something bigger!" *Timmy, year 9, SMA*

Detail	Data
School name	Grampian Primary Academy
Number of pupils in school	199 (Rec – Y6)
Proportion (%) of Pupil Premium-eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers **(three-year plans are recommended)**	2023 - 2026
Date this statement was published	September 2023
Date on which it will be reviewed	11th October 23, 31st January 24, 8 May 24
Statement authorised by	*Melanie Murfin (Headteacher)*
Pupil Premium lead	Melanie Murfin

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£173,532
Recovery Premium funding allocation this academic year	£16,385
Total budget for this academic year	£189,917

Current Attainment 2023	PP 2023	Non-PP 2023	PP nat ave 2023
Proportion attaining expected standard in Reading	50%	76.9%	60%
Proportion attaining expected standard in Writing	50%	69.2%	58%
Proportion attaining expected standard in Maths	62.5%	53.8%	59%
Proportion attaining expected standard in Combined	37.5%	53.8%	44%

We have reviewed thoroughly outcomes for our disadvantaged students and have identified 5 areas that continue to be a challenge for this group. These challenges will underpin the strategy for this academic year.

Current Challenges: *key challenges to achievement that we have identified among our disadvantaged pupils*

Detail of challenge
1. Gaps in learning as result of pupil mobility is high. This is a barrier to pupils achieving the expected standard in KS1 and combined outcomes at the end of KS2 that are in line with national outcomes.
2. A proportion of pupils in Key Stage 2 are not yet fluent readers and/or fluent in number which is a barrier to their progress and access in the core and wider curriculum.
3. SEND: High proportion of disadvantaged pupils have SEND (above national), in particular Social, emotional and mental health needs. This impacts on pupils' progress and outcomes.
4. Targeted Support: A high proportion of disadvantaged families need access to external services and are experiencing difficulties within the community or at home.
5. Attendance: Raise attendance above the national average, including Persistent Absence, with a strong focus on Key stage 1 and Lower Key Stage 2 who were well below the national average average in the previous academic year.

Intended outcomes & *how we will measure success*

Intended outcome	Success criteria
Quality first teaching for every student, every lesson all of the time (1 and 2)	Teaching is of consistently high quality so as to build cumulative fluency and ensure that pupils know and remember more. The attainment of PP pupils will improve
PP pupils are fluent readers and number fluent enabling them to access their learning to the full extent (2)	Reading fluency data demonstrates rapid progress for PP pupils and the gap between their reading age and their chronological age is closing. Star Reader growth reports demonstrate that PP pupils are making accelerated progress and the gap is closing between them and non-PP pupils. Maths intervention data demonstrates that the gap in number age and their chronological age for PP pupils is closing.
PP pupils, with SEMH difficulty, achieve well throughout the curriculum (4)	PP pupils' who demonstrate difficulty with SEMH make at least could progress and their attainment improves. Individual cases studies demonstrate that that identified pupils are able to better regulate their emotions so that behaviour improves throughout all parts of the day.

PP pupils and their families feel supported and are better equipped to meet their family's basic needs (5)	Individual cases studies demonstrate that improvements are made for that identified families and as a result the pupils, and their parents feel safe and able make improvements for their families.
Reduction in Persistent Absence for PP pupils and increase in their overall attendance (6)	Attendance figures and PA comparison show that PP pupils attend school in line with the national average.

Actions *to address the challenges listed above.*

Teaching Budgeted cost:

Action (Challenge addressed) **Improve the quality of teaching and learning by:**	Staff lead	Evidence to demonstrate approach is effective *(IMPACT – <u>data,</u> outcomes, what will students do/know/behave differently)*	Implementation review *(when/what/who)*
Develop staff's expertise in pedagogy and assessment through bespoke and regular coaching sessions	PC	Key summative assessment points (3 times a year) and mock-SATs data will demonstrate improved attainment for PP Pupils.	Fortnightly – Steplab
Continued investment in quality CPD for all staff to improve writing outcomes and develop mathematical fluency and flexibility	PC	Monitoring and evaluation of the quality of teaching will demonstrate that teaching is consistently good or better.	Half termly – observations
Reduce the teacher to pupil ratio for targeted year groups (Y6, Y1 & Y2) within the core curriculum teaching	MM	Lesson visits and drop-ins will demonstrate PP pupils have improved access to the curriculum. PP pupils will be engaged and focused with well-match support and challenge.	Termly – SLT to review data at each data drop
Continued CPD in formative assessment to improve all teachers us of 'feedback for learning'	PC	Lesson visits and book scrutiny demonstrate that teachers effectively challenge misconceptions and precise and timely feedback ensures PP pupils are secure in key concepts and knowledge. PP pupils outcomes improve	Weekly – coaching obs

Targeted academic support: Budgeted cost:

Action (Challenge addressed)	Staff Lead	Evidence to demonstrate approach is effective	Implementation review

		(IMPACT – <u>data</u>, outcomes, what will students do/know/behave differently)	(when/what/who)
Maths / English 1:1 tutoring programme and small group intervention for Y6 children not on track to achieve age-related outcomes	PC	Improved attainment of PP pupils at the end of Key Stage 2. This will be tracked at three summative points, and with each mock-SATs administration.	Half termly – SLT to review Mock-SATs data and summative data
Reading fluency sessions for Key Stage 2 pupils who are not yet fluent readers	PC	Improved reading fluency. Post assessment data will demonstrate accelerated progress for PP-pupils. Pupils achievement in Star Reader, NTS and Mock-SATs will improve.	Half termly – SLT & Anthem English Lead to review data
Maths intervention sessions for Key Stage 2 pupils whose number age is significantly behind their chronological age	BG	Improved attainment in PP-pupils number age.	Half termly – PC & BG to review data
Mastering number interventions for Y3 pupils who have not yet secured firm foundations in the development of good number sense	BG	Improved attainment in PP-pupils number age.	Half termly – BG to review impact of intervention
Phonics 1:1 intervention for Key Stage 1 children who are not on track to pass the phonics screening check	JBr	Improved outcomes in phonics at the end of Key Stage 1. PP-pupils achievement is in line with non-PP pupils	Half termly – JBr to review pre-post assessments
Foster a reading culture across the curriculum and improve pupils and parents' engagement with reading beyond the school: • Appoint a Reading Leader • Broader use of Accelerated Reader • Parent workshops • Celebration of reading commitment • Mapping wider curriculum texts to develop children background knowledge	PC & JBr Reading Leader	PP-pupils reading age improve. Increased pupil and parental engagement in reading. Improved staff confidence in Accelerated Reader PP-pupils have a rich and diverse reading experience across the curriculum	Termly – SLT data analysis Half-termly – subject leader action planning
Provide additional SENCO support for:	CS	Increased teacher confidence in providing and inclusive curriculum offer for all pupils.	Termly – MEP targets and

		Parental engagement increases.	provision mapping
• Teachers so they are knowledgeable and skilled in the effective strategies and reasonable adjustments required to ensure every student thrives. • Parents to develop a strong partnership approach to promoting their child's progress and engagement. pupils with special educational needs and/or disabilities			

Wider strategies: Budgeted cost:

Action (Challenge addressed)	Staff Lead	Evidence to demonstrate approach is effective *(IMPACT – data, outcomes, what will students do/know/behave differently)*	Implementation review *(when/what/who)*
Staffing provided to run a free breakfast club for families to support the cost of living and promote prompt school arrival	MW	Attendance data shows and increase in Breakfast Club engagement.	Half-termly – attendance monitoring
Lunch club support for vulnerable pupils who find the unstructured time and the lunch hall overwhelming	CS	Improvement in the number of behaviour incidents occurring at lunchtime.	Half-termly – VCM meetings
Additional capacity added to the attendance team to address issues relating to persistent absenteeism	MM	Attendance data shows a decrease in the number of PP-pupil who are persistently absent from school.	Fortnightly – Attendance Meetings
Raising Aspirations and providing opportunities to develop cultural capital: • Career-related learning through Science • Visit to Derby University for Y6 pupils • Engagement with Rolls Royce • Reimagine Project – Derby Cultural Education Partnership • Derby County Community Trust opportunities • Access to free after-school clubs • Pro-Excel	MM	Increased diversity in the aspirational offer to engage a greater volume of PP-pupils. Increased number of PP-pupils participate in experiences that build cultural capital.	Termly – PD curriculum reviews

Regular drop-in sessions 'Tea and Toast' for vulnerable PP-SEND families	CS	Individual case studies demonstrate increased and sustained engagement from parents of PP-SEND learners throughout referral and review processes.	Termly – Line management
Continued support for transition planning for vulnerable PP/PP-SEND pupils	CS DS	Individual case studies demonstrate pro-active planning, effective relationship building and tight target setting for the successful induction and destination settling of vulnerable learners.	Fortnightly – SLT / VCM meetings

Total budgeted cost:

EVIDENCE SOURCE

NFER – Deploying staff effectively

NFER – High quality teaching for all

EEF – Teaching and Learning toolkit

EEF- Teacher feedback to improve learning

EEF – Teaching and Learning toolkit

EEF – Metacognition & Self-regulated learning

EEF – Covid Catch up

EEF – improving literacy in secondary schools

EEF – Improving behaviour in schools

EFF – SEND in mainstream schools

EEF – Improving mathematics in KS2 & 3

NFER- Meeting individual learning needs

EEF – Effective Professional Development

EEF – Using digital technology to improve learning

EEF – Effective Professional Development

EEF – Putting evidence into work

EEF – Pupil Premium guide

Sutton Trust 'Engaging Parents Effectively'

NFER- Addressing behaviour and attendance

NFER – Clear responsive leadership