

Pupil premium strategy statement: West Grantham Church of England Primary Academy



This statement details our school's use of pupil premium (and recovery premium for the 2021 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	West Grantham C of E Primary Academy
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	68%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 21
Date on which it will be reviewed	September 23
Statement authorised by	
Pupil premium lead	Natalie Smyth
Governor / Trustee lead	Anna Martin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£243,760.00
Recovery premium funding allocation this academic year	£25,252.00
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	£269,012.00

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium strategy targets additional funding for disadvantaged children in the following categories:

- Students who are, or who have been previously (in last 6 years), eligible for free school meals (FSM)
- Looked After Children (LAC)
- Service Child Premium (children with parents in the armed forces)

The overall intention of the strategy is threefold:

- 1) To improve academic progress for pupil premium students, so that students are achieving in-line, or above, their peers nationally.
- 2) To improve the attendance of pupil premium students, at least in line with Academy expectations (96%)
- 3) To improve attitude to learning, and behaviours, so that no child is prevented from making rapid progress and having high aspirations.

Challenges

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

Challenge number	Detail of challenge
1	Lower starting points for disadvantaged students, resulting in significant gaps in students' literacy and numeracy knowledge, compared to their peers.
2	Variable attitude to learning and behaviour for learning which prevents students from making as much progress as their peers.
3	Lower aspirations where little value is placed on academic success. This prevents students from sustaining high levels of effort and engagement, limiting their progress.
4	Limited access to enrich opportunities that promote wider learning beyond the classroom.
5	Low attendance rates for disadvantaged students, causing them to fall further behind.

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 academic progress	Pupil premium students to perform as well as their non-disadvantaged peers
Improved attitudes to learning	A reduction in the number of pupil premium related behaviour challenges and raised aspirations amongst this group
Improved attendance	The attendance of a significantly increased proportion of pupil premium students to reach the school expectation of 96%

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: £60,000

Activity	Supported by the following approach & research	Challenge number(s) addressed
Continued high-quality CPD to support teacher and TA development	<p>CPD on planning, reading, assessment, progression in skills, SEND awareness and implementation of additional support, behaviour management.</p> <p>CPD for staff and parents on early identification of children with communication interaction difficulties.</p> <p>RWI consultant to support and train staff</p> <p>Research: https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p>	1, 2, 3
Curriculum development	<p>Changes to the curriculum in order to support the needs of all PPG children, relating to increased knowledge/skills, cultural capital. CPD for staff on the teaching/assessment of the new curriculum.</p> <p>Progression in skills documents identify key knowledge from EYFS to the end of Key Stage Two.</p> <p>Enrichment activities are included within long and medium term plans.</p> <p>Research: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p>	1, 2, 3, 4
Recruitment	<p>New staff; Pastoral leads, additional support staff, recruitment of full time attendance and family liaison officer, mentor role for new Headteacher, continued support from SNMAT directors, intervention lead recruited</p> <p>Research: https://www.gov.uk/government/publications/pupil-premium/pupil-premium</p>	1, 3

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

Budgeted cost: £150,000

Activity	Supported by the following approach & Research	Challenge number(s) addressed
Progress in reading, leading to a higher % reaching ARE.	<p>A higher proportion of PPG children to reach ARE in reading through high quality teaching and learning linked to a whole-class reading approach; reading initiatives in each year group; phonics support for children who need it into KS2; to provide high quality teaching and learning of RWI in EYFS and KS1, as well as catch-up RWI programmes for children in KS2.</p> <p>Research: https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	1, 2, 3
Progress in writing, leading to a higher % reaching ARE.	<p>Daily spellings and handwriting practice for all PPG students. Letter join interactive handwriting scheme, on display in each classroom. High quality interventions. SNAMT English specialist support- writing initiatives and CPD for English lead</p> <p>Research: https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	1, 2, 3
Progress in maths, leading to a higher % reaching ARE.	<p>White Rose – whole school approach to the teaching of maths- EYFS to end of KS2 Numbots used in Key Stage One TT Rockstars used in Key Stage Two</p>	1, 2, 3

	Research: https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	
Phonics. Improve the % of students achieving PSC and reading EXS at KS1.	<p>Use of RWI, plus monitoring and QA</p> <p>Development of the role of the RWI reading leader in school.</p> <p>RWI consultant to support in ensuring a consistently high standard of delivery, and to support RWI reading leader in coaching and monitoring.</p> <p>Research: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	1, 2, 3
Early Years	<p>Development of high-quality support for children through effective speech and language interventions.</p> <p>Nuffield Language Project registered for</p> <p>Department of Education support program registered for- intense project Autumn Term 2 and Spring Term 1</p> <p>Research: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	1, 2, 3
Assessment	<p>Baseline testing for all students: reading, speech and language- Wellcomm assessments to identify early speech and language difficulties.</p> <p>Pre-dyslexia screening</p> <p>Whole school assessment purchased- NFER (Year 1-Year 6)</p> <p>Research: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	1

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

Budgeted cost: £50,000

Activity	Supported by the following approach & Research	Challenge number(s) addressed
Home-school reading initiative	<p>Taking books home to ensure continuity of reading practice, at home, for all students. Reading workshops held for parents.</p> <p>Research: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	3, 4
Outdoor investment	<p>Investment in the outdoor environment and shared space to support play and learning for all students.</p> <p>Research: https://blog.insidegovernment.co.uk/schools/how-to-use-pupil-premium-funding-for-social-and-emotional-support</p>	4, 5
Attendance and Family Liaison officer	<p>Engagement of parents through: parental meetings, workshops, letters home, panel meetings, home visits, incentives and rewards</p> <p>Research: https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability</p>	5
Breakfast club	<p>Free breakfast club to support families with attendance and punctuality.</p> <p>Research: https://thirdspacelearning.com/blog/pupil-premium/</p>	5
In-school social and emotional support	<p>Pastoral team established to lead drop ins and interventions. Early help referrals and assessments completed. CPD for staff.</p>	2, 3, 5

	Research: https://blog.insidegovernment.co.uk/schools/how-to-use-pupil-premium-funding-for-social-and-emotional-support	
Pastoral support	Provision of school uniforms and cost towards trips for PPG parents/carers. Research: https://thirdspacelearning.com/blog/pupil-premium/	3, 4

Total budgeted cost: £ 260,000

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.

The primary school became part of Southwell and Nottingham Multi Academy Trust (SNMAT) in January 2021. It was therefore not possible to fully consider the previous school's provision for the pupil premium grant in the academic year 2020_21.

For the academic year 2021-2022, the pupil premium grant has been used to support the following interventions:

- New leadership structure in place- Executive Principal, Headteacher, Deputy Headteacher. Our middle leadership team has grown in strength with the addition of a Key Stage Two lead to the team. The Headteacher is mentored by an experienced Headteacher from within the trust, and continued leadership development is provided by SNMAT.
- External review bodies including: SEND review and Trust support on building capacity around leadership and work around a new curriculum.
- A change in delivery of non-core subjects has been invested in within Key Stage One, continuous provision has been introduced following a huge investment in staff CPD and resources, the outdoor area has been redesigned to support with this method of curriculum delivery.
- Our curriculum has been rigorously monitored by external members within SNMAT, pupil premium children's voice has been gained during monitoring visits and within subject leads monitoring of their subject area, as a result it can be concluded that children have a greater awareness of the skills and knowledge that they are acquiring, the next step is to assure that children have an awareness of how this feeds into their next steps, further resource on external support and staff CPD will be required in order to embed and further develop our novel based curriculum.
- RWI is the phonics scheme that is followed in school, funding has been used to invest in staff CPD in order to ensure that phonic sessions and targeted interventions are in place to ensure that good progress is made by pupil premium children within our school. 35% of children in year One passed the phonics screening check, 27% of year two retake children passed their phonics screening check in June 2022.
- RWI staff CPD has been heavily invested in again this year with a RWI consultant visiting school to provide targeted support, remote progress meetings are also held to ensure that children remain on track, and in areas where this proves to be a concern interventions are put into place. Our external RWI consultant has provided targeted CPD to our EYFS and Key Stage One leaders.
- Wellcomm assessments have supported in identifying key areas for improvement, generating individualised targets for each child, pupil premium funding has been allocated to ensure staff time is dedicated to the assessments and delivery of bespoke communication interventions.

- Interventions are in place, systems are in place to monitor the impact of each intervention, an intervention lead has been appointed to oversee recording and delivery.
- Funding streams are being further investigated so that breakfast club can be opened up even further to pupil premium children
- An attendance officer has been in post this academic year, this has ensured that attendance is high profile and support is actively promoted pupil premium children has been a target group that has received a significant focus. Next academic year we are looking to employ a full time family liaison officer due to the significant impact that the role has had, our aim is to further maximise on this
- A pastoral team has been in place since November 2022, this has had a positive impact on supporting and providing early intervention. Daily check ins are in place to ensure that there is social and emotional support available whenever required- the number of pupil premium children accessing the team is monitored to highlight impact. The impact is monitored by our inclusion lead, an internal promotion.

At the end of this academic year, a full review will be carried out on this year's planned spend, and next year's priorities outlined to align with the academy improvement plan.

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
External review	SNMAT Trust
Trust Support	SNMAT Trust