

## Pupil Premium Strategy Statement: West Grantham Church of England Primary Academy



This statement details our school's use of pupil premium 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	211
Proportion (%) of pupil premium eligible pupils	65.4% (academic year 2024/2025)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	October 24
Date on which it will be reviewed	September 25
Statement authorised by	Natalie Smyth
Pupil premium lead	Natalie Smyth
Governor / Trustee lead	Andrew Kidd

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£312,280
Recovery premium funding allocation this academic year	
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	£312,280

## 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)
- Children In Care (CIC)
- 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 **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £72,280

Activity	Supported by the following approach & research	Challenge number(s) addressed
Continued high-quality CPD to support teacher and TA development	CPD on planning, reading, assessment, progression in skills, SEND awareness and implementation of additional support, behaviour management CPD to be delivered by internal and external providers on adaptive teaching within the curriculum CPD for staff and parents on early identification of children with communication interaction difficulties RWI consultant to support delivery of phonics in school Additional training to be purchased for RWI training Research: <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a>	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</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, these form part of our pupil entitlement plan at The West Grantham Church of England Primary Academy</p> <p>CPD to be delivered by internal and external providers on adaptive teaching within the curriculum</p> <p>Research:  <a href="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">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</a> </p>	1, 2, 3, 4
Recruitment and retention	<p>Pastoral leads, additional support staff, full time attendance and family liaison officer, support from SNMAT directors</p> <p>Intervention lead in post to rigorously track progress and attainment of pupil premium children, impact is regularly discussed with the Senior Management Team in school</p> <p>Research: <a href="https://www.gov.uk/government/publications/pupil-premium/pupil-premium">https://www.gov.uk/government/publications/pupil-premium/pupil-premium</a></p>	1, 3

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

Budgeted cost: £160,000

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: <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p>	1, 2, 3
Progress in writing, leading to a higher % reaching ARE.	<p>Daily spellings and handwriting practice for all PPG students</p> <p>Letter join interactive handwriting scheme, on display in each classroom.</p> <p>High quality interventions</p>	1, 2, 3

	SNMAT English specialist support- writing initiatives and CPD for English lead Research: <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>	
Progress in maths, leading to a higher % reaching ARE.	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 Research: <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>	1, 2, 3
Phonics. Improve the % of students achieving PSC and reading EXS at KS1.	Use of RWI, plus monitoring and QA Development of the role of the RWI reading leader in school RWI consultant to support in ensuring a consistently high standard of delivery, and to support RWI reading leader in coaching and monitoring Research: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	1, 2, 3
Early Years	Development of high-quality support for children through effective speech and language interventions Support from SNMAT Early Years specialist consultant EYFS lead attends SNMAT cluster meetings Use of Well COMM assessments to track early language and communication- providing detailed analysis for targeted interventions or to provide support for further referrals Research: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	1, 2, 3
Assessment	Baseline testing for all students: reading, speech and language- Wellcomm assessments to identify early speech and language difficulties Pre-dyslexia screening Whole school assessment purchased- NFER (Year 1-Year 6) Assessment support package from within SNMAT FFT aspire purchased (SNMAT preferred assessment package) to provide rigour in data analysis Research: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	1

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

Budgeted cost: £80,000

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.</p> <p>Reading workshops held for parents</p> <p>Reading incentives in place for reading at home, certificates produced and rewards purchased</p> <p>Book bags purchased for children; all new children receive a book bag free of charge when they join</p> <p>Research: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	3, 4
Outdoor investment	<p>Investment in the outdoor environment and shared space to support play and learning for all students</p> <p>To create spaces within school grounds for children to use as a place to reflect quietly</p> <p>Research: <a href="https://blog.insidegovernment.co.uk/schools/how-to-use-pupil-premium-funding-for-social-and-emotional-support">https://blog.insidegovernment.co.uk/schools/how-to-use-pupil-premium-funding-for-social-and-emotional-support</a></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>TAC lead on cases that involve attendance as a key concern so that targeted support can be put into place</p> <p>Promotion of events in school that enable our PPG families to access and enjoy</p> <p>Research: <a href="https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability">https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability</a></p>	5
Breakfast club	<p>Free breakfast club to support families with attendance and punctuality</p> <p>Research: <a href="https://thirdspacelearning.com/blog/pupil-premium/">https://thirdspacelearning.com/blog/pupil-premium/</a></p>	5
In-school social and emotional support	<p>Pastoral team established to lead drop ins and interventions</p>	2, 3, 5

	<p>Early help referrals and assessments completed</p> <p>CPD for staff</p> <p>Research: <a href="https://blog.insidegovernment.co.uk/schools/how-to-use-pupil-premium-funding-for-social-and-emotional-support">https://blog.insidegovernment.co.uk/schools/how-to-use-pupil-premium-funding-for-social-and-emotional-support</a></p>	
Pastoral support	<p>Provision of school uniforms and cost towards trips for PPG parents/carers</p> <p>Research: <a href="https://thirdspacelearning.com/blog/pupil-premium/">https://thirdspacelearning.com/blog/pupil-premium/</a></p>	3, 4
Behaviour support	<p>Pastoral team in place in school</p> <p>A focus is placed on restorative practice to prevent reoccurrences of any behaviour patterns</p> <p>Pastoral team actively support to prevent disturbance to lessons</p> <p>Pupil charter is consistently reinforced</p>	

**Total budgeted cost: £ 312,280**



## 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 2023 to 2024 academic year.

The primary school became part of Southwell and Nottingham Multi Academy Trust (SNMAT) in January 2021.

For the academic year 2023-2024, the pupil premium grant has been used to support the following interventions:

- 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 receives continued leadership development provided by SNMAT, this will continue into this academic year.
- External review bodies including SEND review and Trust support on building capacity around leadership.
- 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. 73% of children in year One passed the phonics screening check (pupil premium 79%), 78% of year two retake children passed their phonics screening check (pupil premium 78%), in June 2024.
- 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 is 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 and family liaison officer has remained 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.
- 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 Senior Leadership Team.

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