

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Information
School name	Grimsdyke School
Number of pupils in school	627
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019-2022
Date this statement was published	Nov 2022
Date on which it will be reviewed	Nov 2023
Statement authorised by	Pastoral Committee
Pupil premium lead	G Curry
Governor lead	Pastoral Committee Chair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 50,845
Recovery premium funding allocation this academic year	£ 2,106
School led tutoring funding allocation this year	£ 1,434
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	£ 54, 385

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is additional funding to help schools close the attainment gap between children from low-income and other ‘disadvantaged families’ and their peers. If a child has been eligible for free school meals (FSM) at any point over the past 6 years (Ever6) or has been continuously looked after for at least 6 months (LAC) they are considered ‘disadvantaged’ and the school receives an amount per head within their budget. A smaller provision is also made for children who have a parent in the armed services.

The aim of the funding is to target the attainment gap between pupils from deprived backgrounds and their more affluent peers. This gap persists through all stages of education, including entry into higher education.

Research shows that:

- *The highest early achievers from deprived backgrounds are overtaken by lower achieving children from advantaged backgrounds by age seven.*
- *The gap widens further during secondary education and persists into higher education.*
- *The likelihood of a pupil eligible for Free School Meals achieving five or more GCSEs at Grade 5 or above including English and mathematics is less than one third of a non-Free School Meals pupil. This gap has widened since the Covid pandemic.*
- *A pupil from a non-deprived background is more than twice as likely to go on to study at university as their deprived peer.*

This funding is spent strategically by the school to meet its aim of ensuring maximum progress and access to provision for all groups of children and to close any gaps.

Grimsdyke School has adopted a policy explaining our approach to spending and managing pupil premium funds. Parents were consulted in the process of developing this policy and it is available on our school website. We have a clear, strategic approach to the use of specific Pupil Premium funding and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly and in depth data analysis ensures that the correct support and strategies are identified to maximize progress.

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Challenges

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

Challenge number	Detail of challenge
1	<i>The school needs to ensure that pupil premium pupils make the expected standard for their starting point and that more pupil premium students are reaching the higher standard at the end of EYFS, Key Stage 1 and Key Stage 2.</i>
2	<i>The demographics of the local area and school are changing. There is increased mobility as some families are leaving the local area due to increases in rent and changes to benefits. There are also an increasing number of pupils joining the school with English as an Additional Language; this includes an increasing number of children with little or no English and in some instances, little or no schooling and there are gaps in prior learning.</i>
3	<i>There are increasing numbers of pupil premium students who come from households where English is not spoken or used infrequently/ in an adapted form so that the only experience the students have of English as a means of communication and study is in school. Whilst this could be a strength long term as they will be bilingual adults, it is currently a barrier to their learning the primary curriculum at the same pace as their peers.</i>
4	<i>Students are not always 'ready to learn' in school because of factors beyond the school. This can mean that pupils are not in a secure place mentally/emotionally or that they demonstrate poor learning skills such as difficulties with organisation, commitment and resilience. Some students have experienced traumatic events in their prior life history which they need support to process and are having an impact on their relationships and engagement in school.</i>
5	<i>There are a group of pupil premium students who show the aptitude and motivation to be able to extend their learning in ways that their families cannot facilitate e.g. music lessons</i>
6	<i>The impact of school closures in the last two academic years has been significant for this group of students. The youngest students have delayed development of skills due to loss of experience and the oldest have gaps in their learning due to the variations in the ways in which they studied aspects of the curriculum over time.</i> <i>There are also a group of pupils within this cohort with multiple challenges upon whom the impact of school closures has been more significant. Although the school both supported accessibility for remote education and brought students into school based provision during the period of school closures, they have bigger gaps in their learning than the average for their peer group.</i>

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7	<p><i>Our ISDR report (Oct 2022) shows that the levels of persistent absence for students disadvantaged students at Grimsdyke School is a cause for concern and needs addressing:</i></p> <ul style="list-style-type: none"> <i>Persistent absence for pupils in receipt of free school meals (25.0%) was in the highest 20% of all schools in 2018/19 as well as in 2017/18.</i> <i>Overall absence in summer 2021 for pupils in receipt of free school meals (9.9%) was in the highest 20% of all schools. In autumn 2020 overall absence for pupils in receipt of free school meals (9.5%) was in the highest 20% of all schools. Persistent absence in summer 2021 for pupils in receipt of free school meals (38.5%) was in the highest 20% of all schools. In autumn 2020 persistent absence for pupils in receipt of free school meals (42.9%) was in the highest 20% of all schools.</i> <p><i>It should be noted that challenge 4 above impacts on this significantly.</i></p>
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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
<i>Pupil premium students make good progress from their academic starting points</i>	<p><i>All pupil premium students attain at least the levels expected based on their prior attainment in teacher assessment and testing</i></p> <p><i>Increasing numbers of pupil premium students attain greater depth in end of Key Stage assessments</i></p>
<i>Pupil premium students have the language skills to access the academic and social aspects of school life</i>	<p><i>The attainment gap between pupil premium students with an EAL profile and their peers narrows over time in both teacher assessment and testing outcomes</i></p> <p><i>Pupil premium students with an EAL profile are able to meet the Key Performance Indicators for English in their year group</i></p>
<i>Attendance and engagement for this group of students improves over time</i>	<p><i>Attendance for students in this group on average meets the school target of 95% or better</i></p> <p><i>Students in this group are not being managed as under the sanctions of the school Behaviour Policy disproportionately</i></p> <p><i>Students in this group with complex needs are supported to access support beyond</i></p>

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	<i>school where appropriate e.g. CAMHS, Harrow Horizons</i>
<i>Pupil premium students who are motivated to do so are able to learn a musical instrument or attend extra-curricular provision offered on site or off site</i>	<i>All extracurricular provision is accessible through supported to funding and students requesting access are supported to take part in at least one activity per term Pupil premium students with particular talents are able to access provision within the local community</i>
<i>Pupil premium students are able to recover from the impact of school closures in 2020 and 2021 to attain outcomes in line with that of their peer group locally and nationally as well as reach expected outcomes</i>	<i>All pupil premium students attain at least the levels expected based on their prior attainment in teacher assessment and testing Increasing numbers of pupil premium students attain greater depth in end of Key Stage assessments</i>

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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: £ 31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Key Stage One Curriculum Access Teaching Assistant – to support language development, phonics and reading for vulnerable students (full time TA) £12,000</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Other evidence:</p> <ul style="list-style-type: none"> Year 1 in 2022/3 have a significantly higher number of pupils with disadvantaged that usual for Grimpsyke School (more than 100% increase) Need identified nationally and internally after analysing impact of school closures on development of core skills across the school Impact analysis of previous work done by KS1 Curriculum Access Teacher last year shows that students who received support made good progress 	1/2/3/6
<p>Key Stage One Curriculum access support teacher (Returning maternity leave – 0.6 fte) £12,000</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Other evidence:</p>	

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	<ul style="list-style-type: none"> Year 1 in 2022/3 have a significantly higher number of pupils with disadvantaged that usual for Grimpsyke School (more than 100% increase) Need identified nationally and internally after analysing impact of school closures on development of core skills across the school Impact analysis of previous work done by KS1 Curriculum Access Teacher last year shows that students who received support made good progress 	
<p>Key Stage Two Curriculum Access Support – to develop literacy and numeracy skills (0.5 fte teaching assistant) £7000</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Other evidence:</p> <ul style="list-style-type: none"> Need identified nationally and internally after analysing impact of school closures on development of core skills across the school Analysis of TA led interventions as part of SEND provision map show impact on student involved 	1/2/3/6

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

Budgeted cost: £ 7367

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Year 6 Reading and Maths extra-curricular small group tuition run with Bright Heart NTP – 10x1.5 hour sessions delivered in Aut and Spring Terms £1,767</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Other evidence:</p> <ul style="list-style-type: none"> Need identified nationally and internally after analysing impact of school closures on development of core skills across the school 	1/2/3/6

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	<ul style="list-style-type: none"> • Analysis of previous academic year programmes showed students made better than expected progress in comparison to peer group • Provision adapted this year in light of analysis that showed maths tuition had more impact than reading – new programme of targeted reading comprehension strategies to be included in this year’s provision 	
<p>Year 5 Reading and Maths extra-curricular small group tuition £1600</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Other evidence:</p> <ul style="list-style-type: none"> • Need identified nationally and internally after analysing impact of school closures on development of core skills across the school • Analysis of previous academic year programmes showed students made better than expected progress in comparison to peer group • Provision adapted this year in light of analysis that showed maths tuition had more impact than reading – new programme of targeted reading comprehension strategies to be included in this year’s provision 	1/2/3/6
<p>Easter School Tuition Week for Year 6 students £4000</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Other evidence:</p> <ul style="list-style-type: none"> • Need identified nationally and internally after analysing impact of 	1/2/3/6

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	<p>school closures on development of core skills across the school</p> <ul style="list-style-type: none"> Analysis of previous academic year programmes showed students made better than expected progress in comparison to peer group 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 16,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning mentor support for students £11,500</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Other evidence:</p> <ul style="list-style-type: none"> Need identified nationally and internally after analysing impact of school closures on development of social skills and engagement with learning across the school 	<p>4/7 1/2/3/6</p>
<p>Support for extra-curricular activities including sport, music etc. £2000</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>5/7 1/2/3/6</p>
<p>Support for engagement with learning, attendance and curriculum provision – trips, uniform etc. £800</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Other evidence:</p> <ul style="list-style-type: none"> Need identified nationally and internally after analysing impact of school closures In response to school pupil premium information being sent out, increased numbers of families are registering to seek support for their students to access provision 	<p>5/7 1/2/3/6</p>
<p>Place2be Project Resources</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>4/7 1/2/3/6</p>

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£2000	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://www.place2be.org.uk/about-us/impact-and-evidence/accounts-and-impact-report/impact-report/	
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Total budgeted cost: £ 54,667

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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.

Pupil Premium Interventions:

Description/ Aim	Outcomes
Key stage One specialist teacher input for English, Maths and Phonics (Part time support teacher for 2 terms: Spring and Summer)	Improved maths outcomes for Y1 and Y2 KS1 students meet expected standards
Learning mentor support for students with emotional barriers to learning	Students are able to engage with classroom learning to achieve expected levels Attendance improves for students with below expected attendance
Tuition programme for year 5 and 6 students	Y6 students attain scaled scores in line with their prior attainment group nationally Y5 students were prepared for study at a Y6 level addressing gaps from lockdowns as appropriate
Holiday club provision	Inclusion for disadvantaged students in enrichment provision Student engagement maintained
Extracurricular activities e.g. music lessons, dance, gym, drama	Inclusion for disadvantaged students in enrichment provision Student engagement maintained
Support for school trips and residential visits	Inclusion for disadvantaged students in enrichment provision Student engagement maintained
Therapeutic services for students with emotional barriers to learning – through Place2Be and ELSA/Learning mentors	Support for well-being of students identified to support engagement with learning

Covid Catch Up Interventions:

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<i>Initiative</i>	<i>Target group</i>	<i>Impact</i>
<i>Accelerated Reading programme – 2 year subscription</i>	<i>Whole school – including target groups</i>	<i>Greater engagement with reading across the school. Classes making expected or better progress term on term in their Star Reading assessments</i>
<i>Easter School Tuition support for selected Y6 students – provision of books for remote study</i>	<i>Year 6 students most in need of accelerated progress into summer term including some PP students</i>	<i>Target students achieve outcomes in end of year testing in line with peer group or better.</i>
<i>In school tuition programme for English and Maths</i>	<i>Year 5 and 6 students including PP group</i>	<i>Target students achieve outcomes in end of year testing in line with peer group or better.</i>
<i>In school support with additional teacher input in Y1 and 2 for 2 terms and Rec for 6 weeks</i> <ul style="list-style-type: none"> <i>Support for phonics, reading, writing and maths catch up</i> 	<i>Y1 and 2 catch up students including SEN/PP/EAL groups</i> <i>Rec students supported for transition to Y1</i>	<i>Year 1 and 2 students are supported to catch up learning loss and attain outcomes in line with their prior attainment making them ready for the Y2/3 curriculum</i>

Outcomes and Impact:

Teacher Assessment Outcomes:

In the academic year 2021-2022, teacher assessments were recorded termly using the Insight Assessment platform. The results for the summer term 2022 are as follows:

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	Reading		Writing		Maths	
	Year group % expected or better	Pupil pre- mium group % expected or better	Year group % expected or better	Pupil pre- mium group % expected or better	Year group % expected or better	Pupil pre- mium group % expected or better
1	85	100	72	50	79	100
2	78	25	69	75	77	75
3	82	50	84	75	83	50
4	80	50	79	50	80	25
5	78	100	74	67	76	33
6	87	57	78	57	86	71

It should be noted that the numbers of children in the pupil premium group in each year group were relatively small which explains some of the large percentage gaps between their outcomes and the year group.

When analysing the outcomes for groups of students who were in receipt of specific interventions funded through pupil premium, it should be noted:

- In year 6 of the students receiving maths tuition, only 87.5% were at the expected level at the end of the year and of those receiving reading tuition only 77% were at the expected level at the end of the year.*
- In Key Stage 1, the 6 pupil premium students moved up an average of one assessment band and 50% of them were at the expected level by the end of the year as opposed to 33% at the start of the intervention.*

National Assessment Outcomes:

Key Stage 1:

<i>KS1 statutory teacher assessments</i>	<i>Reading - % expected or better</i>	<i>Writing- % expected or better</i>	<i>Maths- % expected or better</i>
<i>Year group</i>	74%	69%	77%
<i>Pupil premium group (4 pupils)</i>	25%	25%	25%

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Key Stage Two:

<i>KS2 statutory tests</i>	<i>Reading - % expected or better</i>	<i>Maths - % expected or better</i>	<i>Grammar, spelling and punctuation - % expected or better</i>
<i>Year group</i>	<i>86%</i>	<i>84%</i>	<i>86%</i>
<i>Pupil premium group (7 pupils)</i>	<i>57%</i>	<i>71%</i>	<i>78%</i>

Externally provided programmes

No externally provided programmes were used this year as part of the provision for disadvantaged students. Parents continued to prefer school based provision rather than remote online tutoring through the NTP. Next year we will investigate using an NTP partner to provide tuition as an extra-curricular activity.