Grange View CE First School -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	GRANGE VIEW CE FIRST SCHOOL
Number of pupils in school	102
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-22 2022-23, 2023-24
Date this statement was published	Nov 2022
Date on which it will be reviewed	Oct 2023
Statement authorised by	LOUISE LASKEY
Pupil premium lead	LOUISE LASKEY
Governor / Trustee lead	REBECCA GRIFFIN

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34970
Recovery premium funding allocation this academic year	£8960
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	£43930

Part A: Pupil premium strategy plan

Statement of intent

At Grange View CE First School we target the use of Pupil Premium Grant funding to ensure thatour disadvantaged pupils receive the highest quality of education. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our main aims are:

- To ensure that **all** pupils at Grange View CE First access a high quality curriculum offer that meets their needs.
- Ensure all staff are well trained and equipped to manage and support potential barriers to learning in all year groups for pupil premium pupils.
- To remove barriers to learning that are created by poverty, family circumstanceand background.
- To ensure that appropriate provision is made for pupils who belong to vulnerablegroups, this includes ensuring that the needs of disadvantaged pupils are appropriately addressed and assessed.
- To develop reading skills so that all pupils are able to read fluently and with goodunderstanding to enable them to access the breadth of the curriculum.
- Deliver early intervention and support from Early years to Year 4
- Run evidence based interventions and out of school additional provision.
- Provide quality enrichment activities, visits and visitors.
- Engage and equip parents with the necessary information and resources to raise the profile of learning at home and attendance at school
- To close the disadvantaged gap and the post lockdown gaps in reading,writing and maths across the school.

Challenges

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

Challenge number	Detail of challenge

1	Phonics assessments, observations, and discussions with staff and pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. They also have less access to resources at home to support phonics learning. This negatively impacts their development as readers.
2	The attainment of disadvantaged children in Maths has declined more than their non-disadvantaged peers, demonstrating that disadvantaged children have been negatively impacted by partial school closures over the past two years.
3	Assessments, observations, and discussions with staff and pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
4	Assessments, observations, and discussions with staff pupils show that the number of disadvantaged pupils achieving the expected level in writing is lower than their non-disadvantaged peers
5	Observations and discussions with staff, pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities during school closures. These challenges particularly affect disadvantaged pupils, including their attainment.

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 teaching, resourcing and assessment of phonics leading to improved outcomes for pupils in phonics, reading and writing.	Improved Phonics Screening results, in line with National Averages. Improved Read Write Inc assessment results. Children in all year groups will be reading withgreater accuracy and fluency.
Narrow the gaps in Maths by developing children's basic Maths skills.	Improved Maths outcomes in all year groups. Children are more confident in their knowledge and understanding of basic mathsskills.
Improved levels of language and communication in the EYFS.	Children are able to communicate moreconfidently. Speaking and listening skills are improved with a growing vocabulary.
Development of the children's writing skills andtheir resilience to enable them to write at length.	Children have a greater understanding of how to write and are more confident in writing at length. Children and writing at length more frequently.

Emotional and social support for children so that they can confidently access all areas of the curriculum.	Children are accessing the social and emotional support that they need, when theyneed it. Children have the vocabulary to express their emotions. Emotional and social barriers are removed sothat children are able to confidently access the curriculum.

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: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Updated Read Write Inc phonics training for all school staff, including new resources to support teaching and learning from School Phonic leader.	RWI is an accredited phonics teaching programme which has been validated by the DfE. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1,4
Release time for Phonics Lead and Literacy Lead to undertake assessments and monitorPhonics and reading provision in school.	Detailed understanding of provision and progress across school will allow for a clear view of the big picture and effective feedback to staff.	1,4
Release time for the Leadership team to track and monitor PP children, including lesson observations and meetings with staff.	Detailed understanding of provision and progress across school will allow for a clear view of the big picture and effective feedback to staff. Pupil attainment levels will improve as staff are well informed about the needs and development of this target group – gap will narrow.	1,2,3,4,5

Release time for Maths Lead to access Mastering Number.	This project aims to secure firm foundations in the development of goodnumber sense for all children from Reception through to Year 1 and Year 2.	2
Release time for teachers and Maths lead to attend Sustaining Mastery in Maths training.	The focus of the workgroups is curriculum recovery. The training will enable pupils to make up for lost time through concentrating on what really matters. It helps to enhance their mathematical subject knowledge, emphasising key areas of maths. Provided by the NCETM.	2
SENCo time to target assessment and support for those eligible for PP who are identified as having SEND.	SENCo will work with staff to ensure that targeted support is in place for PP children who have SEND needs. This mayinclude sourcing further resources and outside agencies where appropriate.	1,2,3,4,5

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

Budgeted cost: £39319

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher-led interventions - reading, writing, maths in KS1/2.	Familiar, additional adults used to staff smaller, targeted groups. Allows extra challenge and additional scaffolding. Small group tuition teaching strategy from the EEF teacher toolkit. “The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year.	1,2,4

TA - led Maths interventions and resources for KS1 and KS2.	Support pupils below expected with maths skills for life. Small group tuition teaching strategy from the EEF teacher toolkit. “The average impact of the small group tuition is four	2
	additional months’ progress, on average, over the course of a year.	
Additional staffing in Reception Class during to deliver communication, language, social/emotional and behaviour education strategies.	Focused, small group work and individual interventions will improve “school readiness”. Pupils will be ready to learn and have good attitudes towards school routines and expectations. Communication/language difficulties will be identified, ready for further action.	3,5
ELSA KS1and KS2.	ELSA is an evidence based intervention which supports emotional language development and past experience has shown this to be an effective intervention.	1,3,4
1:1 Communication and language interventions and resources with HLTA.	A number of individual children require 1:1 tuition daily to work on speech, language and communication targets. These pupils will be better able to access the full curriculum as speech, listening and attention skills improve.	1,3,5
Small Group and 1:1 interventions for KS1and 2 children with continuing difficulties in Literacy and Maths.	Individualised targets can be addressed with individual children. Intensive and focused tuition of this sort is felt to be effective in meeting specific needs. Secure learning of targeted areas will enable pupils to attain at levels closer toexpectation and to peers.	1,2,4

Psychological Services (SLA)	Professional support for children requiring emotional support.	5
Times Tables Rockstars	A sequenced programme of daily times tables practice. Children are able to use this at home and at school. This has been used with success in previous years.	2

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent communication: Parent meetings, Dojo communication software, online assemblies Resources to be provided where appropriate.	These sessions and resources will support parents' understanding of howthey can help with different aspects ofschool life including; communication skills, phonics, maths, e-safety. Increased engagement will lead to more homework completed, higher pass rate for phonics, every child a reader by Year 2, reading challenge completed by all pupils.	1,2,3,4,5
Thrive Trained Teaching Assistant for 3 afternoons each week	A Thrive led intervention for promoting the emotionalwellbeing of children and young people.Small group work or 1:1, addressing individual or group needs using Thrive support and strategies	5
Subsidise the staff and resources costs of a breakfast club and after school club.	Children are at school on time. Social interaction benefits friendships and working relationships. Children will be in agood frame of mind for beginning lessons. Good nutrition improves concentration and learning power giving children a good start to the day.	1,2,3,4,5

Subsidies are made to the costs of Year 4 residential trips.	Outdoor learning encourages independence, collaborative learning, physical and emotional challenge, practical problem solving and reflection. Pupils will have increased levels of resilience and perseverance, independence, confidence and team spiritwith which to engage confidently in learning, particularly during transition phases.	5
Strategies to improve attendance amongst PP pupils.	Pupils are not further disadvantaged by poor attendance. Rewards and inducements for children to attend more regularly (certificates, prizes, treats in school) Admin duties related to collaborative work with EWO, tracking absence, 1st day phone calls, data preparation Headteacher time in meetings withparents and EWO, data analysis, reporting to governors, meeting, associated admin.	1,2,3,4,5
Subsidies are made to the costs of all trips throughout school.	Educational activities out of school enhance the curriculum by developing transferable learning skills, broadeningexperiences and developing a love of learning from a range of contexts, the	5

	subsidy ensures equality of opportunity in access to these experiences. Pupils will have wider experience of the world and of a range of educational opportunities, opening minds to the learning possibilities of the world at large.	

Additional to be kept as funding for specific needs/subsidies £611

Total budgeted cost: £43.930

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Disadvantaged pupil progress scores for last academic year 2021-22

Measure	**Data** **%PP\ %non PP**
EYFS Good level of development	0/ 75 (no PP pupils)
Y1 Phonics	83\ 75
KS1 Reading (Y2)	67\ 78
KS1 Writing (Y2)	67/61
KS1 Maths (Y2)	67\ 78
KS2 Reading (Y4)	67/ 58
KS2 Writing (Y4)	67/42
KS2 Maths (Y4)	50\ 58

Desired outcome from 2021-22

To improve progress and attainment across school of disadvantaged pupils of all abilities. To close the attainment gap between disadvantaged pupils and their peers

- Reading, writing and maths gaps closes over time- 67% of PP pupils achieved expected
- Targeted support for rapid progress Y1 phonics, Y2 R,W,M outcomes, Y4 R,W,M outcomes – PP pupils have made above expected progress in Phonics, in R/W/Maths Y4 and Y2 writing.

Improve PP pupils' Personal Development social/emotional/mental development

- Focus on Mental health through PSHE sessions and THRIVE to support high self- esteem. General Behaviour in and out of school good.
- Pupil premium attendance supported through Free Breakfast club where needed
- Y4 residential visit
- Visits to local areas and beyond
- Weekly celebration assemblies, virtual visits accessed to continue to develop mental health and wellbeing.

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
Thrive	Fronting the Challenges Projects LTD
Read Write Inc	Ruth Muskin
White Rose Maths	White Rose Maths
ELSA	NCC

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.