



# Pupil Premium Strategy Statement

## 2021-2023



## 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	Greatham CE Primary
Number of pupils in school	93 (including N)
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers	2021-2023
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	
Pupil premium lead	N Dunn
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,280
Recovery premium funding allocation this academic year	£4,060
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	£43,340

## Part A: Pupil Premium Strategy Plan

### Statement of intent

At Greatham Church of England Primary School, we are committed to removing barriers to every child's learning and progress. Pupil Premium is 'additional funding' allocated to the above pupils with the aim of supporting and closing the attainment gap between these pupils and their peers locally and nationally. At Greatham, we do not confuse eligibility for the pupil premium with low ability. We believe that each person, from youngest to oldest, is unique and created in God's image and likeness and each individual regardless of their background should have access to the very best education, experiences and support to be able to achieve their full potential.

When making decisions about using Pupil Premium funding, it is important to consider the context of our school and the subsequent challenges we face. Research conducted by EEF is used to support our decisions around the effectiveness and impact of different strategies and their value for money.

We invest in the uniqueness of each individual. There can be barriers to learning for disadvantaged children at Greatham. We aim to identify these barriers and remove them for all children to flourish. Some of the potential barriers identified by school include: Communication and language skills, Narrow range of opportunities outside of school and social Interaction skills. Another key barrier we aim to remove is ensuring there are no financial or social barriers to a child's full participation in school life.

Our priority is to identify and remove these barriers so all children can attain, make progress and achieve the same as their non-disadvantaged peers.

In order to ensure these children are successful at school, their individual barriers to learning are identified and their progress is closely tracked to ensure they continue to make progress throughout their time at Greatham CE Primary School.

#### **Our Aims**

- Raising Achievement – We want all our children to achieve and aim to make a difference to our Pupil Premium children.
- Providing enriching experiences.
- Promoting well-being of our children and to ensure that they are fully supported and prepared to achieve their potential.

#### **Our Strategies**

- To provide quality first teaching in order to continue improving the attainment and successes of all children and to close the gap between groups.
- To promote and provide opportunities for emotional well-being of our children and to ensure that they are fully supported and prepared to achieve their potential.
- To provide bespoke, high quality support for each child.
- To focus on developing and improving reading skills in terms of fluency, phonological awareness and instil a love of reading.
- To develop and improve speech and communication skills of the EY and KS1 children.
- To work closely with our families by further developing parental engagement and offering appropriate and effective support.

## Challenges

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

Challenge number	Detail of challenge
1	Ensuring children make at least expected progress in RWM
2	Limited enrichment experiences
3	Well-being needs need to be supported

## 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
1. Progress and attainment in RWM to be reduced in comparison to non PP children.	<ul style="list-style-type: none"> <li>• Children achieve at least National Expectation in RWM.</li> <li>• Children make more than expected progress to close the gap in their attainment.</li> <li>• Children pass the Phonics Screen Check</li> </ul>
2. Pupil Premium Children will make at least good progress in reading.	<ul style="list-style-type: none"> <li>• All children will have the opportunity for enriching experiences which some might not otherwise access.</li> <li>• Children's life experiences will have been increased and developed which will have a positive impact on their knowledge of</li> </ul>

	<p>the world around them. They will be able to put aspects of their learning into context and will have improved their social and emotional skills – all contributing to pupil progress.</p>
<p>3. Emotional wellbeing and mental health are a priority for our PP children.</p>	<ul style="list-style-type: none"> <li>• Disadvantaged children building social and interaction skills, aiding raising academic standards.</li> <li>• Children have a healthy start to the school day to be ready to learn when entering the classroom and sustain their concentration throughout the morning sessions.</li> </ul>
<p>4. Develop Oral Language in the EY so children achieve ELG</p>	<ul style="list-style-type: none"> <li>• Children are assessed and targeted for support.</li> <li>• Children catch up quickly if they are behind</li> <li>• Good practise from the training and interventions is embedded in quality first teaching.</li> </ul>

## 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: £ 5,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase reading plus reading scheme and new books to supplement Phonics Bug Scheme	EEF +6 Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.	1, 2

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

Budgeted cost: £34,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 tuition	EEF +5 On average, one to one tuition is very effective at improving pupil outcomes. It will provide targeted support for identified pupils	1, 2
Interventions	EEF +4 Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.	1, 2
Oral Language Interventions (EY) – Resources to support implementation of intervention	EEF +6 Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.	4

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

Budgeted cost: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club and enrichment activities including accessing bug club and 1-1 interventions before school	EEF +3 Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision. These provide stimulating environments and activities and develop additional personal and social skills.	1, 2, 3
Children and parents to access emotional, wellbeing support from lead member of staff in school	EEF +4 Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	1, 2, 3

**Total budgeted cost: £ 43,340**

## 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 2020 to 2021 academic year.

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### 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

### 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)