

Pupil premium strategy statement – Grindleford Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	47
Proportion (%) of pupil premium eligible pupils	12.77% (6)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024 – 2027
Date this statement was published	Oct 2024
Date on which it will be reviewed	Oct 2025
Statement authorised by	Kate Gemmell, Headteacher
Pupil premium lead	Kate Gemmell, Headteacher
Governor / Trustee lead	Neil Roden, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11840.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£11840.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils in our school alongside reviewing which year groups have been most affected in order to prioritise and target activities. The activities we have outlined in this statement are also intended to support pupils' needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. *Reference EEF - The Pupil Premium Guide April 2022".

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Socio-economic gap - a proportion of our pupils live outside the immediate school community and do not join from the same entry points

	(nursery / pre schools) some pupils join in year through KEY Stage 1 and Key Stage 2.
2	Some disadvantaged pupils also have SEND
3	Attendance and punctuality - regular punctual attendance is a challenge for a small minority of our disadvantaged children.
4	Some disadvantaged pupils have English as an Additional Language
5	Catch up - levels of engagement in remote / online school education varied during the pandemic. As a result some pupils need to catch-up.

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 reading, spelling and writing attainment especially among disadvantaged children	Assessments and observations to assess improvement (engagement in lessons, book scrutiny and assessments).
Improved maths attainment especially among KS2 children	Assessments and observations to assess improvement (engagement in lessons, book scrutiny and assessments).
Support and improve attendance especially among disadvantage children	Improvement in recorded attendance figures and punctual arrival at school.
Offer targeted support for children identified as vulnerable to expand curriculum activities (music lessons, sports clubs) and inclusion.	Observations of progress, improvement and participation.
To raise the proficiency levels of EAL children in speaking, writing, reading and maths	Assessments and observations to assess improvement (engagement in lessons, book scrutiny and assessments).

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: £ 3537.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed The Write Stuff program by Jane Constantine including the units for writing and training videos.	Assessed improvement / progress (engagement in lessons, book scrutiny, teacher observations and assessments).	1, 2, 4
Small focus groups for phonics sessions.	Assessed improvement / progress (engagement in lessons, book scrutiny, teacher observations and assessments).	1, 2, 4

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

Budgeted cost: £ 8488.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted additional TA support for Year 1 & 2 children to implement Jane Constantine, phonics, spelling and grammar and The Write Stuff.	Assessed improvement / progress (engagement in lessons, book scrutiny, teacher observations and assessments).	1, 2, 4
Targeted support for Year 5 & 6 children to focus on maths.	Assessed improvement / progress (engagement in lessons, book scrutiny, teacher observations and assessments).	2, 4, 5
Targeted support for EAL language support for refugees / EAL children class 2 & 3 through Language Nut and translation	Assessed improvement / progress (engagement in lessons, book scrutiny, teacher observations and assessments).	2, 4
School Led Tutoring to support catch up for English Y6	Assessed improvement / progress (engagement in lessons, book scrutiny, teacher observations and assessments).	2, 4, 5
School Led Tutoring to support catch up for Maths Y6	Assessed improvement / progress (engagement in lessons, book scrutiny, teacher observations and assessments).	2,4, 5

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

Budgeted cost: £ 1586.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support and approve attendance with subsidised (free breakfast club provision to support improving attendance) offer support for ASC for vulnerable children.	Improvement in attendance figures and punctual arrival at school.	3
Offer targeted support for children identified as vulnerable to expand curriculum activities (access to the wide variety of after school clubs)	Observations of progress, improvement and participation.	4
Subsidy for trips, residential	Observations of inclusion and willingness to participate.	4

Total budgeted cost: £ 13611.80 (additional finding required)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes continue to be focused on this year.

Data for the end of the year was analysed at Full Governors to review end of year progress and attainment. The focus for 2024 – 2025 (whole school) is writing, spelling and maths. This is reflected via the pupil premium strategy and the SIP for 2024 – 2025.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Little Wandle Letter and Sounds	Little Wandle
White Rose Maths	White Rose Maths
The Write Stuff	Jane Constantine
Language nut	Language nut

Further information (optional)

The Governors confirm that all monies were spent according to the previous strategy and were satisfied.