

Pupil premium strategy statement

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	Gresham Village School and Nursery
Number of pupils in school (YR- 6)	177
Proportion (%) of pupil premium eligible pupils	11.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-26
Date this statement was published	8.12.23
Date on which it will be reviewed	30.6.24
Statement authorised by	Richard Lord (Executive Primary Lead)
Pupil premium lead	Marc Goodliffe
Governor / Trustee lead	Stephen Balmer-Walters

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20370
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	£20370

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, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their 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.

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. This includes ensuring that higher ability Pupil Premium children achieve the highest outcomes.
- act early to intervene at the point need is identified

Challenges

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

Challenge number	Detail of challenge
1	Some of our Pupil Premium children are not fluent and confident readers by the time they reach year 5, which means that they find it difficult to access and understand the texts that they are expected to read in English and across the curriculum. It is rare for a Pupil Premium child to be above the expected level in reading. Many of our Pupil Premium children are compliant in class reading sessions, but read very little outside this time and they are often very unambitious in their choice of reading material. This leads to fluency and comprehension difficulties with harder texts and has a knock on effect on the quality of writing.
2	Many of our Pupil Premium children are not fluent writers; their handwriting often lacks fluency and their punctuation and spelling is often weak. Their language ability and reading fluency means that they struggle to write more complex sentences and use more adventurous vocabulary. In science and foundation subjects, they tend not to elaborate and often do not understand the importance of being able to communicate through writing.

3	<p>Many of our Pupil Premium children have an additional status on our Pupil Support Register eg SEND, mental health needs; speech and language difficulties when younger; looked after or adopted. This makes their needs much more complex than simply not reaching their potential in reading, writing or mathematics. As a group, (along with many children who are not classified as PP) they are characterised by low confidence and a lack of resilience. They are often uncomfortable and anxious when they have to speak in assembly, meet and greet visitors or perform on stage or the sports field. Many children have not developed the independent learning skills that you would expect for their age and require more than usual adult support in lessons. At break and lunchtime, they sometimes find it difficult to resolve friendship issues and disputes over games. 40% of PP children in the 2023-24 cohort did not start their education at Gresham Village and have transferred from other local schools. Attendance of Pupil Premium children is usually below the school average (2022-3 Pupil Premium average 91.1%, school average 94.9%)</p>
4	<p>As a result of our rural and relatively isolated location, children’s expectations and aspirations can be more limited. It is important that we have high expectations and give the children opportunities to experience aspects of life that they may not access at home, such as the theatre, outdoor adventure and competitive sports. In addition, the children need to learn about what they might be able to achieve beyond primary school and the area in terms of careers and lifestyle.</p>

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	<p>All children, including Pupil Premium children, have higher aspirations of what they can achieve at school and in the future. They are confident and resilient in new and challenging situations. They develop the skills required to work independently and effectively with each other.</p>	<p>Sustained high levels of self-confidence and resilience amongst Pupil Premium pupils is demonstrated through:</p> <ul style="list-style-type: none"> • Improved attendance and punctuality • Qualitative data from student voice, parent surveys and teacher observations. • An increase in participation in extra-curricular, sporting and other school activities.
2	<p>Pupil Premium pupils become fluent and confident readers by the time they reach the end of Y5.</p>	<p>End of year 5 outcomes in 2027 show that Pupil Premium pupils are consistently performing in line with all pupils.</p>
3	<p>Pupil Premium pupils are fluent writers by the time they reach the end of year 6; their handwriting is fluent; they are confident with grammar, punctuation and spelling.</p>	<p>End of year 5 outcomes in 2027 show that Pupil Premium pupils are consistently performing in line with all pupils.</p>
4	<p>Pupil Premium pupils become confident mathematicians with good arithmetic skills</p>	<p>Year 4 National Times Tables Check results show that Pupil Premium pupils perform as well as their peers.</p>

	that enable them to successfully tackle mathematical problem solving and reasoning.	End of year 5 outcomes in 2027 show that Pupil Premium pupils are consistently performing in line with all pupils.
5	Parents of Pupil Premium children feel they are able to support their children's education at home.	100% of Pupil Premium pupils attend visits, including residential. There is a high take up of places at extra-curricular clubs by disadvantaged pupils. No pupil is disadvantaged through access to books and technology at home.

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: £9000

Activity	Evidence that supports this approach	
<p>Continued training for leaders, teachers and support staff on implementation of Read Write Inc. in Early Years and Key Stage 1 and Fresh Start in UKS2.</p> <p>Purchase of additional resources to extend the RWI programme to additional pupils and provide materials for home reading.</p> <p>Workshops and open lessons for parents.</p> <p>Free home learning resources for Pupil Premium pupils.</p>	<p>Phonics approaches like Read Write Inc have a strong evidence base that indicates a positive impact on Early Reading and supports the development of accurate speech.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2 and 5
<p>Further guidance and support for teachers on the implementation of the school writing curriculum, particularly sentence construction in Key Stage 1 and the development of cohesion in Key Stage 2.</p> <p>Purchase Pathways to Write as a whole school approach to writing.</p> <p>We will implement a Key Stage 1 and 2 catch up programme for all pupils during 23-24 prior to implementing Pathways to Spell.</p> <p>We will purchase resources and fund ongoing teacher training and subject leader release time.</p>	<p>A detailed understanding of the teaching of sentence building is integral to developing fluency in writing. Teachers require a well-structured and granulated approach to the teaching of writing in all phases to ensure pupil progress.</p> <p>Pathways to Write has a proven record as an approach that develops children's writing skills and is linked to high quality texts.</p>	3
<p>The school will employ a Mental Health Lead with dedicated weekly release time. She will be able to Emotional health and wellbeing structures and approaches, specifically enabling children to self-regulate and build</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance,</p>	1 and 5

resilience, will be embedded into routine educational practices and supported by professional development and training for staff.	attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £12500

Activity	Evidence that supports this approach	
Additional 121 RWI phonics sessions targeted at pupils who require further phonics support.	RWI has a proven record as a phonics programme that supports the teaching of Early Reading. We have been using it at GVS for ten years and have a depth of experience and understanding. https://www.ruthmiskin.com/media/filer_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviibh.pdf	2
Additional guided reading sessions for pupils in Y3 and 4, who need more fluency practice provided by trained support staff.	Additional guided reading sessions will give the children further opportunities to develop fluency and comprehension skills.	2
Read Write Inc Fresh Start programme for pupils who require support with reading fluency in Upper Key Stage 2.	RWI Fresh Start has a proven record for supporting pupils to rapidly develop reading fluency and support gaps in phonics knowledge. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fresh-start	2
Reading mentors for pupils in KS1, who have fallen behind with reading and do not receive regular support at home.	Additional reading at home reinforces learning that has taken place at school. In addition, young children, who share a book with someone older, develop a richer reading experience and make better connections. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf	2 and 5
Purchase of Letterjoin as a whole class approach to teaching handwriting and support disadvantaged pupils with writing fluency, letter and number formation.	Letterjoin provides individual lesson plans and a whole school structure to support the teaching of handwriting. https://www.letterjoin.co.uk/	3
Mental Health First Aider to deliver first response and interventions for children with mental health difficulties. The First Aider will undergo appropriate training for the role.	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1

<p>We will purchase resources and fund ongoing teacher training and release time.</p> <p>Provision of targeted nurture groups for children who need to develop skills of self-regulation, resilience and self-confidence.</p>		
<p>Adapt whole class mathematics teaching to focus on key arithmetic skills for each age group, including the application of the Calculations Policy.</p> <p>Out-of-hours tutoring for Y6 Pupil Premium children to ensure they are ready for High School.</p>		4
<p>Use of assembly time for 121 academic reviews and support by class teachers.</p>		1- 5

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	
Purchase Chromebooks for disadvantaged pupils to use at home to support home learning.	Disadvantaged pupils need equity of access to technology.	5
Provide funding for disadvantaged pupils so they are able to access trips and extra-curricular clubs.		1
Broaden the range of extra-curricular activities free to all Pupil Premium pupils.		1

Total budgeted cost: £25,500

Part B: Review of outcomes in the previous academic year

Desired outcomes	Provision	Impact and evaluation
<p>The Pupil Premium Strategy has a more significant impact on the achievement of Pupil Premium pupils.</p>	<p>We rewrote our Pupil Premium Strategy in 2019 and revised it in January 2020. Due to the school closure there is still a need to embed the changes we made, particularly:</p> <p>All PP children have a Pupil Support Plan. This ensures that every child's needs are identified, provision planned, parents and children are involved and progress monitored regularly.</p>	<p>The Pupil Premium Strategy was reviewed in July 2021 and is fit for purpose in 2021-22. The school closure undoubtedly had an impact on the implementation of the strategy during the spring term, but we were successful in engaging and supporting all the PP children through remote learning.</p> <p>Despite the closure, we were able to complete our assess, do review cycles for the year, including engaging with parents and the pupil premium impact sheets were completed, albeit with more limited data collection for the Autumn Term.</p> <p>Teachers and TAs involved in the identification of the needs of Pupil Premium children through termly Pupil Progress Reviews and Class Profiles. Adaptations and interventions were delivered, monitored and adjusted throughout the year.</p>
<p>PP children become fluent and confident readers by the time they reach Y5.</p>	<p>Action for Pupil Premium pupils included as part of school Reading Strategy.</p> <p>Fresh Start reading programme.</p> <p>Introduce regular reading mentors for disadvantaged pupils.</p> <p>Adapt teaching in guided reading as appropriate to support pupils; afternoon and assembly time intervention as required.</p>	<p>In year 5, the Fresh Start intervention has made a significant difference to this child's reading fluency and understanding. Similarly, TA led Read write Inc and guided reading sessions have led to a child in year 3 making good progress during the year. The children in reception have both completed the year at an expected level of development. Our year 6 pupil has transferred to high school at the expected standard.</p> <p>However, the three children in years 3 to 5, who started below the expected standard for their age need to develop their reading skills further in order to become proficient readers. They read more fluently and with better understanding, but need to develop their vocabulary and understanding of inference and deduction skills. This will require additional TA and teacher led support as well as regular reading practice at home and school. School will need to support where this is not possible at home.</p>
<p>PP children are fluent writers; their handwriting is fluent; they are confident with grammar,</p>	<p>Adapt teaching as appropriate to support pupils; afternoon and assembly time intervention as required.</p>	<p>Monitoring of the books of Pupil Premium children shows that all have made good progress this year, not only with their handwriting and spelling, but also with their compositional skills. However, punctuation remain an issue, although this is a more general whole school problem. In 2021-22, Key Stage 2 PP children will need a weekly writing</p>

<p>punctuation and spelling.</p>		<p>conference with their class teacher to address their specific writing needs.</p> <p>It is also clear that provision will need to be made for children in KS2 for mathematics- on the whole they have improving, but weaker, arithmetic skills.</p>
<p>Pupil Premium children have higher aspirations of what they can achieve at school and in the future. They are confident and resilient in new and challenging situations.</p>	<p>Teachers use assembly time to mentor disadvantaged pupils, focussing on their individual barriers to learning.</p> <p>Positively discriminate disadvantaged pupils to show their learning in Parents' Assembly, to take additional music lessons, represent the school in inter-school sporting events, to take on responsibility around school and take on roles in performances.</p> <p>Out-of-hours tutoring for Y5 and Y6 PP children to ensure they are ready for High School.</p>	<p>In 2020-21, this aspect of the strategy was particularly disrupted by the pandemic. However, changes to the school assembly plan have made a significant difference to the aspirations and 'cultural capital' of all pupils and specifically the PP group.</p> <p>In the end of year Upper KS2 production of Macbeth, PP children took on lead roles.</p>
<p>Parents of Pupil Premium children feel they are able to support their children's education at home.</p>	<p>Offer home learning packs to all Pupil Premium children, including online learning packages eg Maths Factor.</p> <p>Survey parents to check their technology needs and purchase Chromebooks as required.</p> <p>Meet parents to discuss how to assist with school work at home.</p> <p>Offer free places for disadvantaged pupils at all extra-curricular clubs and after school club places for their siblings to assist with pick up at 4pm.</p> <p>Ensure that all disadvantaged pupils are able to access trips and visits, including the residential in Derbyshire and How Hill.</p>	<p>All PP families received regular check ins from class teachers during the school closure. Three PP children were given Chromebooks to support their remote learning: two of these families have kept their devices to assist with home learning.</p> <p>The school has subscribed to Maths Factor to support home learning; this will continue to be offered to PP parents in 2021-22 as a tailored package for each child.</p> <p>Terms-on-a-page will continue to support PP families and 'how to help at home' will be discussed as an item at each parent meeting.</p>
<p>Post LAC children are able to access the curriculum and their emotional needs are met.</p>	<p>Adaptations made in Class Profiles to support Pupil Premium SEMH in class- eg check ins, greater awareness of need.</p>	<p>Class profiles have helped all adults working with post LAC children understand their needs and provision. The class profiles will replace Pupil Support Plans for all Pupil Premium children, unless they have a Special Educational Need.</p>