

Pupil premium strategy statement 2024-2025

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	Data
School name	Greatham Primary School
Number of pupils in school	205 (predicted) 175 years 1-6
Proportion (%) of pupil premium eligible pupils	19/175= 11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025
Date this statement was published	July 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Jo Goman
Pupil premium lead	Jo Goman
Governor / Trustee lead	Nicky Birchwood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35K
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Services funding	£2K
Post looked after funding	£2530
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	£40K

Part A: Pupil premium strategy plan

Statement of intent

Our building blocks for tackling educational disadvantage

Building Belief

We will provide a culture where:

staff believe in ALL children

there are “no excuses” made for underperformance

staff adopt a “solution-focused” approach to overcoming barriers

staff support children to develop “growth” mindsets towards learning.

Analysing Data

We will ensure that:

All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school

We use research (Such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective.

Identification of Pupils

We will ensure that:

ALL teaching staff and support staff are involved in the analysis of data and identification of pupils

ALL staff are aware of who pupil premium and vulnerable children are

ALL pupil premium children benefit from the funding, not just those who are underperforming

Underachievement at all levels is targeted (not just lower attaining pupils)

Children’s individual needs are considered carefully so that we provide support for those children who could be doing “even better if.....”

Improving Day to Day Teaching

We will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our leaders to:

Set high expectations

Address any within-school variance

Ensure consistent implementation of the non-negotiables, e.g. marking and presentation

Share good practice within the school and draw on external expertise

Provide high quality CPD

Improve assessment through joint moderation

Increasing learning time

We will maximise the time children have to “catch up” through:

Ensuring good levels of attendance and punctuality

Providing earlier intervention (KS1 and EYFS).

Individualising support

We will ensure that the additional support we provide is effective by:

Looking at the individual needs of each child and identifying their barriers to learning

Ensuring additional support staff and class teachers communicate regularly

Matching the skills of the support staff to the interventions they provide

Going the Extra Mile - Equity

In our determination to ensure that ALL children succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of crisis.

Challenges

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

Challenge number	Detail of challenge –
1	Double disadvantage- A number of pupils on our PP register are also on our SEN register- needs are either cognition and learning or SEMH. Reading, writing and maths outcomes are below age related expectations.
2	Communication needs- pupils may have gaps in tier 1 and 2 vocabulary and therefore may not understand words that are being used, or the instructions they hear. They may have difficulties knowing how to talk and listen to others in a conversation
3	Reading, writing and maths outcomes- gaps in knowledge and are working below age related expectations.
4	Social and emotional- the majority of pupils on our PP register have difficulties in managing their emotions effectively and negotiating friendships.

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 progress for disadvantaged pupils with SEN.	Progress of children with SEN is never less than good.
Improved oral language and vocabulary among all pupils but particularly those who are disadvantaged pupils.	Observations and assessments indicate significantly improved oral language and vocabulary amongst disadvantaged pupils. This is evident when triangulated with engagement in lessons, book scrutiny and formative assessment.
Improved RWM attainment for disadvantaged pupils- accelerated progress.	KS2 outcomes in 2024/25 shows that more than 80% of children achieve ARE or higher.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil surveys and teacher observations • rare conflict issues and friendship difficulties • progress in ELSA targets

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: £17K

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving social and emotional skills for disadvantaged pupils- improve provision for mental health support through engagement with a new MHST, staff CPD using the SEN toolkit (in particular executive functioning) and providing ELSA.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) DfE, NSPCC, Hampshire Safeguarding partnership	4
Progress for disadvantaged learners- improve the quality of teaching through staff CPD using the SEN toolkit to increase understanding of what best practice looks like in curriculum subjects with the aim of continuing to reduce barriers to learning.	There is extensive evidence that the use of HQIT strategies improves outcomes for all. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special Educational Needs in Mainstream Schools Guidance Report.pdf?v=1690374469	1 3
Communication and language- Staff CPD to increase understanding of strategies that will support children to develop good language in order to develop provision of high quality oracy in all classrooms.	Research shows that Benefits of Speech Therapy include a development of conversational skills that helps children in their interaction with others including adults and children their age.	2
Accelerated progress- Staff CPD to further embed mediated learning in order to 'arm' children with their own strategies for reducing barriers to learning.	Extensive research shows that helping children to form strategies that enable them to move through barriers improves outcomes.	1 3

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

Budgeted cost: £20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA Additional social emotional learning sessions (ELSA) for disadvantaged children who need this support.	Evidence based research findings suggest the ELSA programme has a perceived positive impact on multiple components of pupil wellbeing. Hampshire Educational Psychology Service and ELSA network	4
One to one and small group tuition (including intentional marking, additional dual coding). Additional well-targetted small group and 1:1 sessions focussed on teacher assessment of maths and English to enable children to understand misconceptions and/ or edit and improve work so that their progress is accelerated.	Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1 4
Small steps of learning- PLPS	Rosenshine's principles effectively demonstrate that small steps in learning help to reduce cognitive load and remove barriers.	1 4
SALT support for identified individuals Increased screening of identified pupils to establish SALT needs and plan a suitable provision.	Research shows that Benefits of Speech Therapy include a development of conversational skills that helps children in their interaction with others including adults and children their age.	3

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

Budgeted cost: £3K

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assistive technology- provide staff cpd and appropriate resources to assist children to work independently.	Government research supports the use of assistive technology to reduce barriers to learning and enable children to complete tasks that	1, 3

	they previously could not complete; https://assets.publishing.service.gov.uk/media/5fb299988fa8f55debcc6003/UKAT_Re-search_Stakeholder.pdf	
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Total budgeted cost: £40K

Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

The impact of last year's pupil premium priorities and outcomes 2023-2024					
<table border="1"><thead><tr><th>Intended outcome</th><th>Success criteria</th></tr></thead><tbody><tr><td>Improved progress for disadvantaged pupils with SEN.</td><td>Progress of children with SEN is never less than good.</td></tr></tbody></table>	Intended outcome	Success criteria	Improved progress for disadvantaged pupils with SEN.	Progress of children with SEN is never less than good.	
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<p>IMPACT: 7 children have double disadvantage- in receipt of PP and also on SEN register. 6 children have a personal learning plan (PLP). 5/6 children achieved 9 or more targets over the year signalling good progress. 1 child with a behaviour plan has made outstanding progress and no longer needs the plan. This has been possible through: staff CPD using the T-SEND materials; appropriate adult support to deliver intervention and tutoring; beginning to work with an MHST; and staff CPD to establish effective target setting. Progress for these children is evident in their books as well as via their PLPs.</p>					
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<p>IMPACT: Observation shows that children contribute to lessons and are able to speak knowledgeably to adults. Data indicates that outcomes for this group of children are at least in line with the rest of the cohort- 63% of the children who did not attain combined ARE are on the SEN register and have made good progress. The strategic plan evaluation at the end of the summer term stated that '<i>children communicate effectively and are active listeners. Conversations and debates in lessons are encouraged and children show respect for each other</i>' and that '<i>sentence stems are being well used in all year groups. Children apply them in their talk and use them to explain.</i>'</p> <p>This has been possible through the deployment of a SALT to train staff in the delivery of programmes for children and staff CPD in the use of oracy as a tool to embed and enhance learning.</p>					

Intended outcome	Success criteria
Improved RWM attainment for disadvantaged pupils- accelerated progress.	KS2 outcomes in 2024/25 shows that more than 80% of children achieve ARE or higher.

IMPACT:

Demographics for this academic year	% AT ARE RWM Aut	no AT ARE RWM Aut	% At ARE RWM Spring	no At ARE RWM Spring	% At ARE RWM Summer	no At ARE RWM Summer
Not Disadvantaged	63%	99/ 156	61%	95/155	64%	99/155
Disadvantaged	57%	12/21	57%	12/21	67%	16/24

80% (4/5) passed phonics screening (significant improvement in score for child who did not pass)

100% (2/2) attained 20+ marks in the MTC

KS2 SATs- 80% (4/5) attained ARE in Reading, 60% (3/5) attained ARE in writing and 80% (3/5) attained ARE in maths. 60% (3/5) attained ARE in combined RWM. Progress from the start of the year until the end of the year is evident in these children's books and where a child joined school much later progress can be seen.

Targetted intervention work, staff CPD to improve access to learning for all children and small steps PLP targets have all contributed to these successes.

Intended outcome	Success criteria
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil surveys and teacher observations • rare conflict issues and friendship difficulties • progress in ELSA targets

IMPACT:

11 children have been identified as having an emotional need.

7/11 of these children have undertaken ELSA and have improved outcomes at the end of the programme.

Friendship difficulties have significantly lowered for those with difficulty in this area- IBP no longer required for the 1 pupil with a plan.

Attendance is good for this group- consistently at least in line with the cohort- those indicating potential EBSA being well supported to attend regularly.

The deployment of our ELSA combined with whole school trauma informed practice and engagement with the MHST has led to these positive outcomes.