

**Greatstone Primary School**  
**Pupil Premium Strategy Plan 2023-2026**

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	262
Proportion (%) of pupil premium eligible pupils	29.7% (78)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Jaclyn Kay
Pupil premium lead	Louise Summers
Governor / Trustee lead	Sam Adams

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,477.50
Recovery premium funding allocation this academic year	£2465.00
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	
<b>Total budget for this academic year</b>  <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>	£63,942.50  NB: this is for the financial year and will be amended in the new financial year April '24

# Part A: Pupil premium strategy plan

## Statement of intent

At Greatstone Primary school we believe that no child should be left behind, no matter what their background. The purpose of our pupil premium strategy is that every child in our school is supported in order to reach their full potential. Evidence shows that children from disadvantaged backgrounds generally face extra challenges in reaching their potential at school and often do not perform as well as their peers. Therefore, publicly funded schools in England receive additional funding (Pupil Premium) from the Government to help overcome barriers to learning and improve the progress and outcomes of disadvantaged pupils.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

### **Objectives:**

- To narrow the gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.
- Disadvantaged and vulnerable pupils to access first-hand experiences in line with their peers.

To do this we will:

- Ensure that teaching and learning opportunities meet the needs of all the pupils.
- Ensure that appropriate provision is made for pupils who belong to vulnerable groups.
- Ensure that pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

- Ensure disadvantaged and vulnerable pupils are able to access a range of enrichment activities, receiving financial support where appropriate.
- Identify and address other barriers to learning such as attendance and emotional well-being.

## Challenges

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

Challenge number	Detail of challenge
1	Aspirational expectations of children as part of QFT and Assessment processes.
2	Attendance, including punctuality. Particular focus on Persistent Absentees.
3	32% of children identified as Pupil Premium, also have at least one identified Special Educational Need/ Disability.
4	Further support for the development of social, emotional and mental health with a greater emphasis on self-regulation and behaviour for learning.
5	Speech and language support at both universal and targeted level.

## 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
Ensure Key Stage 1 and 2 children make accelerated progress, closing the gap between their peers, as a result of aspirational expectations through the Mastery Curriculum in all core subjects but particularly in Maths.	<p>Children will achieve outcomes that are in-line with, or above, national average by the end of KS1 and KS2.</p> <p>Children will have made accelerate progress, in all core subjects but particularly in Maths.</p>
Ensure Speech and Language provision allocated at targeted or personalised level via interventions adds value to the learning journey of children.	Clear identifications processes established at whole school, group and individual level – ensuring the individual speech and language needs of children are met.
Support the social, emotional and mental health and wellbeing of children eligible for Pupil Premium; enabling them to become more engaged and resilient, independent and confident.	Children are coming to school ready to learn and have the appropriate support and provision identified to meet their needs. Children are able to positively build upon areas of development.

<p>Additionally, continuing to increase parental engagement and support of both the school and their child's learning.</p>	<p>Staff are able to use Metacognition strategies effectively, using the EEF Framework to inform practice.</p> <p>Targeted children are able to access their learning in the classroom with their peers, using Metacognition strategies.</p> <p>Children are prepared for transitions and able to successfully move to their "next steps."</p> <p>Progress in their Boxall Profile scores.</p>
<p>Support attendance and punctuality at school to ensure that children are able to access a full and engaging curriculum offer.</p>	<p>Attendance will be inline, or above national average.</p> <p>The number of persistent absentees will reduce, appropriate support identified and implemented on a needs basis – noting improved attendance and punctuality.</p> <p>Parents have an increased understanding of the importance of their child attending school every day and the impact of this on their child's learning if they do not have a good attendance level.</p>

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Whole school approach to understanding and Implementing the Maths Mastery Curriculum.</b></p>	<p>All staff will have a sound knowledge of Maths Mastery and implement the fundamental elements of Maths Mastery in their practice.</p> <p>Accelerated progress of Pupil Premium children is a responsibility for all staff. Staff will recognise their children's specific needs and actively seek support and development where necessary to address them.</p> <p>Through the Maths Mastery approach further Maths interventions will be implemented to build on Maths Fluency, to further support Reasoning and Problem Solving</p>	<p>1, 2, 3, 4 &amp; 5</p>

	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment</a> <a href="https://www.ncetm.org.uk/">https://www.ncetm.org.uk/</a>	
<b>Nurture School Accreditation including behaviour training (Whole School de-escalation training and emotion coaching)</b>	<p>Nurture School UK – whole school curriculum has the Nurture Principles embedded meeting the academic needs of children, as well as their social and emotional needs.</p> <p>Children are able to learn in a calm and nurturing environment.</p> <p>Children are clear with expectations and positive approaches to behaviour allow for children to address their areas of need with confidence.</p> <p><a href="https://www.nurtureuk.org/research-evidence/international-journal-of-nurture-in-education/">https://www.nurtureuk.org/research-evidence/international-journal-of-nurture-in-education/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p>	1, 2, 3 & 4
<b>Recruitment of FLO, Inclusion Assistant/ Attendance Officer to support children with attendance and pastoral needs.</b>	<p>Pupil Premium children’s attendance and punctuality in line with national average or above. Children in receipt of pupil premium are able to be in school on time ready for learning.</p> <p>Reduce number of persistent absentees.</p> <p>Accelerated progress of pupils with both an identified need as Pupil Premium, as well as SEND.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	2, 3 & 4
<b>EEF embedding formative assessment</b>	<p>A whole school approach to embedding formative assessment strategies to ensure improved outcomes for all children.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment</a></p>	1, 2, 3, 4 & 5

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

Activity	Evidence that supports this approach	Challenge number (s)
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		addressed
<b>Small Group and one to one interventions, including tutoring.</b>	<p>Accelerated progress from the child's starting points. Termly tracking and monitoring of targeted academic support.</p> <p>Greater autonomy and confidence in learning moving forward.</p> <p>Greater access to a wider range of Maths interventions to further support the application of fluency.</p> <p><a href="https://www.ncetm.org.uk/">https://www.ncetm.org.uk/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=small%20grou">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=small%20grou</a></p>	1, 3, 4 & 5
<b>Inclusion Assistant to deliver targeted or personalised speech and language (SALT) interventions.</b>	<p>Accelerated progress towards SALT targets as identified – either by Language Link (Infant or Juniors) or Speech Link programmes.</p> <p>Staff have greater confidence and understanding of SALT interventions/ provisions to ensure improved outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1, 3 & 5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Allocation of FLO and Attendance Officer time specific to Pupil Premium attendance</b>	<p>Pupil Premium children's attendance and punctuality in line with national average or above. Children in receipt of pupil premium are able to be in school on time ready for learning.</p> <p>Families continue to build on their positive relationships with the school to improve attendance and pupils emotional well-being.</p>	1, 2, 3 & 4

<p><b>including punctuality.</b></p>	<p>Nurture Breakfast club established to ensure children receive appropriate emotional support so that they are ready to start the day and regularly have breakfast (where appropriate).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast?utm_source=/projects-and-evaluation/projects/magic-breakfast&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=breakfas">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast?utm_source=/projects-and-evaluation/projects/magic-breakfast&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=breakfas</a></p>	
<p><b>Outreach to wider community</b></p>	<p>Families are aware of services available to them re additional support and funding available to them. Care packages allocated to families (where appropriate).</p> <p>Support with clothing and footwear etc.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	<p>1 &amp; 4</p>

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

<b>EYFS End of Year Assessments 22-23:</b>				
	Attainment:			
	PP	Not PP	Gap	PP & SEND
<b>Good Level of Development</b>	60%	81.4%	20.4%	0%
<b>Reading:</b>				
<b>Comprehension:</b>	60%	92.5%	-32.5%	0%
<b>Word Reading:</b>	60%	70.3%	-10.3%	0%
<b>Writing</b>	60%	56.7%	+3.3%	0%
<b>Maths:</b>				
<b>Number:</b>	60%	77.7%	-17.7%	0%
<b>Numerical Patterns:</b>	80%	85.1%	-5.1%	0%
<b>Key Stage 1 End of Year Assessments 22-23:</b>				
	Attainment:			
	PP	Not PP	Gap	PP & SEND
<b>Reading</b>	17%	60.8%	-43.8%	0%
<b>Writing</b>	50%	60.8%	-10.8%	0%
<b>Maths</b>	50%	60.8%	-10.8%	0%
<b>Key Stage 2 End of Year Assessments 22-23:</b>				
	Attainment:			
	PP	Not PP	Gap	PP & SEND
<b>Reading</b>	42.8%	65.7%	-22.9%	0%
<b>Writing</b>	57.1%	56.4%	+0.5%	0%
<b>Maths</b>	42.8%	73.6%	-30.8%	0%



## 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.*

<b>Programme</b>	<b>Provider</b>
Kent Inclusion Leadership Programme	LLSE - Leadership Learning Securing Excellence EDT - Education Development Trust NASEN
Maths Hub – Maths Mastery	The Education People National Centre for Excellence in the Teaching of Mathematics
Nurture Schools Accreditation	National Nurturing Schools Programme/ The Nurture Group Network.