

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	243
Proportion (%) of pupil premium eligible pupils	28.8% (70)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Matt Rawling
Pupil premium lead	Jaclyn Kay
Governor / Trustee lead	Phil Morgan-John

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,330.00
Recovery premium funding allocation this academic year	£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>	£54,330.00

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.

As a school community, including all staff, volunteers and the Governing Body, we are fully committed to ensuring that children eligible for pupil premium funding are given the same opportunities to be as successful as their peers. We are committed to ensuring that their pastoral, social and academic needs are met in a nurturing environment. We hope to ensure that each child leaves our school ready for their next academic chapter, recognising their strengths and being able to reflect positively on areas of needs. We aspire to ensure that each child feels valued and proud of their own progress, whether that be in the classroom, socially with friends or in a sporting activity.

In order to be highly successful in improving achievement for the children eligible for pupil premium, the staff at Greatstone Primary School will:

- Ensure the school staff are aware of who the Pupil Premium children are and ensure that the team are working in collaboration to promote their best interests and accelerate progress (academically, as well as socially and emotionally).
- Never confuse eligibility for the Pupil Premium children with low ability, and focus on supporting them to achieve the highest levels.
- Draw on research evidence (such as the EEF Guide to Pupil Premium, Sutton Trust Toolkit etc) and other relevant evidence from our own and others' experiences to allocate the funding to the activities that are most likely to have significant impact on improving achievement.
- Be very clear about the importance of ensuring that all day-to-day teaching meets the needs of each child, rather than relying on interventions. Quality First Teaching is paramount.
- Review interventions and strategies to ensure they are meeting the needs of the children and are in their best interests and make adjustments accordingly.
- Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping children to achieve.

- Target funding to ensure that all children have access to trips, including residential trips and first hand learning experiences, improving Cultural Capital for all.
- Provide appropriate nurture support across the curriculum to enable children to access learning within and beyond the classroom.
- Ensure that the Senior Leadership Team has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for children.
- Have a clear understanding on spending the Pupil Premium, agreed by governors and publicised on our website.
- Are able, through careful monitoring and evaluation, to demonstrate the impact of each aspect of their spending on the outcomes for children.
- Ensure that personalised provision is in place for children who are Pupil Premium-eligible and that they have their barriers for learning identified and educational needs accurately assessed and met.
- Utilise evidence (especially the Education Endowment Foundation Toolkit) to decide which strategies are likely to be most effective in overcoming the barriers to learning.
- Have systems in place which carefully monitor, manage and support good behaviour and attendance for all our children. If poor attendance is an issue, this is addressed as a priority.
- Ensure every effort is made to engage and empower parents and carers in the education and progress of their child.
- Aim to instil an enduring passion for learning in all our children by providing a strong grounding in English and Mathematics and a broad base of skills and knowledge acquired across our rich and varied curriculum.

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	27% of children identified as Pupil Premium, also have at least one identified Special Educational Need/ Disability. (11% of whole school)
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
<p>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 and Writing.</p>	<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 be achieving in line with their peers in the top 20% of schools (FFT 20 targets).</p>
<p>Ensure communication enrich environments are promoted across the school at a universal level, ensuring a consistent core offer is promoted enabling clear and timely identification of need for individuals requiring targeted and personalised provision.</p>	<p>Clear identifications processes established at whole school, group and individual level – ensuring the individual speech and language needs of children are met.</p>
<p>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.</p> <p>Additionally, continuing to increase parental engagement and support of both the school and their child’s learning.</p>	<p>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> <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. Staff have a secure understanding of the Nurture Principles for families, resulting in excellent relationships and successes shared with all stakeholders.</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>Whole school approach to understanding and Implementing the Maths Mastery Curriculum.</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>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment</p> <p>https://www.ncetm.org.uk/maths-hubs/</p> <p>https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/</p> <p>https://enigmamathshub.co.uk/wp-content/uploads/2022/10/Rosenshine-and-TfM-Primary-1.pdf</p>	<p>1, 2, 3, 4 & 5</p>
<p>Nurture School Accreditation including behaviour training (Whole School de-escalation training and emotion coaching)</p>	<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>https://www.nurtureuk.org/research-evidence/international-journal-of-nurture-in-education/</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	<p>1, 2, 3 & 4</p>
<p>Recruitment of FLO, Inclusion Assistant/</p>	<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>2, 3 & 4</p>

Attendance Officer to support children with attendance and pastoral needs.	<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	
EEF embedding formative assessment	<p>A whole school approach to embedding formative assessment strategies to ensure improved outcomes for all children.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment</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) addressed
Small Group and one to one interventions, including tutoring.	<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>https://www.ncetm.org.uk/</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_search&search_term=small%20grou</p>	1, 3, 4 & 5
SENCo/ Inclusion Assistant	All staff a secure understanding of the Balanced System and the graduate approach. A communication enriched environment will be promoted ensuring timely identification	1, 3 & 5

<p>embedding the Balanced System and establishing core offer and graduated approach towards SALT</p>	<p>of need for individuals requiring targeted and personalised provision.</p> <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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Allocation of FLO and Attendance Officer time specific to Pupil Premium attendance including punctuality.</p>	<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. Continue to offer parent workshops/ coffee mornings to provide further support to families.</p> <p>Nurture provisions established and reviewed to ensure children receive appropriate emotional support so that they are ready to learn throughout the school day. Allowing for time identification of need for individual children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast?utm_source=/projects-and-evaluation/projects/magic-breakfast&utm_medium=search&utm_campaign=site_search&search_term=breakfas</p>	<p>1, 2, 3 & 4</p>

Outreach to wider community	Families are aware of services available to them re additional support and funding available to them. Care packages allocated to families (where appropriate). Support with clothing and footwear etc. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	1 & 4
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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS End of Year Assessments 23-24:				
	Attainment:			
	PP (6)	Not PP	Gap	PP & SEND (1)
Good Level of Development	57.1	70	-12.9	0
Reading:				
Comprehension:	83%	83%	0%	100% (1)
Word Reading:	66%	83%	-17%	0%
Writing	66%	83%	-17%	0%
Maths:				
Number:	66%	83%	-17%	0%
Numerical Patterns:	66%	83%	-17%	0%
Key Stage 1 End of Year Assessments 22-23:				
	Attainment:			
	PP (8)	Not PP	Gap	PP & SEND (2)
Reading	75%	75.6%	-0.6%	50% (1)
Writing	37%	64.9%	-34.9%	0%
Maths	37%	75.7%	-38.7%	0%
Key Stage 2 End of Year Assessments 22-23:				
	Attainment:			
	PP (15)	Not PP	Gap	PP & SEND (9)
Reading	40%	53.7%	13.7%	22%(2)
Writing	21.4%	50%	34.9%	11%(1)
Maths	26.7%	41.5%	45.7%	11%(1)

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
Embedding Formative Assessment	EEF
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.