

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Gresham Primary School
Number of pupils in school	249
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	K.Steele
Pupil premium lead	T.Butler Kemp
Governor / Trustee lead	K.Yoeman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,175.00
Recovery premium funding allocation this academic year	£10,325
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

Gresham's Ultimate Objectives

- Ensuring an 'outstanding' teacher is in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most
- Improve cultural capital to raise standards and life chances

Gresham's Key Principles

When researching and implementing PPG use, the school focuses on approaches that:

- Are individually tailored to the strengths and needs of each pupil, and include targeted academic support, such as tutoring
- Are consistent (based on agreed core principles and components), but also flexible and responsive.
- Are evidence-based.
- Are focussed on clear short-term goals providing opportunities for pupils to experience success.
- Include regular, high-quality feedback from teaching staff.
- Engage parents in the agreement and evaluation of support arrangements, e.g. via pupil's personal education plans (PEPs).
- Support pupils' transitions through the stages of education, e.g. from primary school to secondary school.
- Raise aspirations through access to high-quality educational experiences.
- Promote each pupil's awareness and understanding of their own thought processes and help them to develop problem-solving strategies.
- Support the quality of teaching, including staff professional development.
- Tackle non-academic barriers to success at school, by supporting good attendance and behaviour and providing social and emotional support.

The school also chooses approaches that emphasise:

- Relationship-building, both with appropriate adults and with pupils' peers.
- An emotionally intelligent approach to the setting of clear behaviour boundaries.
- Increasing pupils' understanding of their emotions and identity.
- Positive reinforcement.
- Building self-esteem.
- A joined-up approach involving the pupil's social worker, carer, virtual school head (VSH) and other relevant professionals.

- A child-centred approach to assessment for learning.

Challenges

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

Challenge number	Detail of challenge
1	Gaps between disadvantaged and non-disadvantaged pupils remains.
2	Pupils also impacted by other factors: SEN, mobility, poor emotional wellbeing, are looked after.
3	Less exposure to variety of life experiences.
4	Limited access to learning resources: e.g. reading books.
5	Some instances of low attendance

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current 3-year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
The gap between disadvantaged pupils and non-disadvantaged pupils in all areas to close.	<p>Statutory Assessment</p> <p>EYFS – pupil(s) to reach a good level of development in line with non-disadvantaged peers.</p> <p>Year 1 Phonics – pupil(s) to pass phonics screening check in line with non-disadvantaged peers.</p> <p>Year 2 Phonics – pupil(s) to pass the phonics screening check in line with non-disadvantaged peers.</p> <p>Year 2 SATs – disadvantaged pupils to reach the expected standard and greater depth standard in line with their non-disadvantaged peers.</p> <p>Year 6 SATs – disadvantaged pupils to reach the expected standard and greater depth standard in line with their non-disadvantaged peers.</p> <p>Whole School Internal Assessment</p> <p>Attainment in reading, writing and maths to be in line with non-disadvantaged peers.</p>

	<p>Termly progress to be in line with non-disadvantaged peers.</p> <p>Progress from previous milestone to be in line with non-disadvantaged peers.</p>
<p>Engagement in learning and future education to be high.</p>	<p>Attendance to be at least in line with non-disadvantaged peers.</p> <p>Positive feelings towards school and education, as well as high future aspirations.</p> <p>High levels of emotional wellbeing.</p>
<p>Disadvantaged pupils to benefit from opportunities which will increase their 'cultural capital'.</p>	<p>Good attendance to clubs on offer.</p> <p>All pupils to have engaged in at least one extra curricula activity (e.g. sports clubs, music lessons).</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)

Budgeted cost: £9,000

Training: £8,600

CPD library: £400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teacher CPD – staff meetings and inset days</p> <p>Teaching Assistant CPD – monthly teaching assistant meetings</p>	<p>CPD focus as identified in ‘New Primary School Guide to the Pupil Premium; Effective Strategies, Ofsted Checklist and 15-point Success Plan’</p> <ul style="list-style-type: none"> • Effective Feedback – EEF (+8 months) • Meta-cognition and self-regulation (+8 months) • Reading comprehension strategies (+5 months) • Mastery Learning (+5 months) • Collaborative learning (+5 months) 	1
Staff CPD library	Carefully chosen books to be purchased and accessible to all staff to develop teaching practice.	1

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

Budgeted cost: £15,007.40

Tutoring: £2,462.40

Maths Programme: £355

Reading Programme: £1,000

Teacher Invention: £6,250

TA Intervention: £4,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and 1:1 after school tuition with NTP	1:1 and small group tuition from an outside provider (+5 months, EEF evidence review)	1 & 2
Continued investment & promotion of MyMaths for home learning to specifically address gap in maths.	Digital Technology +4 months (New+PP+GUIDE+2019)	1
Investment in reading and vocabulary building software to specifically address greater depth gap in reading.		
Targeted in-school interventions with existing staff.	1:1 and small group intervention provided by the school (+5 months, EEF evidence review)	1 & 2
After school & lunchtime intervention groups, e.g. phonics intervention		1 & 2

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

Budgeted cost: £6,492.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional wellbeing programmes (e.g. Draw and Talk therapy)	Social and Emotional Learning (+4 months, EEF evidence review)	2
Breakfast and afterschool club	EEF Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation (DfE)	1 & 5
Music lessons, sports and extra curricula clubs	School inspection update January 2019 Special edition	3
Resources provided where needed (e.g.		4

books, stationery,
uniform)

Total budgeted cost: £30,500

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Gresham's Priorities from the Previous Strategy Plan

Number of disadvantaged 2020/2021: 20

To address and reduce any gaps which may have widened between disadvantaged and those who are not disadvantaged during the Covid-19 pandemic.

Comment: Progress 2020-2021 for this group was relatively stable compared to previous years, with the strongest 'accelerated progress' in reading, writing and maths ever recorded for this cohort.

To narrow the gap between pupils as they begin their learning journey in the Early Years.

Comment: there were no disadvantaged pupils in the Reception class 2020.

To narrow the gap for those pupils not on track to achieve the expected standard at the end of KS1 and KS2 in reading, writing and mathematics.

Comment: There has been no statutory assessment for two years. Gresham has a very low number of disadvantaged pupils and as a result, any data relating to this group is volatile. Gresham's own whole school internal assessments show that a gap remains between the attainment of disadvantaged pupils and non-disadvantaged pupils. In English, this gap is closing; however, the maths gap has increased this year.

Reading: 17%

Writing: 13%

Maths: 26%

To narrow the gap between disadvantaged pupils and non-disadvantaged pupils achieving the greater depth standard.

The gap remains between these two groups:

Reading: 31%

Writing: 25%

Maths: 12%

Provide experiences in order to broaden horizons for pupils eligible for Pupil Premium Funding (Science Night, PGL trips, extra-curricular clubs, after school club etc).

Comment: PGL trips have been partially funded. Extra curricula opportunities have been limited due to Covid-19 restrictions.

Resources provided, e.g. uniform, books and bikes.

Provide funded Breakfast Club places for some pupils.

Comment: some places have been funded for breakfast and afterschool club.

Provide additional pastoral support via ELSA (Emotional Literacy Support Assistance), behavioural support programmes or informal additional emotional and social support.

Comment: ELSA, Draw and Talk and Lego Therapy have been utilised in line with Gresham's Mental Health and Emotional Wellbeing Policy. An additional teaching assistant has been trained to deliver therapy.

Externally provided programmes

Programme	Provider

Further information (optional)

Gresham Primary School has a low number of disadvantaged pupils; therefore, strategies that we implement are tailored to the individual children. As well as the above, pupils have benefited from in-class support and access to weekly booster groups provided by teachers.