

Pupil premium strategy statement 2023-2024

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	Gresham Primary School
Number of pupils in school	236
Proportion (%) of pupil premium eligible pupils	14/236 = 5.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date on which it will be reviewed	December 2024
Statement authorised by	K.Steele
Pupil premium lead	T.Butler Kemp
Governor / Trustee lead	M.Chalk

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,460
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, particularly in writing.
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 (particularly in writing) to continue 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 continue 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 continue 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 (in all subjects)</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>
Engagement in learning and future education to be high.	<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. All pupils to have engaged in at least one extra curricula activity (e.g. sports clubs, music lessons).</p>
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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: £3,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teacher CPD – staff meetings, inset days, online training</p> <p>Teaching Assistant CPD – monthly teaching assistant meetings, inset days, online training</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

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

Budgeted cost: £10,000

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 and Times Tables Rock Stars for home learning to specifically address gap in maths.	Digital Technology +4 months (New+PP+GUIDE+2019)	1
Continued investment in reading and vocabulary building software to specifically address greater depth gap in reading (Little Wandle)		

Investment in various online subscription, enhancing curriculum resources (e.g. WhiteRose maths, Power of Reading, Reading Cloud, Literacy Shed, Classroom Secrets, Twinkl)		
Trained teaching assistants delivering reading catch-up throughout the school	1:1 and small group intervention provided by the school (+5 months, EEF evidence review)	1 & 2
Trained teachers and teaching assistants providing reading groups		
Targeted in-school interventions with existing staff.		
Assembly intervention groups, e.g. phonics intervention		

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

Budgeted cost: £4,000

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, extra curricula clubs and school trips	School inspection update January 2019 Special edition	3
Resources provided where needed (e.g. books, stationery, uniform)		4

Total budgeted cost: £24,456.50

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 2021 to 2022 academic year.

Gresham's Priorities from the Previous Strategy Plan

Number of disadvantage pupils 2022-2023: 18

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using EYFS, key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Numbers of disadvantaged pupils incredibly low – caution must be taken when interpreting results. Many results reflect the achievements of just 1 or 2 pupils.

EYFS (2 pupils)

National: 67.2%

Gresham: 70%

Gresham Disadvantaged: 50%

Year 1 Phonics (1 pupil)

National: 79%

Gresham: 71%

Gresham Disadvantaged: 100%

Year 2 phonics (1 pupil)

National: 58.7%

Gresham: 100%

Gresham Disadvantaged: 100%

Year 2 SATS (1 pupil)

	Reading Exp	Reading GD	Writing Exp	Writing GD	Maths Exp	Maths GD
National	68%	19%	60%	8%	70%	16%
Gresham	80%	17%	80%	17%	80%	27%
Gresham Disadvantaged	100%	22%	100%	0%	100%	0%

Year 6 SATS (6 pupils)

	Reading			Writing			Maths		
	Exp	GD	Progress	Exp	GD	Progress	Exp	GD	Progress
National	73%	29%	0	72%	13%	0	73%	24%	0
Gresham	88%	40%	1.76	75%	23%	1.01	92%	23%	2.05
Gresham Disadvantaged	71%	14%	3.94	29%	14%	-0.73	71%	14%	2.51

Progress in reading and maths is very strong for Gresham PPG. Writing continues to be the area of greatest need.

Internal Assessments (Summer 2023 Year 1 – Year 6)

Reading

- **75%** of PP are at expected compared to **85%** of non-PP, **a gap of 10%. This gap has decreased from 19% in the autumn term.**
- 6% of PP are at the GD standard compared to 34% of non PP.
- **93%** of PP have made expected progress, and **21%** have made accelerated progress compared to **93%** and **14%** for non-PP.

Writing

- 38% of PP are at expected compared to 76% of non-PP, **a gap of 38%.**
- 6% of PP children are at the GD standard.
- 86% of PP have made expected progress, and 14% have made accelerated progress compared to 91% and 20% for non-PP.

Maths

- 63% of PP are at expected compared to 83% of non-PP, **a gap of 20%. This gap has decreased from 36% in the autumn term.**
- There still remains no PP at the GD standard when looking at internal teacher assessment. One PPG achieved GD in KS2 SATs.
- 100% of PP have made expected progress, and 21% have made accelerated progress compared to 95% and 16% for non-PP.

Further information

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

