

Pupil premium strategy statement – Graveley

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	98
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	20 th December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Nicky Hand
Pupil premium lead	Nicky Hand
Governor / Trustee lead	Zoe Murphy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,979
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£23,979

Part A: Pupil premium strategy plan

Statement of intent

At Graveley, our pupils from disadvantaged backgrounds are a small group. Each and every one of them is precious to us. Many of these pupils have additional barriers to learning, some join us from other schools and many from overseas where language difficulties can often be an obstacle to overcome. We intend for all of our pupils from a disadvantaged background to leave Graveley School as confident individuals who are the best person they can possibly be. They will have aspirations similar to or above those of their peers. They will have experienced the opportunity to be a leader and feel successful.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. 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.
- We will ensure that teaching and learning opportunities meet the needs of all the pupils. We aim to enhance the educational outcomes of pupils eligible for Pupil Premium funding by providing targeted support tailored to their individual needs.
- We will ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Challenges

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

Challenge number	Detail of challenge
1	Multiple barriers to learning - many disadvantaged pupils also have a SEMH need
2	Attendance and Punctuality issues - regular punctual attendance is a challenge for a small minority of our disadvantaged pupils. This is exacerbated by frequent changes in living situations for some pupils.
3	Some disadvantaged pupils are affected by lack of parental engagement with education. This often leads to an impact on aspiration and access to cultural capital.
4	An increasing number of pupils are highly mobile or have joined the school from overseas. A clear understanding of prior learning needs to be understood on entry to ensure pupils keep up and do not fall behind during transition between schools.

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
With nurture and sensory input, disadvantaged pupils with complex needs are able to access the class curriculum	Those pupils who have complex needs are increasingly able to access the curriculum within their classes
For disadvantaged pupils who do not have a cognitive SEND need to reach age-related expectations in reading, writing and maths and 100% to meet the expectations for Year 1 & 2 phonics check and Y4 multiplication check	An increased number of disadvantaged pupils who do not have a cognitive SEND need will reach age-related expectations in R,W,M and Phonics.
To ensure disadvantaged pupils' (with additional barriers to learning) individual needs are addressed so that they make at least expected progress from starting points in, reading, writing and mathematics.	Those that have a SEND or EAL need will make their expected progress from their individual starting points.

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: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics lead to embed the new SSP throughout the school. Ensure all staff are trained to deliver programme Assessments and interventions are timely to ensure rapid catch-up.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1 3 4
To invest in high quality reading books and associated training to enhance fluency in key stage 2	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics, it is a crucial component of early reading instruction. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1 3 4
To develop a love of reading for pleasure throughout the school	https://ourfp.org/reading-for-pleasure-pedagogy/ The TaRs research project revealed that a robust RfP pedagogy encompassed four practices: reading aloud, informal booktalk and recommendations, and independent reading time within a highly social reading environment.	3 4
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Subscription to White Rose maths planning resources.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1 4

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support staff trained to carry out effective focused interventions as well as supporting in the classroom.	<p>Examples of interventions include:</p> <ul style="list-style-type: none"> • Additional staff time to support Guided Reading • Phonics Keep-up groups • Speech & Language development • White Rose Maths interventions <p>Teaching assistants can provide a large positive impact on learner outcomes. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	1 3 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1 3 4
Non-class based SENCO to provide expert support for staff and to keep abreast of the most recent research and development	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1 2 3 4
Assessment process in place for pupils joining where English is an additional language to ascertain a clear programme of study.	https://www.bell-foundation.org.uk/our-work/our-research/eal-research/eal-and-educational-achievement-in-england-an-analysis-of-publicly-available-data/	4

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

Budgeted cost: £ 3,979

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free breakfast club places to improve attendance and punctuality and ensure children have eaten and are ready to learn.	If children are not attending school, they are not getting access to high quality teaching and learning. Providing spaces to attend breakfast club for children who have low attendance supports children to be on time to school and they also have been provided with an adequate breakfast to support their concentration.	2
Fund educational visits and extracurricular activities for pupils eligible for pupil premium that could that are unable to fund them. Providing a range of rich experiences beyond children's own lives	We want all pupils to be able to participate in high-quality educational visits and experiences in order to broaden the experiences of children from disadvantaged backgrounds. These experiences will help to widen prospects and horizons for all of our children, in particular, those from disadvantaged backgrounds:	3
Member of staff to complete ELSA training.	'There is an established relationship between attachment and academic achievement. This has been demonstrated for all age groups from the primary school stage through to school leaving age and beyond Social and emotional learning	1 2
Teaching staff to attend year long project delivered by HfL on ' <i>Impactful inclusive practice for underserved learners</i> ' This will involve a series of 6 twilight sessions on the following topics. <ul style="list-style-type: none"> Who are our learners and how can we better use data to ensure the inclusion of Underserved Learners How to ensure that all learners have a sense of belonging at our school. How to grow the status and self-efficacy of Underserved Learners 	Evidence taken from a range of sources including	

<ul style="list-style-type: none"> • How to tackle unconscious bias amongst staff about the potential of Underserved Learners. • How to develop impactful relationships with underserved families. • How to develop a culture of equity rather than equality. 		
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Total budgeted cost: £ 23,979

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

EYFS Good Level of Development

	Graveley 2023	National 2023		
GLD	42%	68%		

Phonics

Year 1 Pass	63%	81%		
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Year 1 Pass

Key Stage 2

	Graveley 2023	National 2023	Graveley Scaled Score	National Scaled score
Reading	88%	74%	104.4	105.2
Writing	75%	72%		
Maths	75%	73%	101.6	104.4
Grammar, punctuation and spelling	75%	72%	102.3	105.3
Combined reading, writing and maths	75%	61%		

We do not publish detailed results of those pupils identified as disadvantaged due to the small amount of pupils at the school and the concerns that they become identifiable.

Our evidence from reviewing the impact of our intervention strategies over the last few years supports the view that for learning needs the best interventions are those led by a qualified teacher or experienced teaching assistant. We continued with our strategy of progressively increasing the proportion of the Pupil Premium Grant that is used to generate teaching hours to support the disadvantaged. We continued with the process of increasing the number of learning support assistants (class based) in the school to deliver daily support for vulnerable learners. In order for the quality of delivery to remain high, release time was given to the SENCO to ensure that all staff were given training for the correct delivery.

We worked closely with outside agencies to allow quality nurture sessions to run for pupils with complex needs. Resources were purchased to allow sensory sessions were running on a daily basis and to give them quality breaks enabling them to access learning in the classroom.

To ensure best provision across the curriculum, schemes were purchased to support the delivery of all subjects within the classroom. This has enabled staff to backtrack and deliver missed objectives and address misconceptions that may have occurred during remote and missed learning.

Little Wandle has been invested heavily in across the school to ensure there is a systematic, synthetic approach to phonics being used by all staff. All staff across the school have received training to ensure fidelity of delivery. This year, the focus will be on ensuring that the programme is implemented into key stage 2. The year 2 spelling programme implemented and a fluency programme put in place to ensure progression from completion of the phonics programme.

In 2023/24 we used our PPG funding as follows:

Teaching Strategies £2,000

Targeted academic support £18,000

Wider strategies £11,945

TOTAL £31,945

The assessment and review of spending in 2023/4 supports our view that interventions led by experienced staff are having the most significant impact on the progress of individuals when we consider the best strategies for narrowing gaps in attainment.

The use of nurture and sensory sessions enables us to minimise the impact of difficulties within the classroom for a minority of pupils, enabling others to learn without distraction or disruption.

Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance Learning
Little Wandle	Reading Revival
TT Rockstars	Maths Circle LTD