

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Grindleford Primary School
Number of pupils in school	58
Proportion (%) of pupil premium eligible pupils	10.3% (6)*
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Kate Gemmell, Head teacher
Pupil premium lead	Kate Gemmell, Head teacher
Governor / Trustee lead	Neil Roden, Chair of Governors

*At census: 2 (3.5%) reflected in funding

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£2770.00
Recovery premium funding allocation this academic year	£1540.00

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils in our school alongside reviewing which year groups have been most effected in order to prioritise and target activities. The activities we have outlined in this statement is also intended to support pupils needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. *Reference EEF - The Pupil Premium Guide April 2022.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Socio-economic gap - a proportion of our pupils live outside the immediate school community and do not join from the same entry points (nursery / pre schools) some pupils join in year through KEY Stage 1 and Key Stage 2.
2	Some disadvantaged pupils also have SEND
3	Attendance and punctuality - regular punctual attendance is a challenge for a small minority of our disadvantaged children.
4	Catch up - levels of engagement in remote / online school education varied during the pandemic. As a result some pupils need to catch-up.
5	

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
Improved reading, spelling and writing attainment especially among disadvantaged children	Assessments and observations to assess improvement (engagement in lessons, book scrutiny and assessments).
Improved maths attainment especially among Year 1 children	Assessments and observations to assess improvement (engagement in lessons, book scrutiny and assessments).
Support and improve attendance especially among disadvantage children	Improvement in attendance figures and punctual arrival at school.
Offer targeted support for children identified as vulnerable to expand curriculum activities (music lessons) and inclusion.	Observations of progress, improvement and participation.

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: £1000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of The Write Stuff program by Jane Constantine including the units for writing and training videos.	Assessed improvement / progress (engagement in lessons, book scrutiny, teacher observations and assessments).	1
Purchase the introduction of the Little Wandle scheme.	Assessed improvement / progress (engagement in lessons, book scrutiny, teacher observations and assessments). Seeing improvement in literacy in KS2 and KS foundation	1 (separately funded)
Subscription of White Rose Maths scheme	Assessed improvement / progress (engagement in lessons, book scrutiny, teacher observations and assessments).	1

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

Budgeted cost: £2680.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted additional TA hours for Year 1 & 2 children to implement Jane Constantine, phonics, spelling and grammar and The Write Stuff.	Assessed improvement / progress (engagement in lessons, book scrutiny, teacher observations and assessments).	1
Targeted School led Tutoring support for Year 1 & 2 children to focus on maths.	Assessed improvement / progress (engagement in lessons, book scrutiny, teacher observations and assessments).	2

Targeted TA hours on EAL language support for refugees / EAL children.	Assessed improvement / progress (engagement in lessons, book scrutiny, teacher observations and assessments).	2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1658.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support and approve attendance with subsidised (free breakfast club provision to support improving attendance) offer support for ASC for vulnerable children.	Improvement in attendance figures and punctual arrival at school.	3
Offer targeted support for children identified as vulnerable to expand curriculum activities (music lessons)	Observations of progress, improvement and participation.	4
Offer targeted support for children identified as vulnerable supporting purchase of uniform.	Observations of inclusion and willingness to participate.	4
Subsidy for trips, residential.	Observations of inclusion and willingness to participate.	4

Total budgeted cost: £ 5338.00*

- *additional funds to be financed from SEND budget*

Service pupil premium funding (optional) 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.

Improvement in speech and language through inventions were evidenced.

Other outcomes continue to be focused on this year.

Data for the end of the year was analysed at Full Governors to review end of year progress and attainment. The focus for 2021 – 2022 (whole school) is writing, spelling and maths. This is reflected via the pupil premium strategy and the SIP for 2022 – 2023.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Little Wandle Letter and Sounds	Little Wandle
White Rose Maths	White Rose Maths
The Write Stuff	Jane Constantine

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils

N/A

Further information (optional)

Data is not included due to it being suppressed due to small numbers and total spend of £5196.25 the Governors confirm that all monies were spent according to the previous strategy and were satisfied.