

Pupil premium strategy statement



Gretton Primary School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for the academic years 2024 to 2027.

This 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:	Gretton Primary School
Number of pupils in school	91
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers	2024-25 2025-26 2026-27
Date this statement was published	September 2024
Date on which it will be reviewed	January 2025, April 2025, July 2025 January 2026, April 2026, July 2026 January 2027, April 2027, July 2027
Statement authorised by	Adam Sallis
Pupil premium lead	Alison Dodd
Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,840
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	2024-25 £11,840 2025-26 £12,120

Part A: Pupil premium strategy plan

Statement of intent

In support of our disadvantaged pupils, we aim to:

- remove barriers to learning,
- ensure equality of opportunity and in doing so, improve future life chances and social mobility.

Our key principles are to provide a broad and balanced curriculum for our pupils whilst striving for the highest academic standards. We have high expectations and are relentless in our determination for all pupils to achieve their full potential. We are committed to preparing them for the next stage in their education and to foster a love of learning.

What are the children's barriers?

Each year, we review our children's needs and generally we identify two clear areas of support; academic and SEMH needs. We know that parents may be concerned that their children may not have full access to the rich and varied curriculum we provide in terms of educational visits, residential trips, and visitors in school, music lessons and extracurricular clubs. As a result of this, we ensure Pupil Premium is targeted to meet these needs and ensure equal access to The Gretton Curriculum.

What are our priorities?

We work hard to ensure we remove the barriers to learning which ensure that our children thrive during their time at Gretton Primary School. We work hard as a whole school team to identify any emotional, academic and financial barriers which may result in difficulties for the child.

We do this by:

- ensuring PP children take part in all school visits, clubs and activities
- supporting PP children with SEMH difficulties so that they are emotionally ready to learn in school.
- focusing on our PP children's progress to ensure that they make at least expected progress throughout school, and that gaps close, preparing them for the next stage in their educational journey

What do we do and what is the impact?

- Focus on Quality First Teaching throughout the school, ensuring that teaching and learning opportunities meet the needs of all the pupils
- A highly Inclusive Curriculum which provides depth and breadth across all subjects
- Evidence based research for identification of need and intervention
- Investing heavily and smartly into highly skilled teachers and teaching assistants through continuous professional development.
- Evidence based research for the effective use of teaching assistants
- Funded key experiences for, providing targeted academic support in addition to broader provision, which supports pupils' well-being; their social, emotional and physical development and helps to foster wider talents and interests.

- We have a particularly strong commitment to enrichment activities, including sport, the arts and music as well as school community events and learning outside of the classroom.
- We monitor disadvantaged children, the impact of what we do and always include them as a separate group. Interventions are bespoke, to match the needs of the children.
- We employ extra TA time, and use existing teaching and TA resources, to target intervention programmes to close the gaps in the children’s learning.
- We work in partnership with parents of PP children and work together to ensure the best outcomes for children.
- Work sampling always includes work from PP children, to ensure their needs are being met and they have equal access to the curriculum.

Challenges

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

Challenge number	Detail of challenge
1	The attainment in writing for some PP children is below that of non-PP children.
2	Approximately half of our PP children have a Social, emotional and/or mental health need.
3	A number of our PP pupils struggle with resilience and confidence to overcome challenges, and the ability to recover quickly from tough challenges, in order to succeed.
4	Attendance- We are aware that attendance and lateness has a huge impact on learning and there is a slight discrepancy between the attendance of PPG and non-PPG pupils.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan in July 2027**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. The gap between the attainment in writing of PP and non PGG pupils narrows.	Teachers choose suitable and engaging texts from the Literacy Tree scheme to use in English lessons. PP pupils receive target interventions in writing, as necessary. Interventions are endorsed by the EEF where applicable.
2. The gap between non-PP and disadvantaged pupils closes through targeted pastoral support at an individual level.	Children have the specific support that they require to support their specific special educational needs or SEMH needs. Staff are trained in identifying and supporting SEMH needs.

<p>3. PP pupils are able to demonstrate resilience and a growth mind-set which is in line with their peers.</p>	<p>Children are taught about resilience. PP pupils receive targeted support with developing resilience where necessary.</p> <p>Staff, parents and children notice an improvement in children's resilience.</p>
<p>4. Improve attendance and punctuality.</p>	<p>Attendance of PP children increases and the gap between PP and non PP reduces. Head teacher to regularly review attendance and punctuality to identify patterns.</p>

Activity in this academic year

This details how we intend to spend our pupil premium to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop the Quality First Teaching approach across the school. Teachers are able to rapidly support pupils learning and identify next steps helping them to keep up. All learning is scaffolded appropriately.	Monitoring activities – observations, learning walks, pupil voice and book scrutinies. 1. High-quality teaching EEF (educationendowmentfoundation.org.uk)	1,
Whole school reading and writing resources purchased and all staff trained in using them effectively. - Accelerated Reader - Literacy Tree	Monitoring activities – observations, learning walks, pupil voice and book scrutinies. Phonics EEF (educationendowmentfoundation.org.uk)	1,
Pupils receive weekly My Happy Mind Sessions to support their SEMH Needs Staff ensure that pupils are taught resilience and growth mind-set strategies. - Resources purchased and workshops to support this.	Monitoring activities – observations, learning walks, pupil voice and book scrutinies. Evidence in pupils' behaviour and attitudes.	2, 3

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part funding of TA posts in class to support disadvantaged and specified children.	Data summary from past 2-3 years. In-house summative assessment and formative assessment Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1, 2 3, 4

Phonics, SATS - Reading, Maths and Writing booster sessions delivered.	R, W, M summative outcomes. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1
Targeted phonics and reading one-to-one/small group targeted support	R, W, M Summative outcomes Phonics EEF (educationendowmentfoundation.org.uk)	1

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

Budgeted cost: £3,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
Head teacher to regularly review attendance and punctuality to identify patterns or issues with attendance of PP children.	Attendance of PP children increases and the gap between PP and non PP reduces – monitored by data on SIMS. Any patterns or concerns are identified swiftly and support is provided.	4
SENDCo/PP lead to liaise with parents and external agencies as necessary to ensure that the correct support is in place for every family and child.	Inclusive practice	1, 2, 3, 4
PP pupils' attendance at school clubs is prioritised	Inclusive practice Arts participation EEF (educationendowmentfoundation.org.uk)	3, 4
Trips and visits are subsidised for PP children. Music lessons After school clubs offered to PP pupils.	A high level of attendance at clubs and trips is evidenced PP pupils are offered additional extracurricular opportunities	2, 3, 4
Purchase of resources - Dojo shop - Calm boxes	Pupils are motivated to learn and earn dojo points. Evidence of pupils' using the calm boxes when required.	

Total budgeted cost: £11,840

Part B: Review of outcomes

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

- Children at risk of falling behind were quickly identified and support was implemented. Whole school early reading and phonics training has been successful.
- Participation at clubs for PP children improved slightly. School funded external sports coaches and places at clubs for some PP children.
- A whole school focus on SEMH has ensured that pupils wellbeing was placed at the forefront of our practice and our SEMH interventions have supported this. School have purchased a whole scheme to support Mental Health and Wellbeing.
- 5 out of the 10 PP children also had SEND and were on a My Plan. 2 either have an EHCP or are in the process of receiving one.
- Phonics Screening Check- 100% of PP pupils in Year 1 passed the required threshold in summer 2024. They are well-equipped with the phonics skills in order to become highly competent readers.

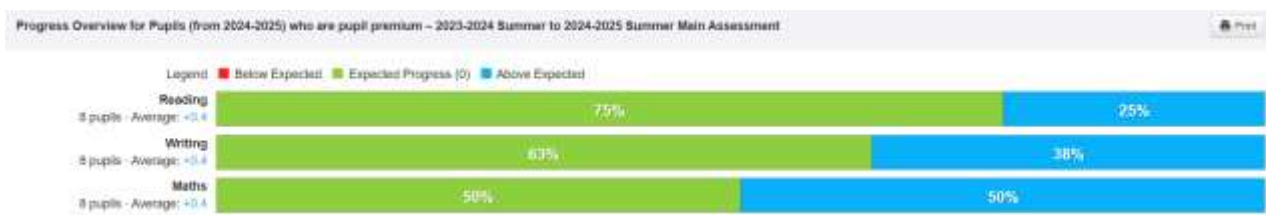
Attendance Academic year - 2023-24

95% for non-PP pupils, 91% for PP pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

- Progress and attainment of PPG pupils were tracked as a discrete group throughout the year. Pupils at risk of falling behind were identified promptly and targeted support put in place. As a result, progress in reading, writing and maths across the year was expected or above expected.
- Participation in clubs for PPG pupils improved slightly, with pupils actively encouraged to take part. The school funded external sports coaches and club places for some pupils. Parents and carers were signposted termly to the HAF programme, and referrals to the food bank were made where appropriate to support families.
- An additional member of staff completed ELSA training, increasing capacity to support SEMH needs. The myHappyMind programme was further embedded in its second year, with PPG pupils benefiting from improved emotional literacy and resilience.
- 3 PPG pupils also had SEND and were supported through a My Plan, with two pupils holding an EHCP. Positive progress was made against personalised targets through focused support.
- Alternative methods of recording were used effectively, supporting some pupils to engage more confidently in writing lessons and improving outcomes.

Progress:



Attendance Academic year - 2024-25

94.8% for non-PP pupils, 90.4% for PP pupils

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
Times tables rockstars	Maths Circle
My Happy Mind	My Happy Mind
Nessy Reading and Spelling	Nessy
Little Wandle Phonics	Little Wandle Learning Trust
Literacy Tree Writing Scheme	Literacy Tree