

# Grangetown Primary School Pupil Premium Strategy Statement 2023-26

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Grangetown Primary
Number of pupils in school	246
Proportion (%) of pupil premium eligible pupils	82.1% (202 children)
Academic year/years that our current pupil premium strategy plan covers	2023-26
Date this statement was published	Updated October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Charlotte Mott
Pupil premium lead	Charlotte Mott
Governor / Trustee lead	Lucas Ainsworth

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£297,480
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£297,480

## Part A: Pupil premium strategy plan

### Statement of intent

As a school, we are committed to removing barriers to each and every child's learning and progress. We aim to use the Pupil Premium Grant to support attainment and maximise the potential in terms of learning, raised expectations, experiences and readiness for the next step in their education.

Our key objectives in using the Pupil Premium Grant are:

- To remove barriers to learning by decreasing class sizes across school.
- To broaden pupils' experiences and widen opportunities.
- To add in planned interventions to support children.
- To support families and the wellbeing of children.

Main focus is to increase the numbers of teachers in school so that children get the first quality teaching from teachers. This enables smaller classes, which allows teachers to focus more, gives greater time on a 1:1 basis and allows for more focused marking and feedback. This is especially important through EYFS and KS1 as it allows us to support the child and build a firm platform for the next steps. This is our main priority when spending the pupil premium grant and we allocate the majority of the grant towards this.

We use pupil premium to support parents with the everyday school experiences that their child will encounter. We feel that it is important that our children experience many different things, from visits, trips, residential to theatre workshops. In order to do so much we have to subsidise many of the events in order for parents to be able to afford to send their children.

We look at the whole child and their well-being. By providing different services to the children and families, we can support the child not only academically but socially and mentally.

Our current pupil premium strategy plan will work towards achieving these objectives by focussing on:

- Reducing class sizes and provide quality first teaching.
- Increasing staffing levels.
- Quality interventions.
- Pupils' mental health and wellbeing.
- Providing wider opportunities and life experiences for pupils.
- Supporting parents financially, emotionally and focussing on parental engagement.

## Challenges

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

Challenge number	Detail of challenge
1	Significant gaps in pupil attainment on entry to school.
2	Readiness for successful learning on entry to school – support needed for managing feelings, behaviours, independence and sensory issues.
3	Difficulties in basic numeracy and literacy skills.
4	Readiness for school day.
5	Pupils' social and emotional wellbeing – low aspirations and engagement.
6.	Pupils' punctuality and attendance
7.	Narrow experiences of life outside of school
8.	Parental factors – low engagement, own knowledge, financial constraints and complex home lives.

## 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
A high level of staffing will be maintained which will result in improved outcomes for all pupils.	Pupil progress will be at least good in each year group.
Our children will be supported in recovering lost learning through the use of additional staff support.	Our pupils will make good and accelerated progress over the year. Gaps in their learning, that have emerged as a result of the pandemic, will be addressed.
Improve attendance, punctuality and readiness to learn for the most disadvantaged pupils.	Attendance data shows that pupils' attendance is above 96% and that punctuality has increased. A decrease in behaviour consequences data shows that pupils' readiness to learn has improved. Pupils' attainment is in line with national average or above. Pupil progress is good or better.

Improve the mental health, physical health and wellbeing for the most disadvantaged pupils.	Pupils are able to cope with life challenges, self-regulate and are physically fit, leading to a decrease in lost learning time for these pupils. Pupil survey.
Improve the progress and attainment for the most disadvantaged pupils.	Pupils' attainment is in line with national average or above. Pupil progress is good or better.
Improved life experiences and wider cultural experiences for pupils.	Pupils have the opportunity to participate in many activities including after school clubs, educational visits and events such as sporting and careers events.

## 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: £234,386**

Activity	Cost	Evidence that supports this approach	Objectives
<p>Smaller class sizes.</p> <p>Employment of 4 teachers across the school to enable smaller class sizes. Average class size will be no more than 20 children.</p> <p>To enable us to go two form entry in all areas of the school apart from Y2.</p> <p>Barriers 1, 2, 3, 4, 5, 6, 7, 8</p>	£229,386	EEF Toolkit – whole school consistent approach.	<ul style="list-style-type: none"> <li>To support teaching and learning across each phase in school.</li> <li>To support getting the children ready for education by helping to manage feelings, behaviours, independence and sensory issues.</li> <li>To create smaller classes across each phase in order to have a greater focus on marking and feedback and progress.</li> <li>To support and close the gap in literacy and numeracy skills by offering in class intervention and differentiation to smaller groups of children.</li> </ul>

Read Write Inc. Updates, resources and Training  Barriers – 1, 3,	£5000	EEF Toolkit – oral language interventions EEF toolkit - one-to-one tuition	<ul style="list-style-type: none"> <li>• To improve the expertise of those tasked with teaching children to read and ensure high quality RWI lessons are being taught consistently by all.</li> <li>• To ensure that all staff understand and have the knowledge and understanding to close the reading gap. As stated in 'The Reading Framework', (July 2021) 'The only effective route to closing this gap is for children to be taught systematically to read as soon as they start school'.</li> <li>• To ensure that early reading books used in school and taken home for Home Reading are phonetically matched to each individual child's reading needs.</li> </ul>
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £45,006

Activity	Cost	Evidence that supports this approach	Objectives
Year 6 Intervention Teacher  Additional Teacher in Y6 on a morning to support the core subjects of English & Maths.	£45,006	EEF toolkit - one-to-one tuition EEF toolkit – small group tuition	<ul style="list-style-type: none"> <li>• Experienced teacher to run a focused teaching programme from an independent room with a targeted group of children.</li> <li>• Children to be identified for support through clear assessment and teacher observations, including children who are in line for greater depth.</li> <li>• Offer children support in Reading, Writing and Maths enabling them to achieve their full potential &amp; be ready for their next stage of learning &amp; education.</li> </ul>

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

Budgeted cost: £71,589

Activity	Cost	Evidence that supports this approach	Objectives
THRIVE training of practitioners and resources  Barriers 2, 4, 5, 6,	£5000	EEF Toolkit – behaviour interventions – whole school approach. EEF Toolkit – social and emotional learning.	<ul style="list-style-type: none"> <li>To ensure that appropriate staff are trained and ready to implement THRIVE across school.</li> <li>To share the culture of THRIVE across all stakeholders.</li> <li>To implement THRIVE to support children regulate their behaviours.</li> </ul>
Employment of Attendance Officer  Barrier – 6, 8.	£8000	Past attendance data	<ul style="list-style-type: none"> <li>We have partly employed an attendance officer to support school with attendance. The AWO supports with referrals, persistent absence and overall attendance.</li> <li>Phone calls, letters and home visits are part of the process.</li> </ul>
Employment of full-time mental health support worker  Barrier - 5	£24,644	EEF toolkit – Social and emotional learning	<ul style="list-style-type: none"> <li>To ensure that have a member of staff available to support children who have emotional needs.</li> <li>To act as first response to children who go into crisis.</li> <li>To enable us to carry out group therapy to children across school.</li> <li>To support families and parents when needed in order to help our children through difficult situations.</li> </ul>
School counselling service.  Barrier - 5	£16445	EEF toolkit – Social and emotional learning	<ul style="list-style-type: none"> <li>To continue with the counselling service within school which supports children's social and emotional well-being.</li> <li>To support families and parents when needed in order to help our children through difficult situations.</li> </ul>
Child experiences  Subsidise costs for residential, trips and other experiences.  Barriers – 2,4,5,6,7	£15000	IDACI Pupil Premium and FSM numbers Local deprivation	<ul style="list-style-type: none"> <li>To continue to subsidise transport and entry into attractions.</li> <li>To continue to subsidise the school residential so more children can attend.</li> <li>To continue to offer emergency support to families who are in need to cover uniform, food and energy if needed.</li> <li>To maintain a well-stocked community pantry.</li> </ul>
Pastoral cost  Subsidising fairshare, the community pantry, uniforms,	£2500	IDACI Pupil Premium and FSM numbers Local deprivation	<ul style="list-style-type: none"> <li>To subsidise fairshare &amp; the community pantry so that food is readily available for children if parents support at home.</li> </ul>

<p>transport, breakfast club, pastoral support for families</p> <p>Barriers – 2, 4, 5, 6 &amp; 8</p>			<ul style="list-style-type: none"> <li>• To subsidise school uniform purchases so that no child is unable to wear a uniform due to costs &amp; money constraints. This included PE kits, winter coats &amp; change of clothes if needed during the day.</li> <li>• Subsidising breakfast club provision so that all children are offered a breakfast every morning in school through our book &amp; a bagel. This means we can guarantee that children are not hungry &amp; ready for learning.</li> <li>• Pastoral support for all families in need including transport costs if parents are struggling with attendance or getting their children to school on time.</li> </ul>
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**Total budgeted cost: £350,981 – Extra costs coming from school budget streams.**

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 2023 to 2024 academic year.

<p>At Grangetown Primary School, a range of targeted initiatives and support systems have been developed with the support of pupil premium funding this has led to significant positive outcomes for our students:</p> <ul style="list-style-type: none"> <li>• Smaller class sizes have enhanced individual attention, improved academic performance, and strengthened teacher-student relationships, fostering a more engaging learning environment. It has also allowed teachers to be able to give quality verbal feedback &amp; use AFL strategies to enhance all learning opportunities. With the development of oracy, they have also given greater opportunities for collaboration using innovative teaching strategies.</li> <li>• Read Write Inc resources have boosted literacy skills, ensuring children receive tailored reading and writing sessions that build confidence and proficiency. Ensuring all resources are available to make sessions flow with fidelity &amp; enabling children to take home high quality text matched to their ability.</li> <li>• Phonics intervention teacher has provided focused academic support to help students meet or exceed expected standards, this is clearly evident in our recent increase in the children passing the Y1 phonics screening &amp; the increase in our average score.</li> <li>• The Thrive program has promoted emotional and social well-being, helping students develop resilience and healthy coping mechanisms for challenges they face. This is part of our culture &amp; is fully embedded in supporting all students in &amp; out of school.</li> </ul>
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- The Attendance Officer has actively worked to improve attendance, reducing absenteeism and ensuring students make the most of their learning opportunities. This is shown in the reduction of persistent absence rates. The Attendance Officer has developed relationships with key families & has conducted home visits, held meetings & supported families with their own needs.
- Our Mental Health Support Worker and School Counsellor have supported students' emotional and mental health needs, creating a safe space for children to address their concerns and improve overall well-being. This has been essential especially for some of our more vulnerable students. They have also offered wider support to parents & staff. It's part of our ethos & is seamlessly woven through all that we do. We have now created our own Nest for some of our most vulnerable children.
- Subsidising trips and residential has ensured that all students, regardless of financial background, can access enriching experiences beyond the classroom that broaden their horizons and enhance their social skills. This year our children have experiences many additional activities linked to the curriculum & activities which we hope inspire them. These have included our 5 things to do. Due to the context of our school, we feel this is so important for cultural capital.
- Pastoral support, including providing uniforms, breakfast, and access to a community pantry and Fair Share program, has reduced barriers to learning, ensuring students are well-fed, equipped, and ready to focus on their education.

## 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
N/A	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)