

Pupil premium strategy statement, September 2024

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Gresham Village School and Nursery
Number of pupils in school (YR- 6)	164
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-26
Date this statement was published	30.9.24
Date on which it will be reviewed	20.7.25
Statement authorised by	Richard Lord (Executive Primary Lead)
Pupil premium lead	Marc Goodliffe
Governor / Trustee lead	Georgy Clifton-Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26881
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£26881

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, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their 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.

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.

Challenges

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

Challenge number	Detail of challenge
1	Some of our Pupil Premium children are not fluent and confident readers by the time they reach year 5, which means that they find it difficult to access and understand the texts that they are expected to read in English and across the curriculum. It is rare for a Pupil Premium child to be above the expected level in reading. Many of our Pupil Premium children are compliant in class reading sessions but read very little outside this time and they are often very unambitious in their choice of reading material. This leads to fluency and comprehension difficulties with harder texts and has a knock on effect on the quality of writing.
2	Many of our Pupil Premium children are not fluent writers; their handwriting often lacks fluency and their punctuation and spelling is often weak. Their language ability and reading fluency means that they struggle to write more complex sentences and use more adventurous vocabulary. In science and foundation subjects, they tend not to elaborate and often do not understand the importance of being able to communicate through writing.
3	Many of our Pupil Premium children have an additional status on our Pupil Support Register eg SEND, mental health needs; speech and language difficulties when younger; looked after or adopted. This makes their needs much more complex than simply not reaching their potential in reading, writing or mathematics. As a group, (along with many children who are not classified as PP) they are characterised by low

	confidence and a lack of resilience. They are often uncomfortable and anxious when they have to speak in assembly, meet and greet visitors or perform on stage or the sports field. Many children have not developed the independent learning skills that you would expect for their age and require more than usual adult support in lessons. At break and lunchtime, they sometimes find it difficult to resolve friendship issues and disputes over games. 40% of PP children in the 2023-24 cohort did not start their education at Gresham Village and have transferred from other local schools. Attendance of Pupil Premium children is usually below the school average (2023-4 Pupil Premium average 90.8%, school average 93.8%).
4	As a result of our rural and relatively isolated location, children's expectations and aspirations can be more limited. It is important that we have high expectations and give the children opportunities to experience aspects of life that they may not access at home, such as the theatre, outdoor adventure and competitive sports. In addition, the children need to learn about what they might be able to achieve beyond primary school and the area in terms of careers and lifestyle.

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
1	All children, including Pupil Premium children, have higher aspirations of what they can achieve at school and in the future. They are confident and resilient in new and challenging situations. They develop the skills required to work independently and effectively with each other.	Sustained high levels of self-confidence and resilience amongst Pupil Premium pupils is demonstrated through: <ul style="list-style-type: none"> • Improved attendance and punctuality • Qualitative data from student voice, parent surveys and teacher observations. • An increase in participation in extra-curricular, sporting and other school activities.
2	Pupil Premium pupils become fluent and confident readers by the time they reach the end of Y5.	End of year 5 outcomes in 2027 show that Pupil Premium pupils are consistently performing in line with all pupils.
3	Pupil Premium pupils are fluent writers by the time they reach the end of year 6; their handwriting is fluent; they are confident with grammar, punctuation and spelling.	End of year 5 outcomes in 2027 show that Pupil Premium pupils are consistently performing in line with all pupils.
4	Pupil Premium pupils become confident mathematicians with good arithmetic skills that enable them to successfully tackle mathematical problem solving and reasoning.	Year 4 National Times Tables Check results show that Pupil Premium pupils perform as well as their peers. End of year 5 outcomes in 2027 show that Pupil Premium pupils are consistently performing in line with all pupils.

5	Parents of Pupil Premium children feel they are able to support their children's education at home.	100% of Pupil Premium pupils attend visits, including residential. There is a high take up of places at extra-curricular clubs by disadvantaged pupils. No pupil is disadvantaged through access to books and technology at home.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £9000

Activity	Evidence that supports this approach	
<p>Continued training for leaders, teachers and support staff on implementation of Read Write Inc. in Early Years and Key Stage 1 and Fresh Start in UKS2.</p> <p>Purchase of additional resources to extend the RWI programme to additional pupils and provide materials for home reading.</p> <p>Workshops and open lessons for parents.</p> <p>Free home learning resources for Pupil Premium pupils.</p>	<p>Phonics approaches like Read Write Inc have a strong evidence base that indicates a positive impact on Early Reading and supports the development of accurate speech.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2 and 5
<p>Further guidance and support for teachers on the implementation of the school writing curriculum, particularly sentence construction in Key Stage 1 and the development of cohesion in Key Stage 2.</p> <p>Purchase Pathways to Write as a whole school approach to writing.</p> <p>We will purchase resources and fund ongoing teacher training and subject leader release time.</p>	<p>A detailed understanding of the teaching of sentence building is integral to developing fluency in writing. Teachers require a well-structured and granulated approach to the teaching of writing in all phases to ensure pupil progress.</p> <p>Pathways to Write has a proven record as an approach that develops children's writing skills and is linked to high quality texts.</p>	3
<p>The school will continue to employ a Mental Health Lead with dedicated weekly release time. She will be able to Emotional health and wellbeing structures and approaches, specifically enabling children to self-regulate and build resilience, will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	1 and 5

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

Budgeted cost: £15000

Activity	Evidence that supports this approach	
Additional 121 RWI phonics sessions targeted at pupils who require further phonics support.	RWI has a proven record as a phonics programme that supports the teaching of Early Reading. We have been using it at GVS for ten years and have a depth of experience and understanding. https://www.ruthmiskin.com/media/filer_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviibh.pdf	2
Additional guided reading sessions for pupils in Y3 and 4, who need more fluency practice provided by trained support staff.	Additional guided reading sessions will give the children further opportunities to develop fluency and comprehension skills.	2
Read Write Inc Fresh Start programme for pupils who require support with reading fluency in Upper Key Stage 2.	RWI Fresh Start has a proven record for supporting pupils to rapidly develop reading fluency and support gaps in phonics knowledge. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fresh-start	2
Reading mentors for pupils in KS1, who have fallen behind with reading and do not receive regular support at home.	Additional reading at home reinforces learning that has taken place at school. In addition, young children, who share a book with someone older, develop a richer reading experience and make better connections. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf	2 and 5
Subscription to Letterjoin as a whole class approach to teaching handwriting and support disadvantaged pupils with writing fluency, letter and number formation.	Letterjoin provides individual lesson plans and a whole school structure to support the teaching of handwriting. https://www.letterjoin.co.uk/	3
Mental Health First Aider to deliver first response and interventions for children with mental health difficulties. The First Aider will undergo appropriate training for the role. We will purchase resources and fund ongoing teacher training and release time. Provision of targeted nurture groups for children who need to develop skills of self-regulation, resilience and self-confidence.	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1

Adapt whole class mathematics teaching to focus on key arithmetic skills for each age group, including the application of the Calculations Policy. Out-of-hours tutoring for Y6 Pupil Premium children to ensure they are ready for High School.		4
Use of assembly time for 121 academic reviews and support by class teachers.		1- 5

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	
Provide funding for disadvantaged pupils so they are able to access trips and extra-curricular clubs.		1
Broaden the range of extra-curricular activities free to all Pupil Premium pupils.		1

Total budgeted cost: £28000

Part B: Review of outcomes in the previous academic year

Desired outcomes	Provision	Impact and evaluation
All children, including Pupil Premium children, have higher aspirations of what they can achieve at school and in the future. They are confident and resilient in new and challenging situations. They develop the skills required to work independently and effectively with each other.	We are conscious of positively discriminating when selecting children for key responsibilities in school, such as Student Leaders and School Council Leaders. Assemblies are used as an opportunity to raise aspiration and ambition. We have invested in the SCARF PSHE programme, which provides a structured approach to teaching.	PP children have taken on the roles of Student Leader, School Council Leader and other responsibilities. They have taken on substantial roles in school performances and celebration assemblies. PP children have been active in running lunchtime clubs. There is little substantive difference in confidence and ambition between PP children and their peers. We have provided Spanish lessons for a PP child who is fluent in French. This has been extremely successful.
Pupil Premium pupils become fluent and confident readers by the time they reach the end of Y5.	Focused teaching through our Reading Strategy has had an impact on standards over several years. Pupil Premium attainment in reading is in line with other pupils.	End KS2 results 2024: 5 PP children. 80% reached the expected standard; 60% achieved a high score. End Y5 NFER assessments 2024: 2 PP children. 50% reached expected standard.
Pupil Premium pupils are fluent writers by the time they reach the end of year 6; their handwriting is fluent; they are confident with grammar, punctuation and spelling.	We have invested in a new writing scheme, Pathways to Write, which is having a noticeable effect on standards across the school with all children.	End KS2 results 2024: 5 PP children. 40% reached the expected standard; 20% achieved a high score. End Y5 NFER assessments 2024: 2 PP children. 0% reached expected standard. Children's writing at the end of Y6 has improved year-on-year for three years and is now close to national averages.
Pupil Premium pupils become confident mathematicians with good arithmetic skills that enable them to successfully tackle mathematical problem solving and reasoning.	Focused teaching through White Rose Mathematics has had an impact on standards over several years. Pupil Premium attainment in mathematics is in line with other pupils. After school booster groups were successful in supporting children who needed extra tuition to reach the expected standard.	End KS2 results 2024: 5 PP children. 80% reached the expected standard; 20% achieved a high score. End Y5 NFER assessments 2024: 2 PP children. 100% reached expected standard.
Parents of Pupil Premium children feel they are able to support their children's education at home.	Parents are offered free access to school visits and homework resources. Take up for school visits is high.	Not enough PP parents are taking up the school offer of free homework resources. Leaders need to rethink this offer and how we can support PP children with home learning.