

Pupil premium strategy statement

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	The Greville Primary School
Number of pupils in school	657
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2024 2021/2022 to 2024/2025
Date this statement was published	December 2021; last updated October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Duncan Steele Headteacher
Pupil premium lead	Louise Hammond
Governor / Trustee lead	Trevor Hood, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£114,680
Recovery premium funding allocation this academic year	£9,860
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	£124,540

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 at The Greville Primary School. 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 use our Pupil Premium funding to support pupils through targeted academic and well-being interventions led by practitioners who personalise learning and development to accelerate progress with the aim to reduce the attainment gap between the schools disadvantaged pupils and their peers.

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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils who have been worst affected, including non-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. 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 support is needed
- 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.	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2.	Assessment, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3.	Variable emotional wellbeing. Our assessments and observations have identified social and emotional issues for many pupils which impact on their ability to reach their full potential and therefore their progress academically.
4.	Assessments and observations indicate that disadvantage pupils frequently have a co-occurrence of additional vulnerabilities which can further impact their learning e.g. Special Educational Needs (20%) and Disabilities (SEND), Adverse Childhood Experiences (ACEs), safeguarding concerns etc. This has resulted in significant gaps leading to pupils falling further behind age related expectations both emotionally and academically.
5.	Assessments, observations and discussions with pupils and families have identified reduced engagement and participation with/access to learning and curriculum opportunities which support the development of their cultural capital and overall wellbeing. This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations.
6.	Our attendance data (removed over the last three years) last academic year indicates that attendance amongst disadvantaged pupils was 93.89% lower than non-disadvantaged pupils (96.30%).

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 oral language skills and	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence,

vocabulary among disadvantaged pupils.	including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	A greater percentage of PP children will achieve GLD, pass the phonics screening check, achieve EXP+ at KS1 and KS2.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from Thrive, student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To improve parental engagement to ensure children access enrichment opportunities.	The majority of parents and carers of disadvantaged children: <ul style="list-style-type: none"> • attend parents' consultations and where they don't they will be contacted • attend workshops and assemblies which support children's learning and assemblies which celebrate children's learning • are aware of the additional support their children are entitled to • attendance improves • punctuality improves • attendance at clubs and engagement with enrichment opportunities, increases.
To improve progress of our disadvantaged children who also have additional vulnerabilities.	All disadvantaged children on the SEND register make at least expected progress.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced • the percentage of all pupils who are persistently absent being below 7% and the figure among disadvantaged pupils being reduced.

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: £24,053

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed dialogic activities in Early years and progress to embed dialogic intervention across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1, 2, 4</p>
<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff (via PSHE Jigsaw programme).</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): https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	<p>3</p>
<p>Training for staff on deployment of additional adults.</p>	<p>The evidence on effective TA deployment, training and use can be summarised in one clear principle – ‘Use TAs to supplement what teachers do, not replace them’. There are also clear benefits to schools re-framing the way</p>	<p>1, 2, 3, 4</p>

	TAs are used, in terms of pupil outcomes, school outcomes and overall staff satisfaction and morale. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
Accelerated Reader to assess reading age and suggest books that match pupils' need and interests to promote independent reading.	Evidence shows that Accelerated Reader appears to be effective for weaker readers as a catch-up intervention https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader	2, 4

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

Budgeted cost: £35,381.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme (NELI) to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention1	1, 2, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will follow the Read write Inc scheme and include regular collaboration with RWI school consultant to address specific pupil and staff training needs.	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	1,2,4
Engaging with the National Tutoring	Tuition targeted at specific needs and knowledge gaps can be an effective	2, 4

<p>Programme to provide a blend of tuition, mentoring and schooled tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>method to support low attaining pupils or those falling behind, both one-to-one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
<p>Class teacher support in class – guided teaching groups, small group intervention, etc. Targeted support within core subjects and across the curriculum, to enable pupils to make accelerated progress.</p>	<p>Feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback Recovery premium https://educationendowmentfoundation.org.uk/news/eefresponds-to-the-education-recovery-plan</p>	1, 2, 4

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

Budgeted cost: £43,839.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour and relationships with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	3, 4
<p>Social and emotional (SEL) learning and mental health support (Thrive, Elsa, Music Therapy and PAWs).</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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	3, 4

<p>Engage children in enrichment opportunities. Allocation of funding to support instrumental lessons, Forest Schools, participation in excursions and priority access to clubs. Engage children in positions of responsibility across the school.</p>	<p>Limited access to extra-curricular activities can impact on aspirations and ambitions for the future. Providing access and exposure to these activities will enrich and enhance learning opportunities.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>3, 5</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve time for staff to develop and implement procedures and working alongside the attendance and inclusion officers to improve attendance. The Family Support Worker will support families raising attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Ensure all Pupil Premium parents attend parents' consultations with priority booking opportunity. Ensure Pupil Premium children's parents are able to attend school events such as workshops and trip meetings supported by the Family Support Worker.</p>	<p>Parental engagement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>3, 4, 5</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £124,540 (including meals and milk)

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 2022 to 2023 academic year.

Intended outcome	Success criteria			
<p>Standard of attainment for PP pupils is in line with their peers and non-PP pupils nationally</p> <p>2022-2023 outcome</p>	<p>% PP Expected</p>	<p>% Non-PP Expected</p>	<p>% PP and Non-SEND Expected</p>	<p>% Non-PP Nationally</p>
	<p>60% reading 40% writing 80% maths</p>	<p>89% reading 88% writing 88% maths</p>	<p>88% reading 63% writing 100% maths</p>	<p>73% reading 71% writing 73% maths</p>
<p>To enable PP pupils to access additional language, literacy and reading support closing the gap with their peers</p> <p>2022-2023 outcome</p>	<p>The PP children outperformed Non-PP for maths. Although below Non-PP for reading (this equated to two children).</p> <p>When analysing the data in more detail, the attainment gap is reduced with Non-PP children, when those PP children with SEND are removed. In reading and maths PP children without SEND attained higher than national Non-PP children.</p> <p>Writing for PP children, with and without SEND, is lower than national Non-PP children and will be a priority for 2023-2024.</p>			
	<p>Y1 Phonics Screening PP%: 100% Non-PP: 93%</p>	<p>Y2 Phonics Screening PP%: 57% Non-PP: 91%</p>	<p>KS1 Exp+ PP% 70% Reading 51% Writing 70% Maths</p>	<p>KS1 Exp+ Non-PP% 77% Reading 58% Writing 72% Maths</p>
<p>In Year 1 PP outperformed non-PP however this data is impacted by the low number of PP children in the year group. The Year 1 phonics data is significantly above national averages compared with 2022.</p> <p>In Year 2 phonics, of the three PP children that did not achieve the expected standard two have SEND.</p> <p>The maths attainment gap between PP and Non-PP children was minimal; writing had the greatest gap and must be a priority for 2023-24.</p>				

<p>PP pupils will have similar attendance rates to other pupils within the school</p> <p>2022-2023 outcome</p>	<p>Attendance across the school is strong and this is evidenced in both PP and Non-PP children.</p> <p>93.89% attendance PP pupils which is in line with the national attendance for all primary children 2022-23. This is considerably above PP national attendance which is 89.6%.</p> <p>96.30% attendance Non-PP</p> <p>Both PP and Non-PP's attendance has improved this academic from 2021-2022.</p> <p>22.22% persistent absence PP pupils which is line with the national average for persistent absence.</p> <p>5.87% persistent absence Non-PP pupils</p> <p>The percentage of persistent absence for PP has remained the same this year to 2021-2022. This will be a focus for next academic year and will be supported by the recruitment of a Family Support Worker.</p> <p>The percentage of Non-PP persistent absence has decreased.</p>
<p>Additional social, emotional and well-being needs of PP pupils will be addressed to allow them to focus on their learning in class</p> <p>2022-2023 outcome</p>	<p>PP children identified to receive support from Thrive, ELSA, MHFA sessions will show an improvement in their social and emotional needs</p> <p>51% PP received individual support for emotional and wellbeing needs.</p>

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.

Intended outcome	Success criteria			
Standard of attainment for PP pupils is in line with their peers and non-PP pupils nationally	Academic outcomes between PP children and their peers narrows by the end of Year 6			
2023-2024 outcome	% PP expected	% Non-PP expected	% PP and non-SEND expected	% National 24-25 (provisional data)
	68% reading 68% writing 64% maths	89% reading 84% writing 88% maths	79% reading 79% writing 71% maths	73% reading 71% writing 73% maths
	In reading and writing, PP children were broadly in line with all children nationally. The PP (without SEND) attainment was in line or higher than national data (all children). 36% of the PP cohort were on the SEND register.			
To enable PP pupils to access additional language, literacy and reading support closing the gap with their peers	Improved reading attainment among disadvantaged pupils. A greater percentage of PP pupils will pass the phonics screening check and achieve EXP+ at KS1.			
2023-24 outcome	Early Years GLD PP: 25% Non-PP: 80%	Early Years Word Reading PP: 25% Non-PP: 88%	Early Years Comprehension PP: 100% Non-PP: 98%	EYFS National 23-24 68% (all children)
	In EYFS non-PP outperformed PP in GLD and word reading and PP outperformed non-PP in comprehension. This data is impacted by the low number of PP children in the year groups – each child is worth 25%.			
	Y1 Phonics screening PP%: 100%	Y2 Phonics screening PP%: 100%	Y1 Phonics screening 23-24 National: 80%	Y2 Phonics screening 23-24 National: 91%

	Non-PP: 91%	Non-PP: 96%		
In Year 1 and 2 PP outperformed non-PP in however this data is impacted by the low number of PP children in the year groups – each child is worth 25%.				
	KS1 Exp+ PP% 33% Reading 67% Writing 33% Maths	KS1 Exp+ non-PP% 79% Reading 70% Writing 83% Maths	% National 23-24 79% Reading 70% Writing 83% Maths	
In Year 2 non-PP outperformed PP in all areas. In writing the PP were broadly in line with non-PP. Again, this data is impacted by the low number of PP children in the year groups - each child is worth 33.3%				
	Year 4 MTC (out of 25) PP average score: 24.1 Non-PP average score: 23.2 PP achieving full marks: 62% Non-PP achieving full marks: 53%		% National 23-24 (all children) Average score: 20.7 All children achieving full marks: 34%	
PP children outperformed non-PP at The Greville and the 2023 national average score – each child is worth 8%				
PP pupils will have similar attendance rates to other pupils within the school	PP pupils will attend school regularly. Improved attendance rate in line with the rest of the school population			
2023-2024 outcome	<p>92.87% attendance PP pupils which is just below the national attendance for all pupils. (94.3% end of July 2024)</p> <p>96.61% attendance Non-PP, above national average.</p> <p>Close monitoring of PP attendance has included letters, parent meetings, rewards and working with the Inclusion Officer.</p> <p>23.17% persistent absence PP pupils which is above the national persistent absence figure for all pupils (20.2% end of June 2024) but well below the national PP persistent absence figure of 37% in 2022-23.</p> <p>6.4% persistent absence Non-PP pupils</p> <p>The percentage of persistent absence for PP has increased slightly from 2023-24. This will remain a relentless focus for next academic year and will be supported by a Family Support Worker.</p> <p>The percentage of Non-PP persistent absence is well below the national average.</p>			
Additional social, emotional and well-being needs of PP pupils will	PP children identified to receive support from Thrive and ELSA sessions will show an improvement in their social and emotional needs.			

<p>be addressed to allow them to focus on their learning in class</p>	
<p>2023-2024 outcome</p>	<p>30% PP received individual support for emotional and well-being needs. Of those children that have received Elsa support 76% (16) made progress against their individual targets.</p> <p>Of those children that have received Thrive support 67% (2) made progress against their individual targets.</p> <p>Some mental health support can't be measured by data however progress has still been made. The positive impact has been:</p> <ul style="list-style-type: none"> • increased understanding of their own emotions, when they are becoming dysregulated and strategies to support them • being able to share how they are feeling • improved social skills
<p>To improve parental engagement to ensure children access enrichment opportunities.</p>	<p>65% of PP children attend clubs compared to 74% non-PP. Data was not collected for 2022-2023.</p> <p>Parental Engagement has improved, with 92% of PP parents attending both parents' evenings or meeting at alternative time and 96% attending one parents evening or meeting at alternative time. Those who didn't attend have had follow up meetings, meetings with Educational Psychologists and staff or phone calls home.</p> <p>62% of PP children's parent or carers attended class assemblies, in years 3-6.</p> <p>All PP children had the opportunity to attend school trips without financial barriers.</p>
<p>To improve progress of our disadvantaged children who also have additional vulnerabilities.</p>	<p>All disadvantaged children on the SEND register make at least expected progress from their starting point.</p>
<p>2023-2024 outcome</p>	<p>25% of the PP children are also on the SEND register, including 3% who have an EHCP.</p> <p>Reading: attainment = 21% (achieve age related expectations), progress = 74% (from their starting point)</p> <p>Writing: attainment = 26%, progress = 84%</p> <p>Maths: attainment = 32%, progress = 84%</p> <p>16% of the PP and SEND children have been supported by an Educational Psychologist.</p>