Granby Primary School
Pupil Premium Strategy Statement 2021-22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Granby Primary School
Number of pupils in school	416 [plus 39 Nursery]
Proportion (%) of pupil premium eligible pupils	22%
Academic years that our current pupil premium strategy plan covers	2021-22 to 2023-24
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Dale Cross Headteacher
Pupil premium lead	Karen Parker Deputy Head/SENCo
Governor lead	Glenys Mulvany Chair of Governors

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£123,740
Recovery premium funding allocation this academic year	£14,790
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	**£138,530**

Part A:
Pupil Premium Strategy Plan 2021-22 to 2023-24

Statement of Intent

At Granby Primary School, we believe that every child has the right to a high-quality education, which enables them not only to succeed academically but also to take part in experiences that enrich their lives and support their mental health and wellbeing. We provide all children with a broad and balanced curriculum, delivered through quality first teaching and targeted interventions. Regular trips, visits and opportunities to participate in extra-curricular activities help them develop cultural capital. We also have a whole school focus on character development through our newly-introduced Building Blocks of Success.

We understand that all children are individuals and that many within our community face challenging situations which make it more difficult for them to succeed. This includes disadvantaged children whose personal circumstances meet the criteria for pupil premium, but also other vulnerable pupils such as those with a social worker, young carers, or who simply need a little extra care and support. As a school, we pride ourselves on putting children first and none more so than those who we consider to be disadvantaged. Our staff and governors are committed to doing whatever is necessary to 'close the gap' and give our disadvantaged pupils the very best start in life.

Statutory Assessment Data 2018-19

EYFS

	All Pupils	Disadvantaged	Other	Difference
GLD	69%	67%	70%	−3%
	59 children	12 children	47 children	

Key Stage 1

	All Pupils	Disadvantaged	Other	Difference
Year 1 Phonics	86%	71%	91%	−20%
Reading	66% [18%]	33% [13%]	76% [20%]	−43% [−7%]
Writing	54% [8%]	20% [7%]	65% [9%]	−45% [−2%]
Mathematics	70% [10%]	27% [0%]	85% [13%]	−58% [−13%]
	61 children	15 children	46 children	

Key Stage 2

	All Pupils	Disadvantaged	Other	Difference
Reading	80% [32%]	78% [39%]	80% [29%]	−2% [+10%]
Writing	76% [12%]	67% [0%]	90% [17%]	−23% [−17%]
GAPS	88% [37%]	72% [22%]	95% [44%]	−23% [−22%]
Mathematics	81% [31%]	78% [22%]	83% [34%]	−5% [−12%]
Science	81%	72%	85%	−13%
	59 children	18 children	41 children	

[Percentage achieving greater depth]

Attendance and Punctuality 2018-19

	All Pupils	Disadvantaged	Other	Difference
Attendance	95.0%	94.2%	95.7%	−1.5%
Punctuality	98.4%	97.7%	99.1%	−1.4%

Statutory assessment data [last published at the end of 2018-19] showed that the attainment gap between disadvantaged children and their peers at Granby was less than 5% at EYFS but that this widened significantly at KS1 to approximately 45% in reading/writing and 55% in maths. By the end of KS2, this gap reduced to circa 25% in writing, 5% in maths and disappeared completely in reading. Fewer disadvantaged children achieved greater depth at both KS1 and KS2. Attendance data from the same period [prior to the Covid-19 pandemic] also evidenced a 1.5% difference between disadvantaged children and their peers.

Our overarching objectives when using pupil premium funding are:
- to remove the barriers to learning caused by things such as low attendance; poor mental health and wellbeing; and challenging behaviour
- to provide high-quality teaching by ensuring all staff receive regular training in the latest teaching and learning strategies and evidence-backed interventions
- to accelerate disadvantaged children's progress; narrow the attainment gap with their peers; and provide support for higher-attaining pupils to achieve greater depth
- to raise aspirations and ensure equality of opportunity by providing financial support for extra-curricular activities, sport, music lessons, trips, residential visits, etc.

Our three-year pupil premium strategy addresses these objectives by:
- establishing positive relationships with disadvantaged families and providing bespoke support to facilitate attendance and encourage engagement with school
- evaluating the academic performance of disadvantaged children and continuously adjusting teaching and interventions to ensure they make accelerated progress
- supporting children's holistic development through the provision of character education and facilitating participation in a wide range of enrichment activities
- providing a safe and caring environment in which disadvantaged children are nurtured and encouraged to be aspirational and set ambitious goals for the future

Challenges

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

Challenge number	Detail of challenge
1	**Attendance and Punctuality** Disadvantaged children have on average 1.5% lower attendance than their peers. The frequency of late marks for this group is also more than twice that of their peers, which means that they often miss out on start-of-day interventions and key teaching points.
2	**Attitude and Behaviour** Challenging socio-economic circumstances and low familial aspirations mean that many of our disadvantaged children need significant pastoral support to encourage a positive attitude to learning and ensure that their behaviour is in line with school expectations.

3	**Communication and Language**
	Disadvantaged children typically enter the school with poor oral language skills and limited vocabulary. This has become notably worse as a result of the ongoing Covid-19 pandemic. We also have an increasing number of children with EAL joining the school.
4	**Progress and Attainment**
	There is a significant gap in attainment between disadvantaged children and their peers at KS1 [Ph:20%;R:43%;W:45%;M:58%]. Support and intervention across KS2 reduce this significantly [R:2%;W:23%;M:5%]. However, writing is an area for development along with the proportion of disadvantaged children working at greater depth across the curriculum.
5	**SEND; Social, Emotional, Mental Health; and Wellbeing**
	Disadvantaged children make up 30% of children on the special needs register, many with SEMH needs. A further 33% are on the school's safeguarding caseload. Anecdotal evidence suggests that this group have found it particularly hard to cope with the Covid-19 pandemic.
6	**Cultural Capital and Aspiration**
	Access to extra-curricular activities or enrichment opportunities outside of school are extremely limited for many of our disadvantaged children. Lack of exposure to a wide variety of life experiences risks limiting their aspiration and reducing the value placed on succeeding in education.

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 attendance and punctuality of all children, especially disadvantaged children, in order to minimise lost learning.	• Whole school attendance to be 96% or above by the end of 2023-24 • Attendance gap between disadvantaged children and their peers to be less than 1% • Whole school punctuality to be 99% or above by the end of 2023-24
All children to have a positive attitude to learning and possess a variety of strategies to help them self-regulate and demonstrate high standards of behaviour.	• Fewer recorded incidents of disruptive behaviour during teaching and learning • Reduction in the number of break and lunchtime incidents requiring adult intervention • Qualitative data from staff, pupil and parent/carer surveys to evidence positive attitude and behaviour
Most children, especially disadvantaged children, to exhibit age-appropriate communication and language skills and vocabulary by the end of EYFS.	• Significantly improved communication, language and vocabulary evident in lessons, scrutiny of work and ongoing formative assessment • 90% of Reception children to demonstrate age-appropriate receptive and expressive language in WellComm screening by the end of 2023-24

Accelerated progress made by disadvantaged children, leading to a significant reduction in the attainment gap across all phases of the school.	• Attainment of disadvantaged children broadly in line with national averages for all pupils by the end of 2023-24. These are currently: - 72% GLD - 82% Year 1 Phonics; 91% Year 2 Phonics - KS1: 75% Reading; 69% Writing; 76% Maths - KS2: 79% Reading; 78% Writing; 79% Maths • Proportion of higher-attaining disadvantaged children working at greater depth to similarly reflect national averages by the end of 2023-24. Currently: - KS1: 25% Reading; 15% Writing; 22% Maths - KS2: 27% Reading; 20% Writing; 27% Maths
Welfare needs of disadvantaged children and their families are met. Whole school initiatives and individual support results in improved social, emotional, mental health and wellbeing of all children.	• No child goes hungry; has inadequate school uniform or home learning resources; or feels they have no-one to turn to for help when they need it • Support is provided for families in need through Early Help referrals, grant funding, access to food banks and free-of-charge before/after school care • Carefully considered teaching and activities designed to support children's SEMH and wellbeing are embedded in all areas of school life
Paucity of opportunity for disadvantaged children is removed by access to high quality extra-curricular and enrichment activities provided at no cost by the school. No limits are placed on children's potential to succeed in life.	• All children participate in a minimum of three educational or recreational trips and visits per year • Disadvantaged children represent at least 20% of participants in all extra-curricular activities • Provision is made for every disadvantaged child to take part in residential visits in Years 4 and 6 • All children develop an innate sense of self-worth and have aspirational goals for the future

Activity in this Academic Year [2021-22]

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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole School Review and CPD: Care & Management of Children Book study of "When the Adults Change, Everything Changes" by Paul Dix. Collaborative review of behaviour management approaches; selection and introduction of new whole school initiatives; and formulation of relationship-based Care and Management of Children policy.	EEF report on improving behaviour in schools makes six recommendations that fit perfectly with our school ethos and are underpinned by the practical recommendations in Dix's book. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour Testimonials from schools that have introduced Dix's positive behaviour management approach are overwhelmingly positive. https://whentheadultschange.com/school-stories/	2
Support and Training for Teaching Assistants 1.5 days per week deputy headteacher time dedicated to management of teaching assistants. Fortnightly meetings to facilitate support and training, including peer-to-peer support and sharing of best practice. Annual TA performance management and termly observations with bespoke feedback and targeted CPD.	EEF report on making best use of teaching assistants emphasises that schools should provide sufficient time for TA training. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants Research shows that investing in professional development for teaching assistants to deliver structured interventions is a cost-effective approach to improving learner outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2, 3, 4, 5
Character Education: Building Blocks of Success Continued focus on schoolwide character education. Consolidation	DfE Strategy 2015-2020 states that education should prepare children for adult life, giving them the skills and character traits they need to	2, 4, 5

of explorasaurus, tryasaurus and thinkasaurus in EYFS with our newly rebranded 'Building Blocks of Success' across KS1 and KS2. Character focus to be built into every lesson and addressed in weekly assemblies. Introduction of weekly awards to celebrate children who consistently put their character on display. Possible family event in the summer term.	succeed academically, have a fulfilling career and make a positive contribution to British society. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/508421/DfE-strategy-narrative.pdf NFER case studies suggest that as well as the development of specific attributes, character education can lead to improvements in ethos and culture; the development of a more conducive learning environment; better behaviour and attendance; improved emotional wellbeing; and higher expectations of pupil performance from all stakeholders. https://www.nfer.ac.uk/media/2067/pace02.pdf	
Communication Friendly Settings Accreditation [Level 4] EYFS phase leader to attend Elklan Communication Friendly Settings training and qualify as a Lead Communication Practitioner. Communication Counts training rolled out to all teaching and support staff working in Nursery and Reception. Agreed strategies formalised in a communication policy and embedded in classroom practice and targeted interventions. Level 4 accreditation gained.	Studies of communication and language approaches consistently show benefits for young children's learning, including their spoken language skills, expressive vocabulary and early reading skills. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	3, 4
Phonics Training Provision of phonics training for teachers and TA's who are new to the school or who have moved between phases. Additional training for staff in LKS2 to facilitate phonics intervention for children whose learning was delayed as a result of the Covid-19 pandemic.	Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3, 4
Talk For Writing Consolidation of Talk for Writing strategies introduced across KS1 last year and expansion into the teaching of writing at LKS2. External training for teachers and Higher Level Teaching Assistants working in Year 3. Evaluation of impact to be completed comparing	Pie Corbett's report "Does Talk for Writing Work?" includes combined data from 16 focus schools where attainment in writing and GAPS at KS2 was 10% above national averages in 2019. https://www.talk4writing.com/wp-content/uploads/2020/01/Does-Talk-for-Writing-work-F.pdf	3, 4

KS1 statutory assessment data in writing from 2019 with post-implementation results in 2022.	An evaluation of Talk4Writing by the Institute of Education found mixed evidence of promise. School staff reported that the initiative had a positive impact on pupils' writing skills and improved their confidence with teaching writing. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-for-writing	
Real PE Purchase of Real PE subscription, including access to detailed planning and high-quality resources to support curriculum delivery across the whole school. Demonstration lessons and staff INSET on PE, gymnastics and dance, as well as a bespoke EYFS module: Real Foundations. Additional subject leader training. Access to remote learning resources with individual logins for all children. Comprehensive assessment tools. Values-led approach links perfectly with school focus on character development.	Physical activity has important benefits in terms of health, wellbeing and physical development. Wider benefits include a small positive impact on academic attainment and improved attendance. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity Testimonial from Whitemoor Academy in Nottingham: "The well-structured lessons have given the children a fun and purposeful education, which enhances their physical and social skills." https://cms.jasmineactive.com/uploads/external/Whitemoor-Academy-Primary-Nursery-real-PE-Impact-Report.pdf	4, 5, 6

Targeted Academic Support
(for example: tutoring, one-to-one support, structured interventions)

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Support Subsidise the appointment of additional teaching assistants to support the learning of three disadvantaged children working significantly below age-related expectations at Year 6. Facilitate the provision of bespoke tuition that is based on learning taking place in class but that allows target children to make progress appropriate to their current level of attainment.	One-to-one tuition is very effective at improving pupil outcomes and an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.	2, 3, 4, 5

Encourage strategies for independent learning to prepare for transition to secondary education.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	
Teacher Intervention 4 days per week teacher-led literacy and numeracy intervention targeted at helping children working one to two terms below age-related expectations to catch up with their peers. Facilitated by two highly experienced teachers, working in collaboration with class teachers to identify children whose learning was adversely impacted by Covid-19 restrictions. Target children kept under constant review to ensure maximum impact across key year groups. [NB: Funded this year using combination of recovery and catch-up funding.]	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching Some pupils may require additional support in order to make good progress. The evidence indicates that small group and one-to-one interventions can be a powerful tool for supporting these pupils. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support	3, 4
TA Intervention Evidence-backed, focussed interventions led by teaching assistants in all year groups at the start of the day, during assemblies and each afternoon. These include: BRWP, Dyslexia Gold, Reciprocal Reading and Precision Teaching, as well as bespoke interventions that address knowledge/skills gaps identified through teachers' assessment for learning. Approx. two thirds of interventions focus on phonics and reading as the key to unlocking the wider curriculum. Additionally, weekly TA-led Assertive Mentoring maths groups allow children to revisit prior learning and fill gaps in their knowledge that might otherwise prevent them from accessing the next stage in their education.	Targeted deployment of teaching assistants, where they are trained to deliver an intervention to small groups or individuals, can have a high impact on learner outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Small group interventions facilitate work which is more closely matched to learners' needs and greater feedback, which can have a positive impact on learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	3, 4, 5
Academic Coaching	Mentoring can have a positive impact on academic outcomes, especially where it has a clear	3, 4, 5

| Weekly 1:1 academic coaching sessions for disadvantaged children in UKS2. Bespoke tuition tailored to individual needs across the curriculum, including support and encouragement for higher attaining pupils aspiring to work at greater depth. Opportunity to check on pupils' social, emotional and mental health and to signpost/request support from school leadership or outside agencies as required. | structure and expectations. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.
https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring | |

Wider Strategies
(for example: attendance, behaviour, wellbeing)

Budgeted cost: £38,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and Punctuality Admin assistant time equivalent to 1 day per week to perform attendance officer role. Daily tracking and follow-up of absences, including in the Nursery. Graduated approach to communication regarding persistent absentees and liaison with EWO service to issue sanctions where appropriate. Bespoke incentives to encourage disadvantaged children to attend every day and arrive on time.	Schools should have a clear vision for attendance, underpinned by high expectations and core values. Best practice includes effective communication; regular monitoring of individual and whole school data; incentivising attendance and punctuality; and issuing sanctions for absence and lateness. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	1, 4
Happy Lunchtime Award Full day training for senior leaders and lunchtime supervisors provided by Wellbeing Education. Implementation of clear systems for recognising and celebrating positive lunchtime behaviour, as well as managing challenging behaviour. Comprehensive practical suggestions and modelling of how to encourage play. Purchase of new playground resources to support the initiative.	Testimonial from NW Leicestershire School Sports Partnership: "Since 2017, 21 of our schools have taken up the opportunity of the Happy Lunchtimes Award training. All have reported positively about the experience and the improvement it has had on their offer at break and lunchtimes. Several schools have also had this work cited as good practice in their Ofsted reports." https://www.happylunchtimes.co.uk/testimonials	1, 2, 5

Pastoral Support and SEMH Intervention Two pastoral support workers on call to work alongside children who are dysregulated or struggling to behave appropriately. Calm space created in newly repurposed Rutland Room to facilitate time out and 1:1 support. Comfy corners available for use by all children in classrooms. Weekly social and emotional learning interventions led by experienced teaching assistants include anger management, play interaction and self-esteem groups. Lunchtime Lego and craft clubs target children who struggle at unstructured times of the day.	Targeted behaviour interventions and universal approaches have positive effects on academic performance along with a decrease in problematic behaviours. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2, 4, 5
Play Therapy Stardust Therapy appointed to provide weekly play therapy sessions for four children. Feedback from sessions provided to class teachers, as appropriate, to inform support for children in school. Termly review meetings with parents/carers.	Play-based therapy can have substantial benefits for children who are identified as having social, emotional, or educational difficulties. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning	2, 3, 5
Restorative Practice INSET on restorative approaches provided by Leicester City SEMH Team for all staff. Use of restorative conversations embedded in classroom practice with further training planned for lunchtime supervisors. Identification and training of UKS2 pupil to become restorative ambassadors scheduled for spring term. Large display boards with restorative question prompts to be installed on the playground.	A DfE report gave whole-school restorative approaches the highest rating of effectiveness at preventing bullying. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182421/DFE-RR098.pdf An independent evaluation of restorative justice in Bristol schools found it improved attendance and reduced exclusions. https://restorativejustice.org.uk/sites/default/files/resources/files/Bristol%20RAiS%20full%20report.pdf	2, 3, 5
Enrichment Activities Funding ringfenced to facilitate disadvantaged children taking part in a wide range of extra-curricular and enrichment activities at no cost to families. These include: sporting activities provided by Leicester City SSPAN for all year groups; weekly swimming lessons in Year 4; three	Participation in physical activity shown to have a small positive impact of on academic attainment and attendance. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	6

| curriculum-linked educational trips or visits per class per year; residential visits to Beaumanor Hall in Year 4 and Mount Cook Adventure Centre in Year 6; peripatetic music lessons in KS2; and a whole school theatre trip. Links have also been established with De Montfort University whose schools outreach program provides opportunities for older pupils to take part in activities designed to encourage further education. | Outdoor adventure learning provides opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Benefits include developing non-cognitive skills such as resilience, self-confidence and motivation. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning Arts participation can lead to improved academic outcomes and also has wider benefits such as more positive attitudes to learning and increased wellbeing. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation | |

Total budgeted cost: £138,530

Part B:
Review of Outcomes in the Previous Academic Year [2020-21]

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to the ongoing disruption to education caused by the Covid-19 pandemic, all statutory assessments for 2020-21 were cancelled. The data included below comes from teacher assessments informed, where appropriate, by standardised tests. NB: progress and attainment for all pupils, but especially disadvantaged pupils, was significantly impacted by the pandemic and an extended period of remote education.

Internal Assessment Data 2020-21

EYFS

	All Pupils	Disadvantaged	Other	Difference
GLD	52%	25%	65%	−40%
	60 children	20 children	40 children	

Key Stage 1

	All Pupils	Disadvantaged	Other	Difference
Year 1 Phonics	82%	80%	83%	−3%
Reading	60% [10%]	47% [5%]	67% [13%]	−20% [−8%]
Writing	43% [2%]	32% [0%]	49% [3%]	−17% [−3%]
Mathematics	55% [10%]	47% [5%]	59% [13%]	−12% [−8%]
	60 children	20 children	40 children	

Key Stage 2

	All Pupils	Disadvantaged	Other	Difference
Reading	75% [41%]	59% [35%]	81% [43%]	−22% [-8%]
Writing	75% [7%]	53% [0%]	83% [10%]	−30% [−10%]
Mathematics	56% [19%]	35% [0%]	64% [26%]	−29% [−26%]
	59 children	17 children	42 children	

[Percentage achieving greater depth]

Attendance and Punctuality 2020-21

	All Pupils	Disadvantaged	Other	Difference
Attendance	95.7%	94.2%	97.3%	−3.1%
Punctuality	99.0%	98.4%	99.7%	−1.3%

The attainment gap between disadvantaged children and their peers at Granby grew to 40% at EYFS. This is not surprising given that this cohort had both their Nursery and Reception years disrupted by the pandemic. The gap at KS1 reduced significantly compared to previously published data but at the end of KS2, this gap widened by 20% in both reading and maths. The proportion of those achieving greater depth remained broadly the same, except in KS2 reading where circa 20% fewer disadvantaged pupils achieved this outcome. The attendance of this group was 3% lower than their non-disadvantaged peers in 2020-21, which is roughly twice the difference seen in 2018-19.

During 2020-21, our overriding priority was to support children in returning to in-person education following a period of remote learning at the end of the previous academic year. This included practical considerations such as making alterations to the building and establishing bubbles to facilitate social distancing. But more importantly, it centred around the provision of a recovery curriculum with twin aims of supporting children to bounce back from the adverse experiences of living through a global pandemic and to begin to catch up on lost learning.

Additional provision was put in place for those who staff felt were struggling most to cope with the new normal, many of whom were disadvantaged children. Daily check-ins with experienced teaching assistants and small group interventions allowed these children to discuss their experiences and receive support for their social, emotional and mental health. A streamlined curriculum which focussed on key learning objectives, combined with targeted academic interventions, enabled rapid progress to be made in priority areas such as phonics and reading during the autumn term.

Considerable investment was made into upgrading the school's digital technology and online learning resources in order to better facilitate remote education. New laptops were purchased for all teaching staff and HLTA's, with existing laptops repurposed as loan devices alongside those provided by the DfE. Microsoft Teams accounts were created for all staff and pupils, with training provided on how to make effective use of this platform for teaching and learning. New subscriptions to Purple Mash and Real PE enhanced the delivery of foundation subjects.

During the third national lockdown that started in January 2021, all teachers worked from home to provide three high-quality live lessons per day, which included real-time interaction and feedback to children. HLTA's used Teams to provide the same level of academic support and targeted intervention children would have ordinarily benefitted in school. All other support staff were involved daily in running the school's vulnerable children and critical worker childcare.

In total, 48 loan devices were provided to children to access remote education; 25 of these were disadvantaged children. 4G hotspots and data were also provided to four families. By the end of the lockdown, 170 of our 465 pupils were being educated on site; 20% of these were disadvantaged pupils. Engagement in remote learning and attendance at childcare was tracked by office staff on a daily basis and averaged 85%. The 15% of children who did not engage were contacted every day to enquire as to their wellbeing and offer support with accessing their education.

A significant proportion of the business manager's time was devoted to supporting the families of vulnerable and disadvantaged children by administering the Edenred free school meal voucher system. Prior to the introduction of this national system, school purchased Aldi vouchers for eligible families using Pupil Premium funding. Significant additional time was spent assisting with applications to the Covid Winter Grant scheme and subsequent similar support funds.

In short, although 2020-21 did not turn out as anyone could have anticipated, the Granby staff went over and above to support and provide for our disadvantaged pupils and their families during an unprecedentedly challenging year.

Externally Provided Programmes

These are the names of non-DfE programmes purchased by our school during the academic year 2020-21.

Programme	Provider
Accelerated Reader	Renaissance
Purple Mash	2Simple
Real PE	Jasmine [Create Development]
Times Table Rock Stars	Maths Circle

Service Pupil Premium Funding

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