

Granby Primary School

Pupil Premium Strategy Statement 2024-25

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
Number of pupils in school	420 [Rec to Year 6]
Proportion (%) of pupil premium eligible pupils	26.2%
Academic years that our current pupil premium strategy plan covers	2024-25, 2025-26 and 2026-27
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Dale Cross Headteacher
Pupil premium lead	Jane Swift Deputy Headteacher
Governor lead	Abbey Stewart Chair of Governors

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£162,800
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£162,800

Part A: **Pupil Premium Strategy Plan 2024-25 to 2026-27**

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 and visits, as well as opportunities to participate in extra-curricular activities help them to develop cultural capital. We also have a whole school focus on character development, which we call our 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 children 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 from 2023-24 evidences an attainment gap between disadvantaged children and their peers at Granby of 4.8% at the end of EYFS, which widens to 27.1% in reading, 24.4% in writing and 26.8% in maths by the end of KS2. Fewer disadvantaged children also achieve greater depth at KS2. [NB: Collection of KS1 statutory assessment data ended in 2022-23.] Attendance data from the same period shows that disadvantaged children had on average 3.6% lower attendance than their peers and that 19.1% more disadvantaged were classed as persistent absentees.

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	<p>Attendance and Punctuality</p> <p>Disadvantaged children have on average 3.6% lower attendance than their peers. Persistent absenteeism within this group is three times higher than non-disadvantaged peers. Disadvantaged children are late to 1.9% of sessions, which means they often miss out on interventions and key teaching points taking place at the start of the day.</p>
2	<p>Attitude and Behaviour</p> <p>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.</p>
3	<p>Communication and Language</p> <p>Disadvantaged children typically enter the school with poor oral language skills and limited vocabulary. The impact of the Covid-19 lockdowns can still be seen in this regard, as children born during the pandemic are now reaching statutory school age. We also have an increasing number of children with EAL joining the school.</p>
4	<p>Progress and Attainment</p> <p>There is a significant gap in attainment between disadvantaged children and their peers at EYFS [4.8%] and KS2 [R:27.1%; W:24.4%; M:26.8%]. Writing is a key area for development, as well as with the proportion of disadvantaged children working at greater depth across the curriculum.</p>
5	<p>SEND; Social, Emotional, Mental Health; and Wellbeing</p> <p>Disadvantaged children make up 38.2% of the special needs register, many with SEMH needs, and 74.4% of the school's safeguarding caseload. Many disadvantaged children have accessed ELSA support since this was introduced in 2023-24.</p>
6	<p>Cultural Capital and Aspiration</p> <p>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.</p>

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.	<ul style="list-style-type: none"> • Whole school attendance to be 95% or above by the end of 2026-27 • Attendance gap between disadvantaged children and their peers to be less than 2% • Whole school late marks to account for less than 1% of all sessions by the end of 2026-27
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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Significantly improved communication, language and vocabulary evident in lessons, scrutiny of work and ongoing formative assessment • 95% of Reception children to demonstrate age-appropriate receptive and expressive language in WellComm screening by the end of 2026-27
Accelerated progress made by disadvantaged children, leading to a significant reduction in the attainment gap across all phases of the school.	<ul style="list-style-type: none"> • Attainment gap between disadvantaged children and their peers to remain below 5% at EYFS • Attainment gap between disadvantaged children and their peers to be narrowed to <15% at KS2 • Proportion of disadvantaged children achieving greater depth at KS2 in line with national average
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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • All children participate in a minimum of three educational or recreational trips and visits per year • Disadvantaged children represent at least 25% 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 [2024-25]

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: £19,030

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training and Support for Assistant Teachers 1 day per week deputy headteacher time dedicated to the management of assistant teachers who work with disadvantaged children and those with special educational needs. Monthly TA 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. [£17,690]</p>	<p>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</p> <p>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</p>	<p>2, 3, 4, 5</p>
<p>WalkThrus WalkThrus are a set of 160+ techniques based on a deep understanding of how learning works. They cover a range of different areas of everyday practice, including: behaviour and relationships; curriculum planning; explaining and modelling; questioning and feedback; and practice and retrieval. Granby has subscribed to a three-year support package, led by Tom Sherrington, which includes access to an online platform full of resources. Training for teachers and assistant teachers will be led by senior members of school staff and underpinned by an instructional coaching model. [£1,340]</p>	<p>WalkThrus were developed by Tom Sherrington and are based on Barak Rosenshine’s highly regarded “Principles of Instruction”. https://www.aft.org/sites/default/files/Rosenshine.pdf</p> <p>There are many testimonials on the WalkThrus website from schools who use these to provide CPD for staff and to underpin teaching and learning in their setting. https://walkthrus.co.uk/case-stories</p>	<p>2, 3, 4, 5</p>

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

Budgeted cost: £71,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teacher Intervention</p> <p>3 days teacher-led literacy and numeracy intervention per week, targeted at helping children working one to two terms below age-related expectations to catch up with their peers. Facilitated and delivered by two highly-experienced teachers, working in collaboration with class teachers to identify disadvantaged children who would benefit from 1:1 and small group tuition. Target children kept under constant review to ensure maximum impact across key year groups.</p> <p>[£48,080]</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>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.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p>	<p>3, 4</p>
<p>HLTA Intervention</p> <p>1 day per week, per phase of evidence-backed, focussed interventions led by Higher Level Teaching Assistants. 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. Approximately two thirds of interventions are focussed on phonics [including at KS2] and early reading skills, as these are key to unlocking the wider curriculum for pupils.</p> <p>[£23,240]</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Small group interventions facilitate work which is more closely matched to learners' needs and greater feedback, which can have a positive impact on learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>3, 4, 5</p>

Wider Strategies

(for example: attendance, behaviour, wellbeing)

Budgeted cost: £95,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance and Punctuality 0.5 FTE attendance officer role. Daily tracking and immediate follow-up of all absence and lateness. Graduated approach to communication regarding persistent absence and liaison with EWS to issue sanctions where appropriate. Provision of bespoke incentives to encourage disadvantaged children to attend every day and arrive on time. [£18,125]</p>	<p>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</p>	1, 4
<p>Family Support Worker Comprehensive Early Help offer facilitated by 0.6 FTE school-based Family Support Worker. The FSW works closely with the families of disadvantaged children to assist them in accessing practical and financial support, both in and outside of school, in order that their needs and their children's needs are adequately met. The FSW also supports the safeguarding lead as a deputy DSL and with attendance. [£23,650]</p>	<p>Parents play a crucial role in supporting their children's learning, and level of parental engagement are consistently associated with better academic outcomes. EEF evidence suggests that effective parental engagement can lead to learning gains of +3 months/year. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?utm_source=/education-evidence/guidance-reports/supporting-parents&utm_medium=search&utm_campaign=site_search&search_term=family%20support%20work</p>	1, 2, 3, 4, 5, 6
<p>Emotional Literacy Support Assistant [ELSA] Full-time ELSA provision, supporting children across KS1/2. Self and teacher referral system for 1:1 and small group work around emotional literacy and support for pupils with mental health and wellbeing. Lunchtime 'Zen Den' provision supports children on the playground. Half-termly drop-in sessions for the wider school community to signpost services and provide information and resources to support their children. [£31,545]</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Being able to effectively manage emotions will be beneficial to children and young people even if this does not translate to reading or maths scores. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1, 2, 4, 5

<p>Play Therapy</p> <p>Weekly play therapy sessions for four disadvantaged children per term provided by Stardust Therapy. Feedback from sessions provided to class teachers, as appropriate, to inform support for children in school. Entrance and exit meetings with parents/carers.</p> <p>[£4,560]</p>	<p>Play-based therapy can have substantial benefits for children who are identified as having social, emotional, or educational difficulties.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning</p>	<p>2, 3, 5</p>
<p>Enrichment Activities</p> <p>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 Inspire Together for all year groups; weekly swimming lessons in Year 4; three 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; and peripatetic music lessons in KS2.</p> <p>[£17,500]</p>	<p>Participation in physical activity is shown to have a small positive impact of on academic attainment and attendance.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>Arts participation can lead to improved academic outcomes and also has wider benefits such as more positive attitudes to learning and increased wellbeing.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>6</p>

Total budgeted cost: £185,730

[NB: £22,930 overspend to be taken from school budget]

Part B: Review of the Previous Academic Year [2023-24]

Outcomes for Disadvantaged Pupils

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

Statutory Assessment Data 2023-24				
EYFS				
	All Pupils	Disadvantaged	Other	Difference
GLD	66.7%	62.5%	67.3%	-4.8%
	60 children	8 children	52 children	
Key Stage 1				
	All Pupils	Disadvantaged	Other	Difference
Year 1 Phonics	86.7%	75.0%	90.9%	-15.9%
	60 children	16 children	44 children	
Key Stage 2				
	All Pupils	Disadvantaged	Other	Difference
Year 4 Multipl.	38.3% full marks	20.0% full marks	44.4% full marks	-24.4%
Reading	71.7% [23.3%]	54.5% [9.1%]	81.6% [31.6%]	-27.1% [-22.5%]
Writing	70.0% [6.7%]	54.5% [0.0%]	78.9% [10.5%]	-24.4% [-10.5%]
GAPS	66.7% [23.3%]	52.0% [8.0%]	77.1% [34.3%]	-25.1% [-26.3%]
Mathematics	53.3% [6.7%]	36.4% [9.1%]	63.2% [15.8%]	-26.8% [-6.7%]
Science	83.3%	76.0 %	86.1%	-10.1%
	60 children	22 children	38 children	
Attendance and Punctuality 2023-24				
	All Pupils	Disadvantaged	Other	Difference
Attendance	94.4%	91.9%	95.5%	-3.6%
Punctuality	99.2%	98.1%	99.7%	-1.6%
Persistent Absence	14.1%	27.5%	8.4%	+19.1%
<p>In comparing statutory assessment data for 2023-24 with that published in 2022-23, it should be noted that this was generated by two completely different cohorts of children, each with their own individual needs and challenges. Any comparison of data is therefore purely for illustrative purposes and not a definitive indication of whether the gap between disadvantaged children and their peers has narrowed or widened at Granby Primary School. The ongoing detrimental effect of the Covid-19 pandemic on outcomes for pupils in 2023-24 should also not be underestimated, as all children whose attainment is recorded above experienced two years of disruption to their early education or pre-school development.</p> <p>The attainment gap between disadvantaged children and their peers at the end of EYFS narrowed from 15.0% in 2023 to 4.8% in 2024. Although Year 1 phonics results remained stable and in line with national averages, the gap between disadvantaged</p>				

pupils and their peers increased from 4.0% in 2023 to 15.9% in 2024. The attainment gap between disadvantaged children and their peers at the end of KS2 narrowed in Reading [2023: 32.0%; 2024: 27.1%] and also in Writing [2023: 32.0%; 2024: 10.5%] but widened slightly in Mathematics [2023: 21.0%; 2024: 26.8%].

Overall, the attainment of disadvantaged pupils at the end of 2023-24 was better than comparable cohorts the previous academic year. This is due, in part, to the academic support and intervention funded by the Pupil Premium Grant.

In 2024, Granby's overall attendance [94.4%] was in line with data from 2023 [94.5%]. However, the gap between the attendance of disadvantaged pupils and their peers narrowed slightly, reducing from 4.3% in 2023 to 3.6% in 2024. Persistent absenteeism was 19.1% higher in disadvantaged pupils than others last academic year, which is in line with data from the previous year [19.0%]. Overall punctuality in 2024 [99.2%] improved slightly compared to the previous year [98.5%] and the gap between disadvantaged pupils and their peers narrowed from 3.2% in 2023 to 1.6% in 2024.

Overall, the attendance and punctuality of disadvantaged pupils at the end of 2023-24 was slightly better than the previous academic year. Strategies and support funded by the Pupil Premium Grant have contributed to this improvement.

Investment in the professional development of teaching assistants through fortnightly meetings and annual performance management has continued to have a positive impact on the quality of support provided for all children, but especially disadvantaged children. TA's report feeling better informed about whole school initiatives and they appreciate the small group and bespoke 1:1 training that has been facilitated by having a member of the senior management team released to work alongside them.

The introduction of Pearson's Rapid Phonics at KS2 has been a great success, enabling children who did not pass their phonics re-screening at the end of Year 2 to be targeted with high-quality intervention, led by a HLTA and team of class TA's. Class teachers report that the children who received this intervention grew rapidly in confidence and were better equipped to access the wider KS2 curriculum. Reading outcomes at the end of Year 3 were also stronger than the previous academic year, with 78.3% of children reaching ARE's in 2024 compared to 72.7% in 2023.

The use of PPG funding to facilitate high-quality, teacher-led intervention in literacy and numeracy has continued to be extremely successful in 2023-24. In total, 145 pupils from across KS1 and KS2 [particularly Years 2 and 6] received 3,402 hours of tuition, with those in receipt of Pupil Premium prioritised for additional support. On average, those receiving intervention made 7.7 steps progress in Reading and 6.8 steps in Writing [equal to an additional half-term's learning], successfully narrowing the gap with their peers. Progress in Maths, 6.0 steps, was in line with expectations.

Granby successfully appointed its first Family Support Worker at the start of March 2024 and the contribution that she made in just five and a half months was phenomenal! Working alongside some of our most hard-to-reach families, she was able to provide support for parents and carers with things such as accessing food banks; applying for benefits; and introducing positive parenting techniques. She also supported the work of the Designated Safeguarding Lead and trained as a deputy DSL in order to be able to take on more of this work going forwards.

The school's Emotional Literacy Support Assistant [ELSA] continued to grow and develop her role in 2023-24. In addition to providing individual and small group support for pupils struggling with their mental health and wellbeing, she also established the 'Zen Den'. This bespoke lunchtime provision offers children a calming alternative to the hustle bustle of the main playground, where they can access activities such as mindful colouring, crafts and board games or where they can receive care and support if they are experiencing difficulties with friendships or self-regulation.

Pupil Premium Grant funding has been instrumental in being able to expand our Early Help offer by appointing an ELSA in 2023 and a Family Support Worker in 2024. The value of the support that these two staff are able to provide to disadvantaged pupils and their families is immeasurable and has become central to the work of the school.

In addition to the above, PPG-financed play therapy for disadvantaged pupils at Granby has also continued to have extremely positive outcomes over the past year. The pupils selected for this have benefitted from a term of 1:1 sessions with a qualified practitioner, providing support for them and their families in working through challenging experiences and developing skills and strategies that can be transferred into the classroom and the home. Feedback from those involved has been excellent and this provision is planned to continue for the indefinite future.

Finally, the provision of subsidised enrichment activities has continued to be very gratefully received by disadvantaged pupils and their families in 2024. Every pupil was given the opportunity to participate fully in school life, regardless of familial income or personal difficulties. PPG funding allowed many pupils to receive peripatetic music teaching, who would otherwise have been denied this opportunity. It also ensured that 95% of pupils in Years 4 and 6 were able to participate in our residential trips, which provided them with experiences they may otherwise have never been able to access.

At Granby, we work hard to ensure that everyone is welcome and that all are able to participate fully in all areas of school life, regardless of differences or disadvantage.

Externally Provided Programmes

These are the names of non-DfE programmes purchased by our school using PPG funding during the academic year 2023-24.

Programme	Provider
Rapid Phonics	Pearson Education

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