

George Grenville Academy

Pupil Premium Strategy Statement

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	George Grenville Academy
Number of pupils in school	193
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024
Date this statement was published	30 th December 2021 (Updated from 1 st September 2021)
Date on which it will be reviewed	1 st September 2022
Statement authorised by	Emma Killick
Pupil premium lead	Emma Killick
Governor / Trustee lead	Al Richardson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,215
Recovery premium funding allocation this academic year	£7,540
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	£70,755

Part A: Pupil premium strategy plan

Statement of intent

At George Grenville Academy, we have high aspirations for all pupils regardless of their background. Our intention is that we actively close gaps in attainment and achievement between all groups of pupils including pupils eligible for free-school meals. In order to achieve this, we identify potential barriers quickly and adapt any strategy to personalise the approach we take.

We are aware that there are also many pupils who are not eligible for the pupil premium grant who also require extra support. This includes pupils who have social care involvement and are identified as young carers, and we identify these pupils as part of this strategy. All pupils, regardless of their background, will benefit from the plan.

We focus on high-quality teaching which is at the heart of all we do and forms the base of this strategy. High-quality CPD and resources are provided in order to provide the teaching staff with the skills and knowledge to support these pupils.

Ultimately, we want our disadvantaged pupils, alongside our other pupils, to actively engage with learning, have high attendance and the confidence in themselves to not limit their aspirations for the future. This links with our catch-up strategy as the school works to make up for any loss of education experienced during the recent pandemic.

In order to achieve this, formative assessment and diagnostic assessment will be used to constantly identify gaps and plan interventions. All staff will be responsible for the outcomes of disadvantaged pupils, including their attendance.

Challenges

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

Challenge number	Detail of challenge
1	The level of attendance for some of our disadvantaged pupils is a great deal lower than the rest of the school. This has increased since the start of the pandemic. This includes pupils who are persistent absentees, which has risen to 18% and 43% of these are pupils eligible for pupil premium.
2	Pupils who are eligible for pupil premium are currently achieving lower than other pupils across the school in English. This gap had been closed in 2019 but it has increased again since the pandemic.

3	Pupils who are eligible for pupil premium are currently achieving lower than other pupils across the school in mathematics. This gap had been closed in 2019 but it has increased again since the pandemic.
4	Disadvantaged children did not engage as well with remote education as other pupils over the two lockdowns, especially pupils from EYFS and KS1. There are significant gaps in Years 1, 2 and 3 as a result of this.
5	Assessments and observations indicate that pupil's oral skills are lower for pupils who are disadvantaged.
6	There has been an increase need in social care (or other external support) with families across the school during the last 2 years. This is particularly high with pupils from disadvantaged backgrounds. This has resulted in an increase in emotional and mental health needs.

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
<i>Attendance for pupils who are disadvantaged is high and in line with other pupils in the school by July 2024</i>	The attendance for the whole school is at least in line with national. There is no attendance gap for pupils who are disadvantaged and pupils who are not The persistent absentees has dropped to 5%
<i>Pupils achieving the expected level for the Year 1 and Year 2 phonics screening is at least in line with national expectations by July 2024.</i>	There is no gap between pupils eligible for pupil premium and other pupils with the phonics screening.
<i>Improve reading attainment for pupils who are disadvantaged.</i>	82% of disadvantaged pupils meet the expected standard in Year 1 phonics screening by July 2024 92% of disadvantaged pupils meet the expected standard for phonics in Year 2 by July 2024 There is no gap between disadvantaged pupils and other pupils in KS1 and KS2 reading by July 2024
<i>Improve mathematics attainment for pupils who are disadvantaged at the end of KS2 by July 2024.</i>	At least 70% of pupils eligible for pupil premium achieve the expected standard in the Year 4 multiplication test in 2024. The KS2 gap between disadvantaged pupils and other pupils has been closed by July 2024 At least 80% of pupils who are disadvantaged achieve the expected level in mathematics in KS2 by July 2024.
<i>Improve writing attainment for pupils who are disadvantaged by the end of KS2 by July 2024.</i>	The gap between disadvantaged pupils and other pupils has been closed by July 2024 At least 85% of pupils who are disadvantaged achieve the expected level in writing in KS2 by July 2024.
<i>To improve the oral skills in all pupils across the school.</i>	Assessments and observations indicate that pupils' oral skills have increased and pupils are able to speak confidently to various audiences.

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: £28,719

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop the maths teaching across the school, with a focus on high quality CPD, identifying gaps and planning interventions.	Research shows that effective high-quality CPD can narrow the attainment gap. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Early_Years_and_Key_Stage_1_Mathematics_Evidence_Review.pdf	3, 4
Purchase any concrete resources that support mastery.	Concrete manipulatives can be a powerful way of enabling learners to engage with mathematical ideas, provided that teachers ensure that learners understand the links between the manipulatives and the mathematical ideas they represent. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Maths_Evidence_Review.pdf	3, 4
<i>CPD on delivering effective feedback, including targeted 1:1 feedback sessions</i>	Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	2, 3, 4
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2, 4
<i>Ensure all staff across the school</i>	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from	2, 4

<i>are trained in the approved phonics programme.</i>	<p>disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Research shows that effective high-quality CPD can narrow the attainment gap.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	
<i>Develop a new whole school approach to the teaching of reading comprehension.</i>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	2, 4
<i>Develop drama lessons to support the teaching of oral skills</i>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	2, 4, 5, 6
<i>Develop communication and language approaches across Early Years</i>	<p>On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	4, 5

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

Budgeted cost: £24,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Embed a structured whole school early reading approach linked to phonics; identify gaps early and plan in targeted support.</i>	<p>Delivered by teachers and teaching assistants. All staff will have received high-quality CPD for delivering the phonics programme.</p> <p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	2, 4
<i>Small group targeted tuition groups (in addition to normal school hours)</i>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2, 3, 4
<i>1:1 feedback sessions planned and delivered to targeted pupils eligible for pupil premium. Set SMART targets that can be reviewed regularly.</i>	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	2, 3, 4
<i>Targeted emotional literacy interventions groups and 1:1 sessions.</i>	<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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	6

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

Budgeted cost: £17,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer to use “plan, do, review” approach to target poor attendance early and support improvement with attendance for pupils who are disadvantaged.	Poor attendance can have significant negative impact on pupil’s attainment and emotional, social and oral attainment. This is evidenced by the drop in attainment during lockdown.	1, 2, 3, 4, 5, 6
Plan targeted parent/home links that develop the learning environment for children who are disadvantaged, including access to resources.	<p>As above, where families do not have access to the resources needed to support learning, there can be a negative impact.</p> <p>Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1, 2, 3, 4, 5, 6

Total budgeted cost: £70,809

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 2020 to 2021 academic year.

Aim	Outcome
To encourage attendance and engagement with school. To ensure basic needs are being met in order to maximise progress. To provide extra time for children to deal with emotional impact of issues at home.	Attendance was improving but due to Covid, time is needed to show sustained improvement. Due to Covid, attendance contracts have not been used consistently and time is needed to continue with this approach.
To ensure early identification of PP gaps and use plan, do, review approach to ensure accelerated progress is made.	The gap was closing in reading and writing with PP and non PP pupils but due to Covid, the gap has widened again. Maths remains a priority with a wider gap across the school.
To improve fluency and engagement with learning at home.	Phonic resources have been purchased and computers allocated to those who do not have access to online resources. Maths engagement needs to remain a focus with fluency being targeted next year. There are still a number of pupils not reading at home.
To provide a wide variety of opportunities to participate in sport and other activities they might not be able to access at home due to financial constraints. These include a range of sports clubs, craft, computer, chess, cookery, drama etc.	Clubs were cancelled due to Covid and there has been a big increase in social care involvement.

Further information (optional)

This strategy is constantly reviewed and reflected on continuously, considering the current national and location situation and diverse make-up of the school. Our intention is that ALL pupils achieve, regardless of their background.

Since 2018, and reflected in our Summer 2019 data, we had made significant impact in the attendance and achievements of pupils who are considered to be disadvantaged. Since 2020, and the national lockdown, internal school data demonstrates a new gap in all areas of learning. During the second lockdown, disadvantaged pupils were identified and taught in school where and when possible and the gaps have started close as a result. Due to the continuing nature of the pandemic however, new challenges arise and we are continuously reflecting on how we approach these.

One main part of the strategy is to ensure that the curriculum is not narrowed for these pupils identified, remaining inclusive for all. Therefore targeted interventions often take place at alternative times and a whole-school and whole-class teaching approach, including high quality CPD has been implemented.