

# George Grenville Academy

## 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	George Grenville Academy
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021 – 2024
Date this statement was published	5 <sup>th</sup> September 2022
Date on which it will be reviewed	1 <sup>st</sup> September 2023
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	£78,945
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£78,945

## 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: £28750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop the reading and phonics teaching across the school, with a focus on high quality CPD, identifying gaps and planning interventions.	<p>Research shows that effective high-quality CPD can narrow the attainment gap.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	2, 4
Purchase further concrete resources that support mastery.	<p>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.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Maths_Evidence_Review.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Maths_Evidence_Review.pdf</a></p>	3, 4
Embed the SSP purchased last year to secure stronger phonics teaching for all pupils.	<p>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</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	2, 4
Ensure all staff across the school are trained in the approved phonics programme.	<p>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</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Research shows that effective high-quality CPD can narrow the attainment gap.</p>	2, 4

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	
Plan targeted CPD for the teaching of a robust, whole school approach to the teaching of reading comprehension.	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	2, 4
<p>Embed drama lessons to support the teaching of oral skills</p> <p>Create a progressive drama curriculum to build on the vocabulary and oral skills across the school</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	2, 4, 5, 6
Continue to develop communication and language approaches across Early Years	<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><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p>	4, 5
Training teaching assistants in 1:1 and group work	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1, 2, 3, 4
Handwriting Training/Resources Kinetic letters training for new staff and	Approaches that aim to support the accuracy and fluency of children's handwriting have been shown to improve the presentation, quantity and quality of children's writing. Kinetic Letters aims to develop	2, 4

resources purchased. Robust monitoring and evaluation cycles ensures that it is implemented effectively.	motor and spacial preparation, sensory experiences for memory and recall, optimal pencil hold for speed and legibility and speed and stamina. The four strands work in line with the evidence based approach aims	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £16,150

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

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	
Train new members of staff in new early maths approaches	<p>On average, early numeracy approaches have a positive impact on learning equivalent to approximately six additional months' progress for early mathematics outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches</a></p>	3

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

Budgeted cost: £36576

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruit an assistant headteacher to focus on inclusion and engage with parents	<p>Parent engagement has a positive impact on average of 4 months additional progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	1, 2, 4, 6

Plan targeted parent/home links that develop the learning environment for children who are disadvantaged, including access to resources and running parent workshops and regular meetings	<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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	1, 2, 3, 4, 5, 6
Arts Participation	<p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	1, 2, 3, 4, 5, 6
<p>Extra-curricular club participation</p> <p>Costs of extracurricular activities/trips/residential are covered/subsidised. Examples include music lessons, day trips, residential trips in Y3,4 and 6, swimming lessons, sports clubs, arts clubs etc. Activities are selected to meet the needs of individual children.</p>	<p>Disadvantaged children have less access to extra-curricular activities and cultural experiences. Children with access to these opportunities often have higher motivation, confidence and the skill to work in a team. (EEF) We want to give all our disadvantaged children the opportunity to have access to all our extra-curricular clubs and experiences provided by the school and our local community to close the gap between the experiences our advantage children have compared to our disadvantaged children</p>	1, 6

**Total budgeted cost: £81476**

**Overspend of £2531 – supplemented by the school's budget**



## 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.

Outcome
<p><b>Attendance for pupils who are disadvantaged is high and in line with other pupils in the school by July 2024</b></p> <p>There has been some progress made with this target. The gap between pupil premium and non-pupil premium remains significant (3.4%) and needs to remain a target. The action that has had the most impact on this attendance is ensuring regular communication between the Attendance Officer and parents is consistently happening across the school. Involving teachers in the attendance meetings has also had an impact and where this has taken place, attendance has improved. For example, a child's attendance went from 83% to 94% with the support of the class teacher speaking to the daily regarding their attendance.</p> <p>Next year, our assistant headteacher will be taking on the role of attendance officer as part of her inclusion role and be released every morning to focus on attendance. This will add consistency and authority to the role. We also want to engage parents with attendance before it drops so the attendance officer will meet with all parents who have children with low attendance at the start of the year to create joint targets.</p>
<p><b>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.</b></p> <p>This has not been achieved and the impact in this area is not evident this year. We have therefore looked at how we can adapt our approach to ensure we are maximising the latest research. There was a gap of 11% between pupil premium children and non-pupil premium children with both scoring well below national in Year 1. In Year 2, there was a gap of 8% with 75% of pupil premium children achieving expected.</p> <p>Next year this will become a main priority and part of the school improvement plan. Training staff will be a more holistic approach which 100% of new staff receiving training in Autumn term but also a rolling programme of monitoring and training will be incorporated into the school improvement cycle. We will also hold parent workshops at the start of the year to engage parents with the importance of reading at home and the</p>

<p>phonics approach to the teaching of early reading and writing. By increasing parent engagement, the research show this should have a big impact.</p>
<p><b>Improve reading attainment for pupils who are disadvantaged</b></p> <p>There are large gaps still between pupil premium children and non-pupil premium children across the school. 54% of pupil premium children are working below the expected standard in reading across the school (Year 1 to 6) compared to 22% of non PP children. This remains significant even though certain pupils have made accelerated progress. The gaps are larger lower down the school. From research, this correlates with the children not reading regularly at home. Staffing will increase the time allocated to the younger years where reading daily with these pupils who are behind will be expected. There will also be parent workshops and targeted meetings with the assistant headteachers in charge of assessment and inclusion. This time allocated is to engage the parents which has high impact on the EFF research.</p>
<p><b>Improve mathematics attainment for pupils who are disadvantaged at the end of KS2 by July 2024</b></p> <p>A gap remains in KS1 with pupils who are at expected between disadvantaged and non-disadvantaged pupils. The gap with pupils achieving greater depth has closed this year with both pupil premium and non-pupil premium having 17% achieving greater depth in mathematics. In KS2, the gap continues to be wider at 20% but this is due to a specific cohort having SEN and PP pupils falling in the same category.</p> <p>Resources for developing and deepening mathematical understanding will be purchased. Parent engagement in mathematics will also be considered.</p>
<p><b>Improve writing attainment for pupils who are disadvantaged by the end of KS2 by July 2024.</b></p> <p>As the gaps in reading has not closed, writing also remains behind. There have been small gaps closing but not significant enough.</p> <p>Training staff will be a more holistic approach which 100% of new staff receiving training in Autumn term but also a rolling programme of monitoring and training will be incorporated into the school improvement cycle. We will also hold parent workshops at the start of the year to engage parents with the importance of reading at home and the phonics approach to the teaching of early reading and writing. By increasing parent engagement, the research show this should have a big impact.</p> <p>A new handwriting scheme will be purchased to focus on the mechanics of writing and developing stronger writer. This will unlock fluency and automaticity with writing, freeing up the mind to focus on the creative side of the skill.</p>

**To improve the oral skills in all pupils across the school.**

Drama lessons took place across the year by a specialist. Pupils' confidence grew and were more able to articulate their learning and speak in front of an audience. 100% of pupils took part in a poetry off by heart event and 100% of KS2 pupils also took part in the production. 100% of Year 5 pupils learnt the technique of storytelling and performed a story in front of an audience. Good progress has been made in this area.

## 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.*