

George Grenville Academy

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	80%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024 (Year 3 of 3)
Date this statement was published	4 th September 2023
Date on which it will be reviewed	2 nd September 2024
Statement authorised by	Emma Killick
Pupil premium lead	Emma Killick
Governor / Trustee lead	Alison Cameron

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,920
Recovery premium funding allocation this academic year	£8990
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	£104,910

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 75% 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 to -21%

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 to -20%
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 3, 4 and 5 as a result.
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: £24,795

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to 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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2, 4
Ensure all staff across the school are trained in the Team Up adapted approach to teaching mathematics	<p>Focusing on delivering a tailored approach to the learning of mathematical skills whilst also developing learning behaviours to build confidence and resilience.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/team-up</p>	3, 4
Purchase a whole school maths scheme and resources that identify gaps allowing for targeted support and teaching.	<p>It is important to build on what the children already know so implementing a progressive scheme that identifies that is a priority.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Summary_of_Recommendations.pdf?v=1701842740</p>	3, 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>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Maths_Evidence_Review.pdf</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2, 4
Ensure all staff, including new staff or staff moving into a KS1 or EYFS 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>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>	2, 4
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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	2, 4
<p>Embed drama lessons to support the teaching of oral skills</p> <p>Continue to create and adapt 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>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
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>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1, 2, 3, 4
Add to the resources purchased for the handwriting programme and continue the robust monitoring and evaluation cycles ensures that it is implemented effectively.	<p>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 motor and special 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</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	2, 4
Invest in a whole school, progressive approach to the teaching of grammar, including training staff and developing a monitoring and coaching package.	<p>Developing pupils fluency in key skills have been identified to support progress in writing.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	2, 4

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

Budgeted cost: £51,542

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed a structured whole school early reading approach linked to phonics; identify gaps early and plan in targeted support.	<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
Continue with small group targeted tuition groups (in addition to normal school hours)	<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
1:1 feedback sessions planned and delivered to targeted pupils eligible for pupil premium. Set SMART targets that can be reviewed regularly.	<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
Targeted emotional literacy interventions groups and 1:1 sessions.	<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
Train new members of staff in new early maths approaches (number sense)	<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>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches</p>	3

Running small group phonics interventions and catch up sessions daily.	Small group tuition has an average impact of four months' additional progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2, 4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £31,056

Activity	Evidence that supports this approach	Challenge number (s) addressed
Establish strategy for parent engagement with maths and English	Parent engagement has a positive impact on average of 4 months additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 2, 4, 6
Plan targeted parent/home links that develop the learning environment for children who are disadvantaged including inviting parents in to school and providing key resources and training	As above, where families do not have access to the resources needed to support learning, there can be a negative impact. 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 2, 3, 4, 5, 6
Develop a whole school approach to behaviour when specific needs are identified and targeted support is acted on.	The evidence suggests that teaching pupils behaviour strategies alongside managing misbehaviour is more effective. It is also important to use targeted approaches to meet the needs of individuals in your school https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	1, 6
Arts Participation	Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1, 2, 3, 4, 5, 6

<p>Extra-curricular club participation including breakfast club and after school extended care.</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
<p>Develop the library area in line with the new reading framework.</p>	<p>Engaging children with their reading supports progress. Library books can be sent home which also engages parents with reading.</p>	2, 4

Total budgeted cost: £107,393

Overspend of £2,483 – 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 2022 to 2023 academic year.

Outcome
<p>Attendance for pupils who are disadvantaged is high and in line with other pupils in the school by July 2024</p> <p>There has been some progress made with this target and individual pupils who met the persistent attendance threshold and were eligible for Free School Meals have significantly improved their attendance. One example is where an attendance has gone from 81.3% to 100%. Whole school attendance has improved and is in line with national (94%) however, the gap between PP and non-PP attendance has widened slightly to -4.3%. Persistence Absence has reduced slightly to 18.78% but remains slightly higher than national (17.2%) (+1.6%) and there is a significant increase of PP who meet the persistent absenteeism threshold. One reason for this, after detailed anyalsis is the significant rise in pupils eligible for FSM and new pupils joining the school with poor attendance behaviours already established. Another contributing factor is the use of reduced timetables to support reintegration. This needs to remain a target and further strategies need exploring.</p>
<p>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.</p> <p>Phonics was a focus over the past year, with fidelity and targeted support being the driving factor. As a result, the gap between PP and non-PP pupils closed this year with both groups achieving 75%. The % of PP pupils acheieving the expected standard in phonics was above national by +8% (67% PP) In Year 2, 90% of pupils met the expected standard which was in line with nation (89%) Again, the gap with PP and non-PP closed, with PP children achieving 91%.</p> <p>Next year this focus and strategy needs to continue to make sure this improvement is embedded throughout Early Years and KS1, ensuring that phonics levels remain at or above national and the gap between PP and non-PP closed. We also need to ensure that this improvement is reflected in the reading attainment for disadvantaged pupils. (See evaluation below)</p>

Improve reading attainment for pupils who are disadvantaged

Reading attainment has increased throughout the school, with KS2 achieving above the national average at 83% (+10%) 80% of PP children achieved the expected standard in reading which was also significantly above the national average for their group. (+20%) and also +3% above national non-PP children.

There is still a gap between PP and non-PP attainment in reading across the school, particularly in the lower end of the school (Reception, Year1, Year 2 and Year 3). These classes have seen the biggest rise in pupils eligible for FSM over the year with the Year 2 class having the largest proportion (63%) with many of these also having complex SEN needs. This gap also continues to correlate with the children not reading regularly at home.

This needs to continue to be a focus, with staffing increasing the time allocated to the younger years where reading daily with these pupils who are behind will be expected. Parent engagement needs to continue to be a target and some more work needs to be done to focus on ensuring the skills learnt at the phonics level are transferrable in their reading and comprehension lessons. Parent engagement has high impact on the EFF research.

Improve mathematics attainment for pupils who are disadvantaged at the end of KS2 by July 2024

Mathematics attainment in KS2 has reduced this year with a gap of -10% with national. There was also a significant gap in KS1 of -17%. A significant gap remains across the school with pupils who are at expected between disadvantaged and non-disadvantaged pupils of -17% in KS1 and -15% in KS2. 41 pupils who are eligible for pupil premium are currently being assessed as working below expectations, compared to 20 non-PP children.

The Early Years and KS1 team have focused on early mathematics and this training now needs to be embedded across the school and in their classes. A mathematics whole school approach needs to be established, which also focuses on parental engagement. Resources for developing and deepening mathematical understanding will be purchased and careful tracking of PP attainment will also be a top priority moving forward next year.

Improve writing attainment for pupils who are disadvantaged by the end of KS2 by July 2024.

Writing attainment in KS2 was in line with national expectations at 70%. There was not a gap with PP and non-PP pupils with both groups at 70%. This is significantly above the national average for the same group of pupils (+ 12%) but remains -7% from the national of non-PP pupils. As the gaps in reading has not closed across KS1, writing also remains behind. There have been small gaps closing but not significant enough.

A new handwriting scheme was purchased and improvements have been seen. This needs to be embedded with 100% of new staff to be trained. A rolling programme of monitoring and training will be incorporated into the school improvement cycle. The focus on engaging parents with reading at home will also impact the writing outcomes.

To close gaps further, a focus on the grammatical and fine motor skills in writing need to be added alongside the phonetical skills in KS1. A progressive, whole school approach to the teaching of grammar and spelling, alongside the handwriting scheme, will ensure fidelity. This needs to then be added to the monitoring and training focus for the senior leadership team.

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. Visits from governors and trustees, alongside Ofsted, have highlighted the confidence with speaking the children are exhibiting. Communication and Language has been a focus in the Early Years and a new curriculum, incorporating oracy and vocabulary has been written and rolled out across nursery and Reception. The percentage of pupils achieving the expected standard in speaking in Reception rose by 13% and by 10% for listening, attention and understanding. Although good progress has been made in this area, there is still work to do and Year 1 need to embed the good work started in Early Years. Further work to develop pupils' vocabulary needs to be a focus in drama, reading and other areas of the curriculum.

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.