



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	Grappenhall Heys
Number of pupils in school	228
Proportion (%) of pupil premium eligible pupils	16 pupils (7%)
Academic year that our current pupil premium strategy plan covers	2021-22
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Kelly Jackson
Pupil premium lead	Kelly Jackson
Governor lead	Claire Lawton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 25,430
Recovery premium funding allocation this academic year	£ 2,320
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	£ 27,770

Part A: Pupil premium strategy plan

Statement of intent

AIM. BELIEVE. ACHIEVE!

We have ambition for all our children, irrespective of their background or the challenges they face. We intend for them to make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through School led Tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and evidence based practice, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- ensure systems are in place so that all pupils feel supported and well cared for academically, socially and emotionally
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

We have used the following documents as our main sources of evidence:

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

<https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf>

Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among some disadvantaged pupils. These are evident particularly in Reception and KS1
3	Our assessments and observations indicate that our Reception cohort have entered school with significant gaps in speech and language, gross and fine motor skills, self-regulation and social literacy. This would appear to be as a result of the pandemic as it is a significant contrast to previous cohort entry data
4	SEMH appears to be the greatest barrier for the majority of our disadvantaged children in KS1 and 2. More families are being referred to Early Help. Children are displaying behaviours linked to separation anxiety and blocked trust linked to trauma

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
For all pupils to make good or better progress in reading, writing and mathematics	<ul style="list-style-type: none"> • Introduction of validated SSP – Little Wandle Revised • Reception Baseline completed • Early identification and intervention
For all pupils to achieve national expected standard in Phonics Screening check in Y1	<ul style="list-style-type: none"> • Introduction of validated SSP – Little Wandle Revised showing fidelity to the programme • Books match phonics teaching
Ensure attendance and punctuality of disadvantaged pupils remains above the school target and in line with non-disadvantaged NA	<ul style="list-style-type: none"> • Reintroduce attendance monitoring paused during the pandemic • Regular review meetings and action plans in place for PA children
Ensure that the social, emotional and mental health needs of disadvantaged pupils are met in order for them to access a full curriculum offer	<ul style="list-style-type: none"> • All staff to receive attachment and trauma training. • Mindfulness workshops for all classes. Play therapy for identified individuals • Board maker to be used as a tool for supporting children with additional social and communication needs • TalkBoost to be used as an intervention for SALT

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: £ 11,070

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all staff have received appropriate training in newly implemented Phonics programme Little Wandle Revised Letters and Sounds	https://www.gov.uk/government/publications/phonics-teaching-materials-core-criteria-and-self-assessment	2, 3
Additional (daily reads) for disadvantaged children	Oral language – emphasising spoken language and verbal interaction in the classroom so that learners benefit from explicit discussion of content or the processes of learning, or both. Approaches include targeted reading aloud and discussing books with young children, explicitly extending pupils' spoken vocabulary. Children benefit socially and academically. PP children leave EYFS with a good level of development. Evidence shows that small group tuition is effective and the smaller the group the better.	2
Ensure all disadvantaged pupils have appropriate access to digital technologies to allow them to engage in effective homework / home learning (as necessary) in line with COVID risk assessment	Equality Act 2010 Quality first teaching occurs when children have the tools to access the curriculum	1
Maximise the potential of all children of all abilities, taking into account their starting point and identified barriers as a direct result COVID- 19 through provision of bespoke catch-up curriculum based upon gaps in knowledge and learning	https://www.gov.uk/government/publications/phonics-teaching-materials-core-criteria-and-self-assessment	2, 3

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

Budgeted cost: £ 12,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement School led tutoring (Autumn 2 onwards)	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1031705/School-Led_Tutoring_Guidance.pdf	1
Deploy quality TA support through effective Provision Management (individual or group) for disadvantaged pupils as appropriate to ensure	https://www.gov.uk/government/publications/phonics-teaching-materials-core-criteria-and-self-assessment	1, 2, 3

good progress is made regardless of starting point		
Purchase specialist assessments as required for disadvantage pupils with SEND (e.g. Pyramid, Educational Psychology Service)	Collaboration with other services brings about a shared understanding of need and agreed strategies for support	1
Ensure any resources necessary are purchased to plug identified gaps in learning and staff trained to use as appropriate	Curriculum research reviews: https://www.gov.uk/government/collections/curriculum-research-reviews	1

2021-22 TUITION AND RECOVERY GRANT SPENDING

What	Projected allocation - rounded	Evidence base as rationale Staff Lead
Tuition: To fund 15 hours tuition initially prioritising every child who was pre pandemic WA who is now no longer the same on Summer 2021 data and baseline data, prioritising disadvantaged children prioritising Y6 initially	<p>Tuition funding allocation</p> <ul style="list-style-type: none"> Allocation £203 x 60% of PP numbers as of October 2020 census- £2030 <p>School will use Recovery grant funding net to fund the costs of the tuition unfunded by the above.</p> <p>Efficiency and evidence permits ratios up to 1:3 but some children will need 1:2 or 1:1 in some cases. Some children will require both English and Maths tuition. The allocation gives sufficient capacity to tutor all children in the categories identified. Clear recording is required to ensure that this funding is spent as guided – any remaining allocation not spent in the directed way will be clawed back at the end of the academic year. This includes recording pupils receiving tuition on census and completing an ESFA online form at the end of the year.</p>	Small group tuition can give up to 4 months impact (EEF toolkit)

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

Budgeted cost: **£ 4000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure all emotional and mental health needs are met through a range of strategies including play therapy, Lego Therapy and accessing provision through external agencies (e.g. CYPMHS)	https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf	4
Ensure disadvantaged pupils have access to and are encouraged to engage with enrichment activities and the wider curriculum offer,	After school Clubs/Residential Subsidy enables participation widely in clubs post COVID. Encourages wider experiences, cultural capital and wellbeing.	4

including visits, residentials and after school provision		
Ensure all transition points are robust, rigorous and smooth both in year admissions and at transfer points to other key stages to meet individual needs emotionally and academically	https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf	4

Total budgeted cost: £ 27,770

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021. 2019 Published data. Interim data and Teacher assessment show that pupils met targets through effective teaching, an appropriate curriculum and support through a second and third period of remote learning. 100% of all pupils who accessed small group or individual support made at least expected progress from their starting point. All pupils engaged in the wider curriculum offer. Wellbeing remained a priority in order to remove barriers to learning with targeted support for identified individuals.

Externally provided programmes

Programme	Provider
Phonics Tracker	Phonics Tracker Ltd
Spelling Frame	Spelling Frame
Times Table Rock Stars/Numbots	Maths Circle
Cracking Comprehension	Rising Stars
Learning by Questions	Learning by Questions

Further Information

Our pupil premium strategy is supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.
- promoting outdoor learning sessions/Nurture sessions. Activities will focus on building life skills such as confidence, resilience, and socialising.
- utilising our Mental Health First Aider for staff CPD and directly supporting children and families

Planning, implementation, and evaluation

We have looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place (termly) for the duration of our plan and will adjust our approach over time to secure better outcomes for pupils.