

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 | Granby Junior School |
| Number of pupils in school | 319 |
| Proportion (%) of pupil premium eligible pupils | 35.7% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/22 to 2024/25 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Caroline Rees, Headteacher |
| Pupil premium lead | Matt Davies, Deputy Headteacher |
| Governor / Trustee lead | James Dawson |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £172,585 |
| Recovery premium funding allocation this academic year | £12,838 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £4,239 |
| 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 | £189,662 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, 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 approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils make good progress. 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

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Assessments, observations and discussions with our feeder infant school suggest that disadvantaged pupils have greater difficulty with phonics than their peers and this has been exacerbated during the pandemic. |
| 2 | Our disadvantaged pupils have fallen further behind in reading, writing and Maths than non-disadvantaged pupils over the course of the pandemic. |

| | |
|---|--|
| 3 | Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge and skills gaps leading to pupils falling further behind age-related expectations, especially in English. |
| 4 | Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, partly due to lack of enrichment opportunities during school closures. These challenges particularly affect disadvantaged pupils, including their attainment. |
| 5 | Our attendance data for 2019-20 indicates that attendance among disadvantaged pupils was 5% lower than for non-disadvantaged pupils. In 2020-21 this reduced slightly to 4.76% lower then reduced further to 2.88% in 2021-22. In 2022-23, it reduced further to 1.9% This shows the attendance gap between non-disadvantaged and disadvantaged pupils is consistently narrowing post-pandemic, however there is still work to do to eliminate it. |

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 reading, writing and Maths attainment among disadvantaged pupils. | KS2 reading and writing outcomes in 2024/25 show that attainment for disadvantaged pupils is at least in line with non-disadvantaged and they have made good progress over the key stage. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly disadvantaged pupils. | Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • data from pupil voice, pupil and parent surveys and teacher observations • THRIVE data shows children requiring nurture support are progressing socially, emotionally and academically • An increase in participation in enrichment activities, particularly among disadvantaged pupils. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • The overall absence rate for all pupils being no higher than 4% and the attendance gap between disadvantaged and non-disadvantaged pupils being reduced by 3% to no more than 2% • The percentage of pupils who are persistently absent being below national averages. |

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: £20,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Implementing and further embedding The Write Stuff. | The Write Stuff approach as a whole school strategy heavily supports recommendations 1, 4 and 5 of the following EEF report: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 | 3 |
| Implementing and further embedding Accelerated Reader as well as continuing to provide high quality reading materials. | Accelerated Reader will help children to build reading fluency further and create a more embedded climate of reading for pleasure. It also supports recommendations 2 and 3 of the following report: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 See also: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader | 1, 2, 3 |
| Develop phonics teaching and resources to secure stronger phonics teaching for all pupils and address any gaps in phonics teaching from KS1 | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | 1 |
| Improve the quality of social and emotional (SEL) learning by further embedding the THRIVE approach | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | 4 |

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

Budgeted cost: £70,855

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Targeted in-class and small group interventions, including Phonics | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition | 1, 2, 3 |
| Use of Lexia reading and phonics intervention | https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia | 1, 2, 3 |
| Use of 1:1 and small group tutoring and interventions | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition | 1, 2, 3 |

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

Budgeted cost: £75,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| THRIVE approach to be become embedded, ensuring social and emotional needs are being met throughout the school. | THRIVE supports many of the findings in the EEF report into SEL: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | 4 |
| Family support worker and office staff to continue working with families to | https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities | 5 |

| | | |
|---|---|------|
| improve and maintain good attendance (provision of uniform where necessary and use of CPOMS for rapid and effective communication included here) | | |
| Breakfast club offered to disadvantaged children whose attendance is low and free milk available for PP children. | https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities | 4, 5 |
| Subsidised enrichment activities for disadvantaged children (e.g. Whitehall residential, Young Voices, wider opportunities music tuition, trips and visits) | https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities | 4, 5 |
| PE coach to lead small group interventions to promote physical, social and emotional wellbeing | https://educationendowmentfoundation.org.uk/news/priorities-social-and-emotional-learning | 4, 5 |

Total budgeted cost: £ 165,855

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 2021 to 2022 academic year.

End of year attainment summary, 2022/23:

Disadvantaged children performed in-line with other disadvantaged children nationally:

| | School | National |
|---------|--------|----------|
| Reading | 60.2% | 60% |
| Writing | 58.1% | 58% |
| Maths | 58.8% | 59% |

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|-----------------------------------|---------------|
| Wider opportunities music tuition | Derbyshire CC |
| Lexia | Lexia |
| Seesaw | Seesaw |
| Thrive | Thrive |
| CPOMS | CPOMS |

