

Pupil premium strategy statement – Grainthorpe Junior School

This statement details our school's use of pupil premium (and recovery premium for 2023/24 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	45
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Amanda Turner
Pupil premium lead	Amanda Turner
Governor / Trustee lead	Michael Gamble

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,160
Pupil premium funding carried forward from previous years	£1,386
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£26,546

Part A: Pupil premium strategy plan

Statement of intent

At Grainthorpe, we believe all disadvantaged pupils can overcome personal barriers to succeed and we place strong emphasis on ensuring our disadvantaged pupils receive high quality teaching and increased opportunities for reinforcement of learning at home.

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 accelerated progress for their disadvantaged peers.

Through strong partnerships with parents and collaboration with a range of other agencies, the school offers a caring and supportive learning environment in which pupils make excellent progress. We place great importance on the partnership between school and home as we believe that it is vital to have an open, honest and mutually supportive relationship with parents and carers to achieve what is best for our pupils.

Our strategy is underpinned by clear, responsive leadership and a commitment to all adults understanding their role in addressing disadvantage. Leaders regularly review the effectiveness of the strategy, relying on robust diagnostic assessment rather than assumptions to fully understand and plan for the impact of disadvantage, whilst remaining flexible in approach and responsive to changing needs.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in Learning Although the number of pupils is not significant in each year group, our internal assessments in the core subjects among disadvantaged pupils is below that of non-disadvantaged pupils.
2	Emotional, social and behavioural issues for some disadvantaged pupils continues to be important to invest in, to raise their attainment. These findings are supported by national studies.
3	Vocabulary gap for some disadvantaged pupils Some disadvantaged pupils have underdeveloped oral language skills – oracy and language comprehension.

4	<p>Attendance/Punctuality of some disadvantaged pupils is lower than non-disadvantaged peers.</p> <p>Data indicates that attendance has improved but remains lower than for non-disadvantaged pupils.</p>
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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
Through the effective use of intervention and quality first teaching, teachers address and narrow educational gaps where present	<ul style="list-style-type: none"> End of KS2 outcomes show that disadvantaged learners are making good progress and pupils without SEN are closing the attainment gap with National outcomes.
The social, emotional and mental health of all pupils is prioritised, particularly disadvantaged pupils	<p>Sustained high levels of pupil wellbeing demonstrated by:</p> <ul style="list-style-type: none"> Qualitative data from pupil voice, pupil and parent surveys and teacher observations A reduction in requests for internal and external support for social, emotional and behaviour difficulties The number of disadvantaged pupils participating in enrichment activities is at least in line with their non-disadvantaged peers Increased attendance in school
The achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<ul style="list-style-type: none"> Attendance of disadvantaged pupils matches or exceeds national averages for their non-disadvantaged peers (96+%) Decrease in persistent absence amongst disadvantaged pupils
Disadvantaged pupils with SEN are supported effectively and barriers identified.	<ul style="list-style-type: none"> Disadvantaged pupils with SEND make expected progress in reading, writing and maths in line with their identified baseline.

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: £13,475

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching and support to accelerate progress to support recovery. Teaching assistants ensure smaller group ratios	TDT research (Sutton Trust research 2014) https://tdtrust.org/research-2/ Excellent teaching is the most important lever schools have to improve outcomes for their pupils (EEF) https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf	1, 3, 4

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

Budgeted cost: £5,290 (there are additional costs for this that are not covered by the Pupil

Premium funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA hours to support pupils and provide high quality interventions to support SEND disadvantaged pupils through responsive teaching	The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 3,

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

Budgeted cost: £6,407 (+ main budget contribution)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Curriculum focus on Wellbeing Wednesday – time allocated to the social and emotional learning of pupils.</p> <p>Curriculum enrichment resources for school and home use.</p> <p>Guitar tuition and instruments.</p>	<p>Evidence from EEF's Teaching and Learning Toolkit suggests effective social and emotional learning can lead to learning gains of +4 months over a school year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	<p>2, 4</p>

Total budgeted cost: £25,172

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023-2024 academic year.

End of Year Assessment Data	READING	WRITING	MATHS	RWM Combined
Year 3 (11 pupils)	67%	67%	67%	56%
Year 3 PP (6 pupils)	50%	50%	50%	50%
Year 4 (9 pupils)	67%	50%	75%	50%
Year 4 PP (4 pupils)	100%	75%	100%	75%
Year 5 (11 pupils)	88%	63%	63%	50%
Year 5 PP (2 pupils)	100%	50%	50%	0%

KS2 SATs 2024	Reading	Writing	Maths	RWM Combined
All (11)	73%	64%	55%	45%
PP (6)	67%	50%	50%	33%

Overall, whole school attendance (93.72% compared to 92.8% nationally) was slightly above national average. Attendance for the disadvantaged pupils was broadly in line with the national average (92% compared to 92.8%). However, absence amongst some disadvantaged pupils was higher than their peers which is why attendance remains a focus of our current plan.

Pupil premium funding has been used to provide targeted wellbeing support for all pupils, and interventions where required. We continue to build on that approach with the activities detailed in this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
White Rose Maths	WRM – Trinity MAT
Read Write Inc Spelling	Ruth Miskin
Literacy Shed Plus	Education Shed

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. This will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a DfE grant to train a senior mental health lead. <https://www.gov.uk/guidance/senior-mental-health-lead-training> The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.