

Pupil premium strategy statement – Grace Cook Primary School and Nursery

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils for the **2023 – 24 academic year**.

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	51
Proportion (%) of pupil premium eligible pupils	7%
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)	2022-25
Date this statement was published	December 2023
Date on which it will be reviewed	March/ July/ Sept 2024
Statement authorised by	Jo Stanley Bell Chair of Governors
Pupil premium lead	Richard Dedicoat - Headteacher
Governor / Trustee lead	Local Governing Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5820
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2000
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
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>	£5820

Part A: Pupil premium strategy plan

Statement of intent

At Grace Cook we are ambitious for all our children. Every effort is made to ensure that the extra funding is used to best effect, so it makes a strong impact on children’s learning and emotional and mental health.

Grace Cook makes effective use of evidence-based practice. Research from the Education Endowment Foundation (EEF) is used to support our decision making on the most effective approaches.

The EEF recommends:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Supporting parent and carers
- Access to technology

Challenges

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

Challenge number	Detail of challenge
1	In some cases pupils eligible for Pupil Premium are not meeting age related expectations in reading, writing and mathematics
2	Social and emotional issues for a small group of pupils eligible for Pupil Premium is having an impact on their readiness to engage with learning

3	In some cases support at home is inconsistent (home learning completion, volume of reading at home)
4	In some cases access to sporting and cultural experiences is limited

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
Increased proportion of pupils eligible for Pupil Premium achieving age related expectations.	Pupils eligible for Pupil Premium achieve age related expectations in reading, writing and mathematics.
Social and emotional issues addressed for pupils eligible for Pupil Premium.	Fewer behaviour incidents recorded for these pupils on the school system.
Improved support for learning beyond the classroom	Pupils eligible for Pupil Premium are supported with home learning.
Increased opportunities for pupils eligible for Pupil Premium.	Pupils eligible for Pupil Premium experience planned enrichment activities.

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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil assessment and feedback: Assessment is used to identify areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Standardised assessments in reading, writing and mathematics are used to identify pupils who would benefit from additional catch-up support.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Feedback EEF (educationendowmentfoundation.org.uk)	1

<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	3

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group tuition: High quality teaching is supported by targeted support to address gaps. These interventions are carefully targeted through identification and assessment of need.</p>	<p>EEF: Assessment and feedback (+4 months) • Evidence suggests that the average impact of small group tuition is four additional months' progress, on average, over the course of a year. Small group tuition enables the teaching to focus exclusively on a small number of learners, usually in a separate work area. It can be used to ensure effective</p>	1

	progress, or to teach challenging topics or skills.	
Teacher use Insight tracking to monitor progress and attainment. (school budget: £838)	As above	1

Wider strategies Budgeted cost: £ 2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Enrichment activities: Pupils are able to access a range of activities to develop their resilience and experiences.</i>	EEF: Assessment and Feedback (+3 months) Evidence suggests enrichment activities can lead to an average of four additional months progress over the course of the year.	1,3

Total budgeted cost: £9000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Grace Cook opened in September 2022 with high proportion of disadvantaged pupils for the first intake. (19% of 21 pupils)

As evidenced in schools nationally, the performance of disadvantaged pupils was lower than their peers.

0% in writing 50 % in Reading % in Maths of Year 2 children achieved the expected standard (2 pupils)

Of Year 1 pupils 100% achieved the expected standard in the Phonics Screening check.

Social and emotional issues addressed for pupil eligible for Pupil Premium:

- *Attendance support as well as emotional support in place. Access to 1:1 support as well as dedicated support from the SENDco allowing more success in the classroom and less learning town lost.*

Increased opportunities for pupils eligible for Pupil Premium:

From September 2023 the school expanded its wrap around opportunities increasing engagement for pupils from disadvantaged backgrounds. This will be continued beyond 2023/24 as the school grows.

Grace Cook is resolved to maintain a high-quality curriculum which is enhanced by rich experiences such as trips, visitors and continues to fund these from the school budget.