

# Pupil premium strategy statement: Grace Cook Primary School and Nursery

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for the **2022 – 23 academic year**.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	21
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Jo Stanley Bell – Chair of Governors
Pupil premium lead	<i>Richard Dediccoat - Headteacher</i>
Governor / Trustee lead	Local Governing Committee

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5,656.77
Recovery premium funding allocation this academic year	£2,000
Pupil premium (and recovery premium) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£7,656.77</b>

# 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: £5,000 (PP funding and school budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil assessment and feedback: Assessment is	Standardised tests can provide reliable insights into the specific strengths and	1

used to identify particular 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.	weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Feedback   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a>	
Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
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).	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: <a href="#">Maths guidance KS 1 and 2.pdf</a> <a href="http://publishing.service.gov.uk">(publishing.service.gov.uk)</a> The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	3

## Targeted academic support

Budgeted cost: £6,000 (School budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition: High quality teaching is supported by targeted support to address gaps. These interventions are carefully targeted through	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	1

identification and assessment of need.	the teaching to focus exclusively on a small number of learners, usually in a separate work area. It can be used to ensure effective progress, or to teach challenging topics or skills.	
Teacher use Insight tracking to monitor progress and attainment. (school budget: £838)		1

## Wider strategies

Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6

**Total budgeted cost: 19,156.77**

Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

**Grace Cook Primary School opened in September 2022 therefore the outcome data is not available for the previous academic year.**