

Pupil Premium strategy statement



School overview

Detail	Date
School name	Grasmere Primary School
Number of pupils in school	190 (REC-Y6)
Proportion (%) of pupil premium eligible pupils	18.95%
Academic year/ years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024 - 2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Louise Nichols Executive Headteacher
Pupil premium lead	Karen Pedro Headteacher
Governor/ trustee lead	Chair of Governors

Funding overview

Detail	Amount
Pupil Premium allocation this academic year	£52,890
Recovery Premium funding allocation this academic year	£2,429
Pupil premium 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	£55,319

Part A: Pupil premium strategy plan

Statement of Intent

At Grasmere approximately 19% of pupils at any time are eligible for the Pupil Premium Grant (PPG). This is above the national average but below the Hackney average. Grasmere is unusual for Hackney in that it's local demographic consists of approximately one third of its pupils on very low incomes and many of the remaining two thirds of pupils from affluent homes. This is evident in the local area from expensive owner occupied housing and large council estates for social housing. There are higher than Hackney average levels of parents who benefitted from higher education. At Grasmere we have high expectations of all children, regardless of their background. We ensure that our approach is responsive to individual challenges, rather than making assumptions about the impact of disadvantage. We expect that all children make good progress and secure good outcomes. The school- wide commitment to accept the responsibility for socially disadvantaged pupils and we are clear in meeting their pastoral, social and academic needs through a nurturing and child- centred environment.

We believe that quality first teaching is the primary driver in improving outcomes for all children. Targeted and specialised support from class teachers ensures the provision in the classroom is making the most impact on outcomes. Evidence shows that this has the greatest impact in closing the gap between disadvantaged children and their peers. The use of professional development supports teachers in understanding the barriers to learning and how to support this in their classrooms. The links with families is strengthened through the work of the inclusion team and was further developed during school closures.

Our objectives for disadvantaged children is to:

- Ensure that provision is in place from the Early Years, to provide a wealth of experiences that narrows the cultural capital gap upon entry
- To reduce the gap in attainment gap between disadvantaged children and all children across the school
- To promote confidence, resilience and ambition amongst all children
- To provide additional support to all disadvantaged children to ensure additional provision supports catch up for this group

Challenges

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

Challenge number	Detail of challenge
1	On- entry data indicates a gap between some children from disadvantaged backgrounds and all children. The Reception baseline shows that the areas with the most significant gaps are communication and language and personal development.
2	Phonics data outcomes show a 33% gap in attainment between disadvantaged children and their peers. Additional support is needed to ensure that this gap is narrowed to prevent it widening as children enter Year 2. Early intervention will ensure that gaps in learning (sounds) are narrowed quickly.
3	Assessment outcomes show that disadvantaged children need more support to make rapid progress to attain at the same level as their peers. This can be done through targeted in class support, using strategies such as questioning and guided support.
4	Promoting confidence, ambition and resilience in children from disadvantaged children is a priority. Mixed ability teaching ensures that children benefit from their peers and know that all children are given the same opportunity to succeed.
5	School closures and the impact of disadvantaged children not being in school as widened the gap between this group and their peers at both the expected standard and greater depth.
6	Attendance data indicates that the overall attendance of children from disadvantaged children is 3% lower than all other children. This is also the case with persistent absence.
7	Emotional regulation is a challenge for some children from disadvantaged backgrounds. Further support is required to ensure that this is not a barrier to accessing teaching in class.
8	It is challenging for some parents to have the time and skills to support children in their learning and development at home.

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
Attainment outcomes of disadvantaged children at the expected standard is in line with all children nationally in Key Stage 1 and 2	The percentage of children achieving the expected standard in Reading, Writing and Maths is in line with all children nationally.
Attainment outcomes of disadvantaged children at greater depth is in line with all children nationally in Key Stage 1 and 2	The percentage of children achieving the expected standard in Reading, Writing and Maths is in line with all children nationally.
The well-being of children is supported through additional support in mentoring and counselling	Counselling and learning mentor support is provided and feedback is positive in response to parent and pupil surveys.
There are opportunities planned to address the cultural capital gap through trips and activities across the year.	Opportunities for further enrichment in trips, sporting events and workshops are planned for disadvantaged children across the year. Enrichment Clubs are provided at no cost to parents and cares.
Attendance of disadvantaged children is line with all children and above 96%	Attendance data and analysis indicates that attendance is at last 96%. Meetings are carried out with parents to support good attendance.

Activity in this academic year

This details how we intent to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and attainment)

Budgeted cost: 19,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching in mixed ability groups is supported through quality CPD in developing teacher's skills at supporting children from disadvantaged backgrounds	<u>Supporting the attainment of disadvantaged pupils: articulating success and good practice</u> (publishing.service.gov.uk) The document highlights to need for 'high quality teaching first rather than on bolt-on strategies and activities outside school	3, 4, 7

	hours'. Another key area for Grasmere is to promote confidence and self-esteem: 'Promote an ethos of attainment for all pupils, rather than stereotyping disadvantaged pupils as a group with less potential to succeed'.	
To include Forest School in Early Years to broaden experiences of children from an early age through training	<u>Outdoor adventure learning</u> the EEF suggests that adventure learning provides opportunity that disadvantaged children may otherwise not experience. Although this piece states it does not include Forest School due to academic component, many of the skills listed are developed through this. <u>Play- based learning</u> also supports both the development of social and cognitive skills, including self- regulation.	1, 4, 5, 7
Phonics training is carried out with all staff in Early Years and Key Stage 1, along with providing new decodable books for school and home reading	<u>Phonics</u> EEF evidence shows that phonics provision has high impact on pupil outcomes but this has to be supported by an explicit and systematic programme and books that match the child's reading level.	1, 2, 3, 4
Provide coaching and mentoring to teachers	<u>Professional Development</u> EEF research highlights the need to develop and support teachers in sustaining strong pupil outcomes	1, 2, 3, 4, 5
Training for Teaching Assistants is carried out regularly so that all staff are skilled in supporting quality first teaching in the classroom	<u>Teaching Assistants</u> identifies recommendation 4 that teaching assistants are prepared for their role in the classroom. Training must be planned to ensure that it is effective.	2, 3, 4

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

Budgeted cost: 17,019

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one tuition is provided by class teachers, who provide additional support based on full class teaching in Year 6	1:1 tuition is very effective in supporting children, particularly in prior lower attaining groups; with the greatest impact being when it is delivered by teachers <u>One to one tuition EEF</u>	3, 4, 5, 7
Small group Maths	Diagnostic testing is used to identify	2, 5, 7

interventions in Key Stage One carried out by teaching assistants who are trained in specific programmes	specific children to take part in maths intervention, with measurable impact using Sandwell testing <u>small group tuition</u>	
One to one phonics provision is provided and reviewed every six weeks to ensure that children falling behind receive additional support	<u>One to one tuition EEF Phonics</u>	2, 3, 4, 5

Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: 18,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wider provision of trips and experiences: sporting events, theatre visits that are planned across all year groups through the year	<u>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</u> EEF states that enriching education has intrinsic benefits: 'We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education'.	4, 5, 7, 8
Access to extended provision at no cost as part of the wider school day: Breakfast Club and Specialist Clubs	<u>Extending school time EEF (educationendowmentfoundation.org.uk)</u>	4, 5, 7, 8
Attendance support from DHT to support parents in ensuring attendance is at least 96%	<u>Improving school attendance</u>	6, 7, 8

Total budgeted cost: **55,319**

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 2024 - 2025 academic year.

Academic Year 2024- 2025

Academic Year 2025 - 2026

Academic Year 2026 - 2027

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
RWI Phonics Programme	Ruth Miskin Inc.
Speech and Language therapists	Hackney NHS
RE-engagement unit	Hackney LA
White Rose Maths	White Rose Maths
Accelerated Reader	Renaissance Learning
Wellbeing and Mental Health in Schools (WAHMS) project	Hackney LA
Cricket coaching	
Music tuition	Hackney LA