

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Ghyllgrove Primary School
Number of pupils in school	628 pupils
Proportion (%) of pupil premium eligible pupils	224 pupils (36%) – 13/12/24
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Rachelle Tidiman
Pupil premium lead	Sara Reeder
Governor / Trustee lead	Peter Jon Prince, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£339,230
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£34,566
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	£373,796

Part A: Pupil premium strategy plan

Statement of intent

At Ghyllgrove, 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.

As a school, we prioritise the social and emotional well-being of our pupils. All members of staff, especially our pastoral team and senior leaders, work hard to ensure that the children and where appropriate their families receive high level support to ensure that any social, emotional and economic challenges do not impact on the children's academic potential.

At Ghyllgrove about 29% of those children who receive pupil premium funding also have special educational needs and our SEN team liaise effectively with class teachers and LSA's to ensure that all children receive the highest level of support and provision.

High-quality teaching is at the heart of our approach, with a focus currently on reading, phonics, maths and language development. 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.

As a school, we track pupils' progress regularly and we plan and use our own targeted interventions (both academic and social and emotional) in all years. This allows us to fill identified gaps in learning and provide extra support where necessary. We use tuition to help children stay on track and make accelerated progress.

As a school, we strive to provide a broad and balanced curriculum that helps support all pupils to develop cultural capital and we also strive to ensure that all pupils are provided with wider enrichment opportunities.

Our approach will be responsive to whole-school challenges and individual needs, and decisions will be based on assessment and data.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations of pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This is evident

	<p>from Reception through to KS2 and in general are more prevalent among our disadvantaged pupils than their peers.</p> <p>Only 31.5% of reception pupils were working at ARE expectations at baseline for speaking and listening, attention and understanding.</p> <p>This also impacts on the writing attainment and progress of disadvantaged pupils. In July 2024 there was a 27% attainment gap in reception, 29% in year 1, 7% in year 2, 6% in year 3, 33% in year 4, 15% in year 5 and a 27% in year 6.</p>
2	<p>Analysis of data and observations suggests disadvantaged pupils have greater difficulties with phonics than their peers. This negatively impacts on their development as readers. In 2024 there was a - 20% disadvantage gap between those pupils who passed the phonic screen. In Autumn 2024, 63% of the lowest 20% of pupils in phonics who receive additional support as part of the Read Write Inc. programme receive pupil premium funding.</p>
3	<p>Analysis of data shows that reading attainment of disadvantaged pupils is below that of non-disadvantaged pupils in all years.</p> <p>In July 2024 there was a -30% attainment gap in reception, -35% in year 1, -5% in year 2, -3% in year 3, -26% in year 4, -7% in year 5 and -13% in year 6.</p>
4	<p>Analysis of data indicates that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupil.</p> <p>In July 2024, there was a 21% attainment gap in reception, 33% in year 1, 6% in year 2, 18% in year 3, 33% in year 4, +6% in year 5 and 29% in year 6.</p>
5	<p>Our observations indicate that some of our disadvantage pupils experience social, emotional and economic challenges which impact on their progress and attainment.</p>
6	<p>Our attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. This is negatively impacting disadvantaged pupils' progress and attainment.</p> <p>In 2023-24, on average there was a -3.23% attendance gap between disadvantaged and non-disadvantaged pupils with the lowest gap being -2.64% and the highest gap being -3.65%</p>
7	<p>Currently, 29% of those children who receive pupil premium funding also have special educational needs, which impacts on their progress and attainment.</p>
8	<p>In contrast to the wider context of the school community, our disadvantaged pupils have more limited opportunities and/or access to cultural enrichment activities and experiences.</p>

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations will indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Improved vocabulary will also be evident in children's writing.
Improved reading attainment among disadvantaged pupils.	The gap in attainment in reading will reduce as the pupils progress throughout the school and will be less than 5% by the end of KS2.
Improve phonic knowledge for EYFS and KS1 pupils.	The percentage of disadvantaged pupils passing the phonic screen will be roughly in line with their non-disadvantaged peers.
Improved maths attainment for disadvantaged pupils by the end of KS2	The gap in attainment in maths will reduce as the pupils progress throughout the school and will be less than 5% by the end of KS2.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Pupil Well Being Survey – Our survey results will show increased percentages in positive responses. Parent Survey - Our survey results will show increased percentages in positive responses.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	The attendance gap between disadvantaged pupils and non-disadvantaged pupils will reduce and will consistently remain below 2.5%.
To provide more enrichment and cultural capital opportunities within the school curriculum.	Each year group will have cultural capital opportunities planned for and funded by pupil premium funding. These will link into the curriculum and link to a range of subject areas.

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: £114,490

Activity	Evidence that supports this approach	Challenge number(s) addressed
Class sizes in year 6 will be reduced in VIPERS, arithmetic and maths to allow for bespoke, individualized learning so gaps in learning can be addressed. More opportunities will be available for high quality assessment for learning and feedback which will also improve attitudes to learning.	The EEF teaching and learning toolkit shows that feedback has a very high impact for a low cost and can support children to make 6 additional months progress. https://educationalendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	3, 4
Teaching staff will embed the VIPERS reading scheme in years 2 – 6 so that active reading skills can be actively taught and children can recognise how to be an effective reader.	The EEF teaching and learning toolkit shows that teaching reading comprehension strategies has a very high impact for a low cost and can support children to make 6 additional months progress. https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit	3
To embed consistent vocabulary teaching across the school and include more speaking listening activities across the curriculum.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
To embed the Read Write Inc. programme to secure stronger phonics teaching for all pupils in KS1 and EYFS.	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:	2

<p>To purchase Book Bag Books for EYFS so that the children have more reading at home opportunities to support in school learning.</p> <p>To embed the Read Write Inc. programme into KS2 (Years 3-4) to support those children who did not pass the phonic screen again in year 2.</p>	Phonics Toolkit Strand Education Endowment Foundation EEF	
<p>To embed the White Rose Scheme in maths to ensure teaching is consistently good or better across the school.</p> <p>To ensure that lower attaining pupils receive appropriate scaffolding, using White Rose Infinity, equipment etc., to ensure that they make good progress.</p>	<p>The EEF guidance – recommendation one Improving Mathematics in Key Stages 2 and 3</p>	4
<p>To provide quality first teaching and ensure that teachers are using the ordinarily available provision for all pupils.</p>		7
<p>To plan and develop cultural capital opportunities within the curriculum across EYFS and KS1/2</p> <p>To complete the Cultural Champion training with the Royal Opera House and use this to develop and enhance our own curriculum.</p>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	8

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

Budgeted cost: - £50,595

Activity	Evidence that supports this approach	Challenge number(s) addressed
At pupil progress meetings, identify pupils who need to “catch up”. Ensure that all interventions take place as timetabled; model effective delivery of interventions so that they are of the highest quality; and measure the impact of interventions using data.	The EEF teaching and learning toolkit shows that learning assistant interventions can support children to make 4 months additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1,2,3,4
All children in Reception to be screened used Speechlink Early Talk Boost interventions to be delivered to reception children and nursery. To deliver parent workshops to model how parents can support speech development at home. Speech and language interventions to be delivered in years 1-6.	Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
In line with the Read Write Inc. programme, the lowest 20% of children receiving this programme in EYFS and KS1 will receive additional tutoring and support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Read, Write, Inc. to be used in years 3 and 4 for pupils who still need to develop their phonological awareness to read with greater fluency.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:	2

	Phonics Toolkit Strand Education Endowment Foundation EEF	
TLC online maths tuition to take place weekly and will be reviewed regularly. This will be delivered to 2 groups of 12 year 6 pupils in the Spring/ Autumn terms. Each block of tuition is for 15 weeks. This will be delivered after school.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4
VIPER reading interventions to take place in years 3,4,5 and 6 to increase fluency and improve the children's active reading skills.	The EEF teaching and learning toolkit shows that learning assistant interventions can support children to make 4 months additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	3
To embed Number Stacks as a maths intervention to support those children who are below ARE in maths.	The EEF teaching and learning toolkit shows that learning assistant interventions can support children to make 4 months additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	4

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

Budgeted cost: £208,711

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Counsellors to support a small number of pupils who have developed social and emotional difficulties. This will help remove barriers to their learning.	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
Our pastoral team (Blue Room) to deliver high-quality social and emotional interventions (for anxiety/ self-esteem etc.) across the school to ensure that these barriers do not impact on pupil progress and attainment.	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5

<p>To support pupils through the MHST Brain Buddy Programme and other similar programmes and prepare year 6 and their families for the transition to year 7.</p> <p>MHST to provide bespoke family support and counselling.</p>	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
<p>All new staff to receive TPP training and TPP to be regular revisited so that it remains and continues to be part of our school culture.</p>	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
<p>School attendance officer to support families and work with children to improve school engagement.</p>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	6
<p>To help parents access appropriate health and support services so that barriers to learning are removed and engagement with the school is increased.</p>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5 and 6
<p>To plan and fund cultural capital opportunities for each year group and link these carefully to the curriculum and to a wide range of subject areas.</p> <p>To develop forest schools so that all children have access to outdoor opportunities which will have a positive impact on their physical and mental health.</p>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	8
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set an amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £373,796

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 2022 to 2023 academic year.

Attainment and Progress Data Analysis July 2024

Reading

At the end of year 6, 56% of children receiving pupil premium funding passed the SATs in reading. 69% of pupils who do not receive pupil premium funding passed the SATs in reading. There is therefore a 13% disadvantage gap. For this cohort there was a large overlap between disadvantage and children with SEN - 70% of the children with SEN also receive PPG funding. When children with SEN are removed from the group, the disadvantaged gap is reduced to 5%. (PPG – 68% and non PPG – 73%)

Across the school, the attainment gap is largest in reception and year 1 but this does close with the support of RWI tutoring. It has opened up in year 4 but we will look to provide extra support to close this again this year.

Reading	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attainment Gap between PPG and NPPG	-30%	-35%	-5%	-3%	-26%	-7%	-13%

Writing

At the end of year 6, 42% of children receiving pupil premium funding achieved the expected standard in writing. 69% of pupils who do not receive pupil premium funding achieved the expected standard in writing. There is therefore a – 27% disadvantage gap in writing.

For this cohort there was a large overlap between disadvantage and children with SEN - 70% of the children with SEN also receive PPG funding. When children with SEN are removed from the group, the disadvantaged gap is reduced to 9%. (PPG – 64% and non PPG – 73%)

There is however an attainment gap in other year groups which needs to be reduced.

Writing	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Attainment Gap between PPG and NPPG	-27%	-29%	-7%	-6%	-33%	-15%	-27%
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Maths

In 2023-24, at the end of year 6, 47% of children receiving pupil premium funding passed the SATs in maths. 76% of pupils who do not receive pupil premium funding passed the SATs in maths. There is therefore a disadvantage gap of 29% in maths.

For this cohort there was a large overlap between disadvantage and children with SEN - 70% of the children with SEN also receive PPG funding. When children with SEN are removed from the group, the disadvantaged gap is reduced to 11%. (PPG – 68% and non PPG – 79%)

The attainment gap in maths is different depending on the cohort. This will continue to be tracked carefully this year as White Rose is further embedded and a new maths intervention is introduced.

Maths	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attainment Gap between PPG and NPPG	-21%	-33%	-6%	-18%	-33%	+6%	-29%

Phonics

Read Write Inc. has been fully embedded in KS1. This has had a positive impact. The year 1 phonic screen data has increased from 54% in 2021-22 to 69% in 2022-23 to 77% in 2023-24. It has also had a positive impact on reading in reception. RWI tutoring has successfully been moved into EYFS. 9 EYFS pupils who receive PPG funding received tutoring this year. Only 4 reached a GLD in word reading but all of them made expected progress and 8/9 made accelerated progress of 18 months progress within a year. RWI has successfully been moved into year 3 and 4 so that we can continue to give phonic support to those children who did not pass the phonic screen resit in year 2.

In 2024, there was a - 20% disadvantage gap between those pupils who passed the phonic screen however the RWI tutoring programme is allowing us to offer intensive support to these

pupils. In Autumn 2024, 63% of the lowest 20% of pupils in phonics who receive additional support as part of the Read Write Inc. programme receive pupil premium funding.

Attendance

The attendance gap between children who receive pupil premium funding remained consistently below 3.5%. Our approach to attendance has remained rigorous.

PPG %	92.86	93.02	92.22	91.72	91.0	91.23	91.14	91.12	91.23	91.03	90.68
Non PPG %	95.70	95.63	95.29	94.8	94.5	94.47	94.48	94.6	94.52	94.5	94.27
GAP	-2.84	-2.61	-3.07	-3.08	-3.5	-3.24	-3.34	-3.48	-3.29	-3.47	-3.59

Social and Emotional.

- Two members of the Blue Room have been trained to use Draw and Talk support sessions. 20 children have received/ are receiving support and 55% of these children receive PPG funding.
- 13 children have received/ are receiving counselling since January. 9 of these children receive PPG funding.
- Blue Room and MHST have run 5 transition parent workshops for year 6 parents to provide parents with strategies on how to support their child with the transition from KS2-3. MHST and Blue Room ran a workshop for the year 6 children to support them with their transition to secondary school. A well-being assembly took place for KS1/2. Blue Room and MHST ran 3 parent workshops for anxiety, emotional overload and behaviour. MHST and Blue Room completed the Brain Buddy intervention with Year 5 to help them with emotional regulation.
- Blue Room have introduced cooking sessions for each year group. Tesco are providing the food. Blue Room has worked hard to establish links with Tesco, Coop and Asda. This support has enabled us to provide uniform, food hampers, breakfast etc. for our children and families.

Externally provided programmes

Programme	Provider
Math Tuition	TLC