



Griffydam Primary School

**Pupil Premium Strategy 2023-
2026**

Griffydam 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	Griffydam Primary School
Number of pupils in school	97
Proportion (%) of pupil premium eligible pupils (7)	6.79%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 to 2027
Date this statement was published	Oct 2024
Date on which it will be reviewed	Sept 2025
Statement authorised by	Victoria Wills
Pupil premium lead	Victoria Wills
Governor / Trustee lead	Dan Vogtlin / Sophie Boast

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year £1,480 per child	£10,360
Service Children Funding £340 per child	£680
Pupil premium funding 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	£11,040

Part A: Pupil premium strategy plan

Griffydam Statement of intent

Griffydam Primary School is committed to enabling all our children to fulfil their academic potential during their time with us and support them in readiness to face the challenges that their future learning may bring. As a school, from the Headteacher and Governors, through to Class teachers, Teaching Assistant, Lunchtime Staff and Apprentices, all passionately believe that they have a role in nurturing our most vulnerable; academically and emotionally.

We recognise that the children who are eligible for Pupil Premium may have significant barriers which need to be overcome in order for them to succeed. Our strategy supports the children in facing these barriers and extending their world view, so that they are nurtured to grow as they move across the school.

We follow key principles when setting and reviewing our strategy:

- We listen to our children and their families to ensure that we target the most impactful areas of need.
- We use robust evidence, as included within the EEF Framework, in order to ensure that our interventions are effective in closing the gap; both academically and socially.
- We ensure that our classroom environment supports all learners; through a relentless drive for best practice across our school.
- We consider investment in children's 'cultural capital' to be an effective means of supporting them in striving for success, both now, and for their future lives.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate greater levels of underperformance within the pupil premium group than their non-pupil premium peers.
2	Pupil interviews and information from families has shown that pupils from the disadvantaged group have far fewer opportunities for cultural enrichment than their peers.
3	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils; notably low self-esteem. These challenges particularly affect disadvantaged pupils, including their attainment.
4	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. A greater number of our disadvantaged pupils have been 'persistently absent' compared to their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
1a. Improved progress in reading for pupil premium children.	Children within the disadvantaged group to make more than expected progress within their reading over the period of the strategy plan. The gap between attainment in this group and their peers has closed significantly.
1b. Improved progress in maths for pupil premium children.	Children within the disadvantaged group to make more than expected progress within their maths over the period of the strategy plan. The gap between attainment in this group and their peers has closed significantly.
2. Pupils from the disadvantaged group will have improved uptake for enrichment.	Registers and pupil surveys show that pupil premium children are accessing a wider range of enrichment.
3. To improve pupil positivity towards school and enable them to access learning.	Fewer behavioural incidents logged for this group Improved attitudes towards learning evidenced in pupil surveys and conversations Improved outcomes for this group.
4. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than the national average and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. the percentage of all pupils who are persistently absent have reduced significantly and the figure among disadvantaged pupils being equitable within their peers.

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: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments FFT subscription).</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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: £564</p>	1, 2, 3
<p>High Quality CPD for staff through the local partnership</p> <p>Forest School</p> <p>EYFS training</p> <p>Peer Review Training</p> <p>NPQ SL and NPQ H</p> <p>Talk for Writing Training</p>	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	2,3,4
<p>Purchase of resources to underpin Anima (synthetic phonics) 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:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1a
<p>Purchase of AI in the form of CENTURY to support children learning at their own pace both at home and at school</p>		
<p>Enhancement of our maths teaching and curriculum</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of</p>	1, 2, 3

planning in line with DfE and EEF guidance.	Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	
Improve the quality of social and emotional (SEL) learning. ELSA and online support for wellbeing will be part of the curriculum offer for vulnerable pupils.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	3

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

Budgeted cost: **£2925**

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP interventions 15 mins x 3 times per week	Small group interventions can have a significant impact in terms of progress, if well planned and monitored. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 4
Enrichment and extension group for our more able readers	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
Providing a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive	Small group 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:	1a, 2b, 2, 3, 4

tutoring will be disadvantaged, including those who are high attainers.	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£4115**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club support for support the most vulnerable in attending school on time and working through their emotional barriers	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,2,3,4
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance (CAWS- £1000)	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Support for purchase of school uniform (this is an ad-hoc service to support our families in need) £200	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	All
Pupil confidence increased via forest school sessions. (£2000) Intervention group to support wellbeing. More staff trained	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	all

Total budgeted cost: £ 11,040

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 2021 to 2021 academic year.

1a. Improved progress in reading for pupil premium children.	<p>Keystage 2 SATS</p> <p>100% children ARE in reading 66% GD</p> <p>ALL PP children were at least ARE in Reading</p>
1b. Improved progress in maths for pupil premium children.	<p>93.3% of children were at age related (above the national average)</p> <p>33.3% achieving at a greater depth level.</p> <p>All PP children were at least ARE in Maths</p>
2. Pupils from the disadvantaged group will have improved uptake for enrichment.	<p>All Pupil premium children have an opportunity to take part in all extra curricular activities. Pupil Premium children received support with trips and residentials to enable all children to take part.</p>
3. To improve pupil positivity towards school and enable them to access learning.	<p>ELSA and Breakfast Club support: Children have access to both ELSA and breakfast club with out trained ELSA staff. This has enabled the children to feel more positive about coming into school and knowing that they are supported.</p> <p>Forest School is delivered to all children as well as smaller sessions for individual pupils.</p> <p>An increase in parental involvement has ensured that parents are more informed – maths workshops, reading mornings, phonic workshops, assemblies.</p>
4. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Appointing attendance/support officers to improve attendance has had a huge impact on attendance. All parents are supported to ensure that their children attend school everyday.</p> <p>Attendance for disadvantaged pupils increased.</p>

Externally provided programmes

Programme	Provider
Century	Century

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We dedicated TA time to support the service children. Reading and maths Interventions were put in place for the service child from last year. Emotional support was put into place via access to ELSA and breakfast club.
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing for the service child. The service child was better able to regulate their own emotions.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That 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](#). 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.
- Adding additional Forest School and Wellbeing session for disadvantaged pupils.

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. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.