



**Griffydam Primary School**

**Pupil Premium Strategy 2022-  
2025**

**Current Year 23/24**

## 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	96
Proportion (%) of pupil premium eligible pupils (9)	9.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 to 2025
Date this statement was published	Oct 2024
Date on which it will be reviewed	February 2024/July 2024
Statement authorised by	Victoria Wills Headteacher
Pupil premium lead	Victoria Wills Headteacher
Chair of Governors	Dan Vogtlin

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year £1,455 per child	£13095
Service Children Funding	£335
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£13,430

## 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.

High-quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time benefit all children in our 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.
- We recognise that not all pupils who are disadvantaged are registered or qualify for free school meals.
- We have a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## 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.  The number of pupils who are persistency absent has reduced significantly over the last 12 months

## 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"><li>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.</li><li>the percentage of all pupils who are persistently absent have reduced significantly and the figure among disadvantaged pupils being equitable within their peers.</li></ul>

## 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: £4200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardized 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:</p>	1, 2, 3
<p>High Quality CPD for staff through the local partnership</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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1a
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of</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:</p> <p><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612211/Maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	1, 2, 3

guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	
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): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	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 intervention group 15 mins x 3 times per week	Small group interventions can have a significant impact in terms of progress, if well planned and monitored. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1, 4
Maths intervention group-tailored small group work. led by VWillis	The average impact of small group maths is an additional four months' progress over the course of a year.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	
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 tutoring will be	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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  And in small groups:	1a, 2b, 2, 3, 4

disadvantaged, including those who are high attainers.	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
--	---	--

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

Budgeted cost: **£5970**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club support for support the most vulnerable in attending school ontime and working through their emotional barriers	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1,2,3,4
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 (CAWS- £800)	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	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a>	All
Pupil confidence increased via forest school sessions.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a>	all
Pupil cultural capital/ aspirations raised through a wide range of enrichment, including extra curricular: School swimming £295 Residential visits and trips £1000 Access to extra curricular club via Clubs complete £1500	The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a>	all



**Total budgeted cost: ££13,430**

## 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.

All Pupil premium children who are not strong ARE/GD have had daily 1:1 reading. Our internal assessments have shown this to have had a huge impact on disadvantaged children. The confidence of the children to read and talk about books can clearly be seen. All disadvantaged children have made at least expected progress with most making more than expected progress.

There has been a huge impact across the school since the introduction of WhiteRose. All children in the school are making at least expected progress. The attainment gap between all groups is significantly reduced. Those disadvantaged pupil who are continuing to struggle with mathematic concepts receive small group additional support to continue to close the gap. Additional White Rose Fluency books have also been purchased to help close the gaps.

All disadvantaged pupils who wanted to attend residential and trips were supported financially to do this. Disadvantage pupils are supported via access to clubs to support healthier lifestyles and experience new actives. Support is given with school uniform.

Fewer behaviour incident are reported this year for disadvantaged pupils. Support staff are carefully deployed to support the emotional needs of all of the children. EWO has supported the improvement across the school for all children. ELSA supports the social and emotional needs of disadvantaged pupils and is an important part of our school offer. At Griffydam , all children including disadvantaged pupils have access to Forest school once a fortnight, ELSA as needed additional morning PE sessions, breakfast club run by the ELSA.

### Externally provided programmes

Programme	Provider
Century	Century
Anima Phonics	Anima phonics

## 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 pupil who received service pupil premium. This enabled them time to talk about their emotional health and wellbeing. Neither child has a current serving member of the services within their families but we recognise that the emotional needs of the children still needed to be highlighted. Daily 1:1 reading is given and dedicated time with ELSA.
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst the service child. There has been a reduction in the emotional based behavioural incidents and improved focus within learning. They are also growing in confidence.

## 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.

### 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.