

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Graham James Primary Academy
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	14.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	
Pupil premium lead	Mrs M Cartwright
Governor / Trustee lead	Annaliese Day

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£83,390
Recovery premium funding allocation this academic year	£9208
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£92,598

Part A: Pupil premium strategy plan

Statement of intent

At Graham James Primary Academy our ultimate goal is for children entitled to Pupil premium to be resilient learners, judged no differently to their peers. We hope for any gaps that any child has at the beginning of their academic journey to be quickly identified and children should be supported to close these gaps so that they have equal opportunities to their peers.

At Graham James we use the Pupil premium funding within the school to focus on class support, interventions and well-being support to ensure that children have both the learning ability and the emotional well-being to access their learning, building successful relationships and plan for an exciting future.

Challenges

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

Challenge number	Detail of challenge
1	An increasing number of disadvantaged have delayed speech and language and require support in the Early Years and Key Stage One to Catch up.
2	Children that are disadvantaged are twice as likely to have Special Educational Needs than those that are not disadvantaged.
3	Children that are disadvantaged are more likely to make slower progress due to other factors e.g. SEND, EAL, attendance etc
4	An increasing number of children with Pupil premium also have emotional barriers that prevent them from being ready to learn.
5	Children eligible for PPG in the Early Years are less likely to meet age related expectations (In 2020-2021 no PPG were age related at baseline)
6	Specific year groups made less progress following on from lockdown, having more SEMH and finding it more difficult to learn at the time.

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
<p>Children's language skills will enable them to engage in social activities and with their curriculum.</p>	<ul style="list-style-type: none"> -Language link assessments to be undertaken as a baseline at the beginning of each year and interventions planned from this -Speech and language referrals made where appropriate -SEN adult to deliver Speech and language support 1:1 following speech and language plans -SEN team to deliver language link interventions -Children's Language link age standardised score to improve and for them to close the gap between them and their peers.
<p>Children with SEN are supported to make progress, to engage with the curriculum and to close the gap between themselves and their peers.</p>	<ul style="list-style-type: none"> -Children to have access to interventions via additional adults and the SEN team that target their area of need - Children have access to a varied curriculum that allows them to engage - Teachers use appropriate strategies to support children, including those provided by outside agencies -Children are confident in using prompts that build independence
<p>Children will be able to regulate their emotions, understand their own feelings and know how to help themselves or seek help.</p>	<ul style="list-style-type: none"> -All children will be familiar with the zones of regulation and strategies to use for different zones -Children will be able to engage in their curriculum and build friendship groups - Children will be identified appropriately for further intervention and support.
<p>Children identified as PPG in the Early Years close the gap between themselves and their peers so that they reach the Good Level of Development.</p>	<ul style="list-style-type: none"> -Children will have access to a key person approach to focus on children's specific needs in the Early Years -Additional adults will support in the Early Years to close children's gaps in all areas. -Children will have access to an engaging and rich curriculum -PPG will be quickly identified and supported appropriately.
<p>Specific Year groups to receive additional support to close their learning gaps following on from Covid lockdown.</p>	<ul style="list-style-type: none"> -Year groups identified as to where support is most needed -Support is tailored as to child need - Progress is accelerated

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To embed the Zones of regulation approach across the school to support Mental well-being through PSHE lessons, training and interventions.</i>	-Educational Psychologists promote the Zones of regulation as to a strategy to support in understanding their emotions and finding strategies to manage their emotions. -The Education Endowment Fund states 'Meta cognition and Self Regulation has very high impact for very low cost based on extensive evidence'.	4
<i>Phonics teaching from Early Years to Year 3 follows a setting a structured approach to support children and uses all adults and LSA's.</i>	-The Education Endowment Fund states 'Explicit graduated teaching of Phonics has high impact for low cost on very extensive evidence'	3, 5, 2, 6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Deputy Headteacher to teach in Year five as a third teacher to close academic gaps following on from lockdown.</i>	The Education Endowment fund states 'Small group tuition has moderate impact based on moderate evidence'	6, 3
<i>Inclusion leader supporting SEN three days per week, including via advising</i>	Adults know how to support children, whether PPG, EAL or SEN. Strategies are effective and evidence shows that children's gaps are closing.	2, 3, 6

<i>the use of strategies within the classroom</i>		
<i>Additional teacher in Year six to close learning gaps and support children for two days per week.</i>	The Education Endowment Fund states that small group tuition has moderate impact for low cost based. Previous evidence shows that our Year six children have benefited from this resources and made good progress in all groups.	2, 3, 6
<i>Anxiety Gremlin intervention used to support children with anxiety and struggling to manage their emotions.</i>	Thurrock wellbeing service provided training to all full time LSA's and LSA's to provide interventions in all year groups.	4, 3
<i>Well-being hub at lunch time twice per week available for any children across the school led by a teacher</i>	Social and Emotional Learning has a high impact on children's whole learning according to the EEF.	4
<i>Identified children will receive language link and speech link interventions through Early Years and Key stage one following on from assessments.</i>	The Education Endowment Fund reports that Oral Language interventions have very high impact for low cost. Previous experience of this intervention has shown that children have closed their language barriers and caught up with their peers.	1, 3
<i>Talk and Draw therapy to be delivered to support children who need 1:1 to regulate emotions and manage anxieties.</i>	Intervention has been well-received by children over the last two years, supporting children with their anxieties.	4
<i>Additional adults within the early years to support children in closing gaps quickly and developing speech and language</i>	The Education Endowment Fund states that small group tuition has moderate impact for low cost based. Previous experience has shown that children entering the school not on track for GLD have then benefited from this approach and met GLD.	5
<i>Teaching Assistant Interventions delivered following teachers direction according to identified gaps in knowledge and skills</i>	The Education Endowment Fund states that Teaching Assistant Interventions have moderate impact based on Moderate evidence. Previous experience shows that children have made good progress, including last year when children were in class for two terms.	3, 2
<i>Learning support Assistant to work 1:1</i>	The Education Endowment Fund states that Oral Language interventions have	1, 2

<i>with children with speech and language plans to close their language gaps following their Therapy plans</i>	<p>very high impact for very low cost based on very extensive evidence.</p> <p>Prior in school evidence shows that our children make good progress with their speech sounds and understanding and gain access to the curriculum.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Deputy Headteacher to liaise with EWO, teachers and families to increase the attendance of specific children</i>	Over recent years families have shown an increase in attendance through collaborative approach.	3
<i>All classes to use Continuous Provision, teaching children to be resilient and independent learners</i>	Research within other schools shows that children benefit from being responsible for their own learning. EEF places Meta cognition, learning to learn as their leading way to make progress for children.	2,3,4,6

Total budgeted cost: £92,598

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 2020 to 2021 academic year.

Whilst there was no formal testing for 2021 the school regularly undertakes various in school assessments.

During 2020-2021 the number of children at age related expectations increased in all years, with a hugely significant increase in nearly all year groups. Children in receipt of PPG also increased in the percentage who were at age related expectations in all year groups other than Year four (Now Year five). This Year group will now be targeted for additional support in this academic year.

Children in the Early Years started the year with no children on track to meet a good level of development, but at the end of the year 50% of PPG met GLD and 74% of all.

Of children receiving support for their speech and language, children have been making good progress with their speech plans, more children have been discharged from the Speech and Language service and those that were assessed on Language link at the end of Year two following their support had now caught up.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)