

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	Grace Darling CofE Primary School
Number of pupils in school	435 ((2YO to Y6)
Proportion (%) of pupil premium eligible pupils	44% (190)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	17th December 2021
Date on which it will be reviewed	Annually
Statement authorised by	Mrs. S. Cole & Mrs. N. McGrath
Pupil premium lead	Mrs. S. Cole & Mrs. N. McGrath
Governor / Trustee lead	Kerry Lord

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 254,091.92
Recovery premium funding allocation this academic year	£ 26,080.97
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 19,385.15
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	£ 299,558.04

Part A: Pupil premium strategy plan

Statement of intent

Our curriculum is designed to meet the needs of the children of this community. It is coherently planned and sequenced to ensure that the knowledge and skills required to succeed in each subject, at each stage, are clearly defined.

Our carefully crafted lines of enquiry are designed to stir up curiosity and promote discussion and questioning. Children are encouraged to explore the history and geography of the local area as well as venturing further afield to explore the wider world. They feel safe to explore new things.

The children are encouraged to explore the world through reading and to build their vocabulary so that they can communicate successfully in a range of contexts.

With these foundations, starting in our 2-year old provision and continuing as the children journey through to year 6, it is our intention that the children will go on to confidently take up their places in society and live happily, healthily and successfully.

Our strategy is based on high-quality teaching and assessment, where knowledge gaps are identified quickly and strategies enable children to catch up to age related expectations. In addition to this strategy in classrooms, additional small group tuition will be provided through the National Tutoring Programme for identified pupils. Further support for children to improve emotional wellbeing and remove barriers for engagement will also be in place in order to ensure that all children are able to fully engage in all areas of school life.

Challenges

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

Challenge number	Detail of challenge
1	Absence rates are currently higher than previously seen in school and that recorded nationally. Nationally in state funded primary schools, absence for the Autumn term was 4.3% in 2019-20.
2	Pupils struggle to apply knowledge to new context, in numeracy this means standards in reasoning are disproportionately low when compared with arithmetic
3	Standards in early reading are lower than previously achieved, meaning a greater number of pupils entering key stage 2 having not passed a phonics screen and fewer pupils in key stage 1 currently on track to pass.

4	The pandemic has impacted pupils to different degrees, internal data has identified pupils in all year groups that are significantly behind their pre-Covid attainment measure.
5	When children join Grace Darling C of E Primary, many are below age related expectations and have poor language, communication and social skills. A higher than average number receive support from SALT.
6	Social and emotional wellbeing requires more support than in previous years. Disadvantaged children are more likely to require this support.
7	Disadvantaged children are less likely to attend enrichment opportunities due to their emotional wellbeing or lack of appropriate clothing/equipment.

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
Absence rates will reduce, comparable to 2019 rates and national benchmarks for both disadvantaged and non-disadvantaged pupils.	The rate of absence for disadvantaged pupils will reduce to no more than 6% based on termly analysis in 2021-22, with the long term aim of being no more than 5.5% by 2024-25.
Pupils experience a greater range of reasoning activities, based on a range of CPD opportunities for staff. As a result, attainment in reasoning will increase, particularly for disadvantaged pupils.	End of KS2 assessments will show 57% of disadvantaged pupils achieving at least the expected standard in maths for the 2021-22 assessments, with 12% achieving GDS.
Improved reading attainment, in particular disadvantaged pupils in year 1 to 3.	The proportion of disadvantaged pupils passing the 2021-22 phonics screen are at least: October's data capture would suggest 65%. The targets for Y2 and Y3 should be higher as these are end of year targets and the December results are higher than the figures in the report. 65% in Year 1 (statutory data) 68% in Year 2 (statutory data) 72% in Year 3 (internal data)
The pupils most impacted by the pandemic will be supported to make as much progress	The progress of pupils in receipt of focused tuition will make significant progress, closing the gap to their prior attainment figures.

<p>as possible towards their pre-Covid attainment standard.</p>	<p>End of primary assessment will show a significant improvement on assessments following school closures and Covid disruption.</p>																				
<p>Pupils will be supported in their writing to make as much progress as possible towards their pre-Covid attainment standard.</p>	<table border="1"> <thead> <tr> <th></th> <th>National</th> <th>Prior Attainment</th> <th>Most recent data</th> </tr> </thead> <tbody> <tr> <td>Y6</td> <td>78%</td> <td>51%</td> <td>38%</td> </tr> <tr> <td>Y5</td> <td>78%</td> <td>64%</td> <td>58%</td> </tr> <tr> <td>Y4</td> <td>78%</td> <td>60%</td> <td>49%</td> </tr> <tr> <td>Y3</td> <td>78%</td> <td>47%</td> <td>41%</td> </tr> </tbody> </table>		National	Prior Attainment	Most recent data	Y6	78%	51%	38%	Y5	78%	64%	58%	Y4	78%	60%	49%	Y3	78%	47%	41%
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<p>Pupils who have difficulties in speech, language and communication will receive additional support to make as much progress as possible.</p>	<p>Fewer children will require SALT support by the end of Key Stage 1.</p>																				
<p>A whole school approach to Oracy will lead to increased opportunities for speaking and listening for all children.</p>	<p>Children will have increased confidence and will be more willing to take part in speaking and listening activities. Children will report increased confidence in wellbeing pupil voice.</p>																				
<p>Increased numbers of disadvantaged pupils engaging in enrichment activities.</p>	<p>80% of disadvantaged pupils will take part in enrichment activities, including after school and lunch time activities.</p>																				

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: £ £108,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD focusing on reasoning & enabling strategies for all year groups, from early years to year 6.</p>	<p>‘The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective’</p> <p>‘These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content.’</p> <p>Link to evidence</p> <p>‘It is important to give feedback when things are correct – not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies.’</p> <p>Link to evidence</p>	<p>2</p>
<p>Continued development of stock of phonically matched reading books for early readers.</p>	<p>‘The teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).’</p> <p>Link to evidence</p>	<p>3</p>
<p>Development of numeracy concrete resources to enable pupils to access reasoning and problem solving skills and support understanding.</p>	<p>‘Manipulatives (physical objects used to teach maths) and representations (such as number lines and graphs) can help pupils engage with mathematical ideas.’</p> <p>Link to evidence</p>	<p>2, 4</p>

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

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Small group tuition.	<p>‘Small group tuition has an average impact of four months’ additional progress over the course of a year.’</p> <p>Link to evidence</p>	4
Homework for upper key stage 2 pupils to support in school teaching and the transition to secondary school	<p>‘Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.’</p> <p>Link to evidence</p>	2, 4
Investment in AR stock	<p>Wider range of reading material available to match children’s interests and engage and encourage readers</p> <p>‘Pupils should read often, in English lessons and across the curriculum: to learn from their reading, to read for pleasure and for specific purposes, and – with practice – to become more fluent, since fluency is important for comprehension.’</p> <p>Link to evidence: The reading framework - teaching the foundations of literacy</p>	3, 4
A whole school Oracy approach will increase opportunities for speaking and listening across the curriculum.	<p>‘Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.’</p> <p>Link to evidence</p>	5

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

Budgeted cost: £50,001.74

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and home school link officer employed at a trust level for primary phase.	<p>‘Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education.’</p> <p>Link to evidence</p>	1

Continued development of PSHE library in order to support children's emotional needs	'Establish school-wide norms, expectations and routines that support children's social and emotional development.' Link to evidence	6
Thrive lead employed by Grace Darling primary school to provide one to one and small group intervention. Thrive Lead will work with teaching staff to complete whole class Thrive assessments and write action plans.	'Establish school-wide norms, expectations and routines that support children's social and emotional development.' Link to evidence	6
Wide range of extra-curricular activities offered. Priority places will be given to disadvantaged children. The need for additional clothing/equipment will be kept to a minimum or provided by the school.	'There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.' evidence	1, 7
Funded, priority places in Breakfast Club given to those most in need and those whose attendance needs to improve	'Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education.' Link to evidence	1, 6

Total budgeted cost: £ 278,901.74

(with £20,656.30 to carry forward = £299,558.04)

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Grace Darling Church of England Primary School opened on 01.09.21 and therefore does not have a strategy to review. The school was previously part of Bishop's Primary School and remains part of the Northumberland Church of England Academy Trust (NCEAT).

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
N/A	N/A

Service pupil premium funding (optional)

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

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

