

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

Updated information for academic year 22/23 is in blue.

Updated information for academic year 23/34 is in purple

Detail	Data
School name	Grace Darling CofE Primary School
Number of pupils in school	435 (2YO to Y6) 21/22 449 (2YO to Y6) 22/23 439 (2YO to Y6) 23/24
Proportion (%) of pupil premium eligible pupils	44% (190) 42% (190) 44% (160/367)
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
Pupil premium lead	Mrs. S. Cole
Governor / Trustee lead	Alan Hardie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 254,091.92 £ £257,305.00 £ 232,000.00
Recovery premium funding allocation this academic year	£ 26,080.97 £ 26825.00 £0

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 19,385.15 0 £0
Total budget for this academic year	£ 299,558.04 £ 284,130.00 £232,000.00
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

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 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.	<p>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.</p> <p>21/22 91.5% (PA 32.6%) 22/23 90.4% (PA 42.6%) 23/24 90.7% (PA 34.7%)</p>
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.	<p>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.</p> <p>PP Maths KS2 results 21/22: EXS: 56% GDS 16%</p> <p>PP Maths KS2 results 22/23: EXS: 78% (National 78%) GDS 11%</p> <p>PP Maths KS2 results 23/24 EXS: 33%</p>

	GDS: 0%
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Improved reading attainment, in particular disadvantaged pupils in year 1 to 3.	<p>The proportion of disadvantaged pupils passing the 2021-22 phonics screen are at least:</p> <p>65% in Year 1 (statutory data) 68% in Year 2 (statutory data) 72% in Year 3 (internal data)</p> <p>21/22 Results: 67% in Year 1 81% in Year 2</p> <p>22/23 Results: 50% in Year 1 72% in Year 2</p> <p>23/24 Results: 78% In Year 1 89% In Year 2</p>
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The pupils most impacted by the pandemic will be supported to make as much progress as possible towards their pre-Covid attainment standard.	<p>The progress of pupils in receipt of focused tuition will make significant progress, closing the gap to their prior attainment figures.</p> <p>End of primary assessment will show a significant improvement on assessments following school closures and Covid disruption.</p> <p>Year 2 increase in prior attainment in Reading, Writing and Maths. Year 3 increase in prior attainment in Reading and Maths. Writing has stayed on on track Year 4 increase in prior attainment in Reading, writing and Maths. Year 5 increase in prior attainment in writing. Year 6 increase in prior attainment in writing and maths.</p> <p>23/24 Y2 Reading increased from 57% to 68% Y2 Maths increased from 53% to 62% Y3 Reading increased from 51% to 58% Y3 Maths increased from 47% to 58% Y4 Reading decreased from 62% to 48% Y4 Maths decreased from 75% to 60% Y5 Reading increased from 42% to 46% Y5 Maths increased from 51% to 58%</p>
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<p>Pupils will be supported in their writing to make as much progress as possible towards their pre-Covid attainment standard.</p>	<p>PP writing in Y2 increased from PA (31% to 50%) PP writing in Y6 was broadly in line with PA (52% to 46%)</p>
<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>21/22- 31 children had SALT support 33%</p> <p>22/23 Autumn- 23 children had SALT support 25%</p> <p>22/23 – Reception on entry 55% to end of Reception 84%</p> <p>23/24</p> <p>At the start of Nursery, in speech, 31% of children were at the standard but this rose to 80% by the end of Nursery.</p> <p>In Reception, in speech, 61% of children were at the standard on entry but this rose to 77% by the end of Reception.</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> <p>100% of PP children took part in a whole school enrichment opportunity.</p> <p>Clubs are offered to all children however PP pupils are not currently taking advantage of the opportunities. From all clubs offered 59% were places for PP children.</p> <p>74% PP multiskills 78% Boccik club 95% Story club 59% KS2 Football 57% Year 2 Dance club</p> <p>In 23/24, 110 out of 181 PP children accessed a free after school club. 61% of PP children accessed a free after school club. 64% of non-PP children accessed a free after school club.</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

£105 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD focusing on reasoning & enabling strategies for all year groups, from early years to year 6.	<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>	2

Continued development of stock of phonically matched reading books for early readers.	‘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).’ Link to evidence	3
Development of numeracy concrete resources to enable	‘Manipulatives (physical objects used to teach maths) and representations (such	2, 4
pupils to access reasoning and problem solving skills and support understanding.	as number lines and graphs) can help pupils engage with mathematical ideas.’ Link to evidence	

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

Budgeted cost: £120,000

£110045

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition.	‘Small group tuition has an average impact of four months’ additional progress over the course of a year.’ Link to evidence	4
Homework for upper key stage 2 pupils to support in school teaching and the transition to secondary school	‘Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.’ Link to evidence	2, 4

Investment in AR stock	Wider range of reading material available to match children's interests and engage and encourage readers '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.' Link to evidence: The reading framework - teaching the foundations of literacy	3, 4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £50,001.74

£50000

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	<p>‘Establish school-wide norms, expectations and routines that support children’s social and emotional development.’</p> <p>Link to evidence</p>	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.	<p>‘Establish school-wide norms, expectations and routines that support children’s social and emotional development.’</p> <p>Link to evidence</p>	6
<p>Wide range of extra-curricular activities offered. Priority places will be given to disadvantaged children.</p> <p>The need for additional clothing/equipment will be kept to a minimum or provided by the school.</p>	<p>‘There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.’</p> <p>evidence</p>	1, 7
Funded, priority places in Breakfast Club given to	‘Central to raising standards in education and ensuring all pupils can fulfil their	1, 6

those most in need and those whose attendance needs to improve	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	
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Total budgeted cost: £ 265045.00

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 2023 to 2024 academic year.

Attendance: Data shows that the strategies implemented had the greatest impact on the lowest attending children. We had 141 children who were persistently absent from school during the previous academic year (22/23). Their average attendance was 81.1%. This year, the average attendance of the same 141 children was 86.2%. This is an additional 1402 days in school for these children in this academic year.

KS2 results: Outstanding results in 22/23 were not mirrored in 23/24 due to the complex nature of the cohort. Throughout Y5 and Y6 this cohort of children experienced a range of social and emotional difficulties. Over 50% had some social care involvement and were supported through internal and external professionals. The year group was re-configured to support a smaller group following an alternative curriculum.

Phonics: 23/24 Results were 78% in Year 1, 89% In Year 2. These figures meet the national for all children but are significantly above national figures for disadvantaged children (National is 67% for disadvantaged children). Fidelity to the RWI programme, investment in staff training, becoming a RWI school and rigorous tracking and analysis all contributed to these results.

In year progress on prior attainment – strong progress was made in all year groups with the exception of Y4 and this is a focus for Literacy and Numeracy leads this year.

Writing standards: PP writing in Y2 increased from 31% to 50% (based on prior attainment) PP writing in Y6 stayed broadly in line with PA (52% to 46%). This year group presented many challenges and were a complex cohort. All possible interventions were deployed including the setting up of a specific sub-group in Terms 2 & 3. Over 50% of the cohort have social care or other professionals involved. In the previous year, Y6 PP writing increased from 56% to 67%.

Speech – we have excellent data which proves that early intervention is having the desired impact and more children are starting KS1 with higher levels of speech. At the start of Nursery, in speech, 31% of children were at the standard but this rose to 80% by the end of Nursery. In Reception, in speech, 61% of children were at the standard on entry but this rose to 77% by the end of Reception.

Extra-curricular activities: Our extra-curricular activities are all free of charge and include: Little Movers, boxing, Disney Dance, football, girls football, steel pans, choir, NUFC, Newcastle Eagles, multi-skills, cricket and skateboarding among others. Where possible, we use community links to support the children in and out of school.

All of our coaches are professionally trained and certified. We also support children with transport and equipment. We provided 5 free of charge places on our Y5 residential trip and have 19 children with free breakfast club places.

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

