

Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (and recovery premium for the 2024-2025 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

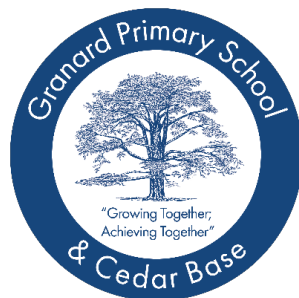
School Overview

Detail	Data
School name	Granard
Number of pupils in school	344
Proportion (%) of Pupil Premium eligible pupils	46% (158)
Academic year/years that our current Pupil Premium strategy plan covers	2024-2025
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Cheryl Grigg (Headteacher)
Pupil Premium lead	Cheryl Grigg
Governor lead	Malcolm Turner

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£225,860 (£18,900 of this is Base funding)
Recovery premium funding allocation this academic year	£15,300
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£241,160

Pupil Premium Overview		
Year Group	Number of Pupils	Percentage
Nursery	11	48%
Reception	18	51%
Year 1	8	31%
Year 2	12	38%
Year 3	25	57%
Year 4	10	34%
Year 5	24	49%
Year 6	29	54%
Base	21	40%
Total	158	46%



Pupil Premium Strategy Plan

Statement of Intent

Pupils at Granard Primary School will make expected progress in reading, writing and maths, through quality first teaching and increased opportunities for reinforcement of learning at home. We aim for disadvantaged pupils to have access to a wide range of interventions in schools to meet their needs.

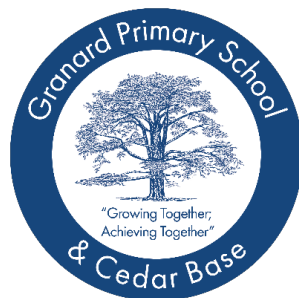
We provide pastoral support for pupils and parents, identified as vulnerable or in need. We aim for disadvantaged pupils to increase their attendance at school, therefore, closing the gap between them and non-disadvantaged pupils and enabling them to experience the full learning experience at Granard.

We facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and wellbeing.

Challenges

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

Challenge Number	Detail of Challenge
1	Children arrive in school lacking in social skills and ill-prepared to engage with their peers and adults in school.
2	English as an Additional Language – Granard has a very high percentage of children with EAL 179 (52%) and 70 (44%) of our PPG pupils are EAL (national average is around 20%).
3	Pupil Mobility – At Granard Pupil Mobility is a barrier to learning with many children starting at the school later on in their school careers, often with EAL. This provides less time to assess children's knowledge and to implement strategies and further support that can close potential gaps in their knowledge and understanding. Currently, 46% of our Year 6 pupils did not start Granard at the start of Reception/Nursery.
4	Wellbeing – We recognise that each family have their own experiences and challenges that may affect their wellbeing and confidence.
5	Attendance & Punctuality – Last year attendance amongst PPG pupils was below expectations with 14% of PPG children being Persistent Absentees (attendance below 90%) leading to gaps in knowledge and understanding.
6	Home Learning Experiences – PPG children are statistically more likely to have less exposure to high level vocabulary and support with homework and home learning, which leads to gaps particularly in Reading, Writing and Maths. These children may also have limited access to wider opportunities that enrich their learning.



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
Pupils make at least expected progress in reading, writing and maths.	Gap will close in progress made between PPG and non PPG.
Pupils access high quality first teaching within the classroom to meet their needs.	PPG pupils make expected progress or exceed their targets set in reading, writing and maths.
Pupils access a wide range of interventions to meet their needs.	PPG pupils make expected progress or exceed their targets set in reading, writing and maths.
PPG attendance improves.	The number of PPG children who are Persistent Absentees decreases.
Pupils access a wide range of enrichment experiences both in and out of school.	Pupil surveys reflect enjoyment in school and positive attitudes to learning and other school activities such as clubs and trips. Children's social skills, independence, perseverance and team work are developed.

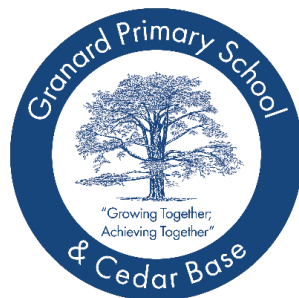
Activity in this Academic Year

This details how we intend to spend our Pupil Premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £70,000

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Teaching revisits prior learning before moving the children on and children who have gaps in their knowledge are supported through Ordinarily Available Provision and interventions where required including: Small group phonics Reading support groups Additional support in Early Years and Year 1 to help develop independence and social skills.	Teachers are proactive in reacting to the children's needs as they adapt and change throughout the year and provide support and scaffolding to ensure progress is being made. Support staff and LSU are used to support targeted children through small groups with a focus on access to high quality first teaching that mirrors what they would be accessing in the classroom but in a smaller, focused environment. SLT provide extra groups in KS2 in English and Maths. This is subsidised.	1, 3, 6
Ensure that the curriculum offers a broad range of relevant topics and gives children the opportunity to extend and broaden their	6 topics planned for each year group each year, first topic on PSHE theme to support children's wellbeing. Other topics are Geography or History based. Science stands alone or compliments topic where feasible.	1, 4, 6

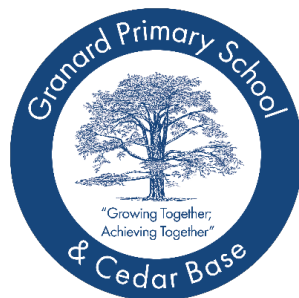


knowledge as well as support their wellbeing.	Specialists Music teaching. Good quality resources purchased to ensure that topics can be taught effectively.	
Reading remains a focus in the school, with the well-stocked library being accessible to all children at lunchtimes.	Accelerated Reader is used effectively to monitor children's progress in reading. New books are regularly sourced to ensure the library and book corners are well stocked. Reading volunteers support classes across the school with extra reading for those children who are not supported at home.	6
The teaching of Oracy is explicit through the Voice 21 training project.	Lead teachers attend Oracy training and workshops. Regular staff training to keep the profile of Oracy high in school.	2
The teaching of writing is supported through English Resource packs and clear success criteria which are appropriate for each year group.	Writing is linked to the topics the children are studying, ensuring that there are plenty of opportunities for writing for different purposes and children are not disadvantaged through a lack of vocabulary and experiences.	1, 6
Additional support staff are employed to support children's wellbeing.	Nurture groups run on a regular basis. Children are well supported in class and on the playgrounds. Worry boxes are established in all classes.	4

Targeted Academic Support

Budgeted cost: £61,160

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
ICAN and NIPA projects support children in the Early Years.	Nursery children are supported with language development through the environment and staff training.	2
Phonics and reading Tutor supports targeted children with phonics and reading interventions.	Children in KS1 who are falling behind have extra targeted phonics and reading interventions in place.	2, 3
EAL teacher supports children with EAL.	EAL children are supported through intensive small group work and in-class provision.	2, 3
Action Tutoring is in place for children in Years 5 and 6.	Action Tutoring takes place for children in Years 5 and 6, focusing on Maths and English interventions.	3, 6

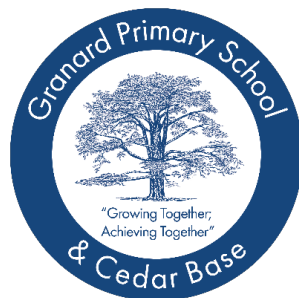


Wider Strategies (for example, related to Attendance, Behaviour, Wellbeing)

Budgeted cost: £110,000

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Trips are planned throughout the year for all children which support their learning in school.	Trips are carefully costed and provided at a subsidised rate to disadvantaged families.	6
A wide range of clubs are available to all children.	Clubs are carefully costed and provided at a subsidised rate to disadvantaged families.	6
Swimming is provided free of charge to all children.	Children from Reception to Year 4 swim in school.	6
Attendance is carefully monitored by our Family Liaison Officer and families are offered support where required.	Parents advised if children's attendance falls below an acceptable level. Support put in place for families where attendance and punctuality is an issue. Parenting groups set up to support families with issues such as anxiety and behaviour. Children are rewarded with vouchers for good attendance (attendance draw).	4, 5, 6
Mentors support children through the provision of Nurture groups.	Nurture groups are established to support children who are identified as having emotional needs.	1, 4
Regenerate	Regenerate work with Year 6 children, supporting their emotional wellbeing.	1, 4
UP Foundation	Up Foundation provide emotional support and therapy for children across the school. Children can self-refer as well as be referred for support.	1, 4
Wimbledon High School project - STRIVE	12 Year 5 Pupils attend STRIVE for two terms, working 1:1 with WHS mentor to complete tasks centred around Maths, English, Science and Computing.	6
Wimbledon High School project - SHINE	4 Year 4 pupils to attend SHINE on a Saturday. Activities include: outdoor learning, yoga, DT and drama.	6
Wimbledon High School project - THRIVE	Year 6 classes attend THRIVE for 6 weeks - focus on using drama, music and DT to help them think about transitioning to secondary school.	6
Godolphin and Latymer project	Children to attend PP enrichment project on Saturdays.	6

Total budgeted cost: £241,160



Part B: Review of Outcomes in the Previous Academic Year (2023-2024)

Pupil Premium Strategy Outcomes

This details the impact that our Pupil Premium activity had on pupils in the 2023 - 2024 academic year.

Desired Outcomes	Outcome
Pupils make at least expected progress in reading, writing and maths. Gap will close in progress made between PPG and non PPG.	In the Year 1 Phonics screening, PPG children scored an average of 38.1 compared to 'Other' children who scored an average of 37.2. At the end of KS2, PPG achieved a scaled score 105.2 of in Reading and Maths compared to 'Other' children who achieved a scaled score of 105.5.
Pupils access high quality first teaching within the classroom to meet their needs. PPG pupils make expected progress or exceed their targets set in reading, writing and maths.	At end of Year 6 2024: Reading: 71% Disadvantaged children achieved EXP+ 70% 'Other' children achieved EXP+
Pupils access a wide range of interventions to meet their needs. PPG pupils make expected progress or exceed their targets set in reading, writing and maths.	Writing: 71% Disadvantaged children achieved EXP+ 67% 'Other' children achieved EXP+ Maths: 84% Disadvantaged children achieved EXP+ 78% 'Other' children achieved EXP+
PPG attendance improves. The number of PPG children who are Persistent Absentees decreases.	In 2021-2022 there were 49 PP children who were PAs (33%). In 2022-2023 there were 50 PP children who were PAs (30%). In 2023-2024 there were 23 PP children who were PAs (14%). This has decreased significantly.
Pupils access a wide range of enrichment experiences both in and out of school. Pupil surveys reflect enjoyment in school and positive attitudes to learning and other school activities such as clubs and trips. Children's social skills, independence, perseverance and team work are developed.	54% of children attending all clubs were Pupil Premium. Feedback from professionals e.g. SW show the importance of these clubs in the children's lives. School journey was subsidised to enable all Year 6 children to attend. Children report that they are happy in school. Lesson observations show very positive behaviours for learning. There is an increased sense of responsibility and community amongst children.