

# Pupil premium strategy statement - December 2023

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

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	Grasmere Academy
Number of pupils in school	108
Proportion (%) of pupil premium eligible pupils	67%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	September 2021 until July 2024
Date this statement was published	December 2023
Date on which it will be reviewed	February 2024 Sept 2024
Statement authorised by	Kerry Lilico
Pupil premium lead	Kerry Lilico and Hannah Girvan
Governor / Trustee lead	Lynn Goossens

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 84,390
Recovery premium funding allocation this academic year	£ 11,204
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	£95,594

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## Part A: Pupil premium strategy plan

### Statement of intent

*At Grasmere Academy, overtime we have carefully crafted a school that embeds a highly inclusive ethos. We believe that no matter what the stage of development of a child, we will ensure that our children make progress. Instead of making children 'fit into' a school system, we will actively look for ways to see how we can change in order to meet the needs of our children. We have adopted a motivational and engaging teaching and learning pedagogy, steeped in research and mastery, which reflects how the working world has changed. It is our moral imperative to prepare our community for this. The world we live in requires innovators, problem solvers, critical and creative thinkers and culturally aware citizens. This is our ultimate aim for all children, but especially those whose life experiences are more limited than others.*

*Our ultimate objectives for our disadvantaged children is to ensure that they achieve as well as our non disadvantaged children and that gap both educationally and holistically is closed. We have carefully profiled our children and within this plan identified key actions and intentions that are needed to achieve this aim.*

*Grasmere Academy is a small school, with a complex demographic with 49% SEND and 67% Pupil Premium - many fall into both categories.*

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	The percentage of children that are both PP and SEND is a challenge to the school, as often these children's steps of progress are much smaller and therefore rapid progress is difficult to see. The school therefore has to separate the disadvantaged group into two, those with SEND and those without SEND. Often different strategies, interventions or approaches are needed for both.
2	PP children do not read extensively which impacts on all aspects of education. Access to books at home can be limited and support for this at home is challenging.
3	Historically the attendance of our PP children is not as good as our non PP children. This particularly needs attention and focus post pandemic with an increase of mental health issues and challenges that some families are facing.
4	PP children are less able to work independently and these skills need to be taught explicitly at school in order to support home learning.
5	PP students have less 'cultural capital' that they bring to their education. Their experiences are often limited and school has to provide these for them. We need to offer a broad and balanced curriculum that stimulates aspirations in children in order for them to be secondary ready and prepared for future careers.
6 - (added December 2023)	Over the last academic year , the academy has seen a huge deterioration in families mental health, directly linked to covid, but more recently the cost of living crisis and this is impacting on children's attendance or their own ability to cope emotionally. Our PP % has more than doubled in size.

## 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>To accelerate the rate of progress for PP children across Reading, Writing and Maths, therefore narrowing the attainment gap - with a particular focus of writing, as this is where the widest gap between non PP and PP children can be found across the school.</p> <p>(Meeting challenge 1)</p>	<p>All PP/Non SEND children will make better than expected progress this academic year (3+ points progress)</p> <p>All PP/SEND children will demonstrate progress relative to their starting points and expectant of their specific needs</p> <p>Attainment gaps will be narrowed across the school - see termly data captures.</p> <p>See Data tracking system</p>
<p>To develop a comprehensive reading offer across the school, that starts with a synthetic, systematic phonics system (where any child who needs support with the mechanics of reading will receive it) to a rich reading for pleasure experience.</p> <p>(Meeting Challenge 2)</p>	<p>Phonics attainment will rise throughout the Academic year from its starting point in September 2022 - see data tracking system</p> <p>A consistent and effective guided reading framework to be established across the school that focuses on quality first teaching, ultimately raising standards - see data tracking system</p> <p>A well thought out reading spine and challenging diet of texts for children to be exposed to in order to raise awareness of genres and vocabulary.</p> <p>Reading progress will be better than expected across the school by the end of the academic year</p>

<p>Parents will be fully engaged in their children's learning, especially reading, in order to support continuous learning opportunities at home and in school.</p> <p>(Meeting challenge 4)</p>	<p>Parent surveys and voices will show that parents feel confident to support their children's learning at home</p> <p>Parental attendance at 'learning workshops' links with adult learning alliance, are well attended and this ultimately helps to support learning at home</p>
<p>Children have opportunities within or outside of school for additional enrichment activities, which will in turn develop their character, focusing on confidence, resilience and independence.</p> <p>(Meeting challenge 5)</p>	<p>PP children, especially identified long term disadvantaged (LTD) children to have a wide range of additional experiences - trips, residential, extra curricular and musical experiences. All LTD to access this, and at least 50% of PP children to access these opportunities.</p>
<p>To improve the attendance of PP children from 91% to be in line with whole school (93% EOY 2022)</p> <p>(Meeting challenge 3 and 6)</p>	<p>PP children's attendance will see a rising trend across the year and will be closely monitored by school and LA in order to achieve this.</p> <p>Case studies produced to show how hard to reach PP children and families are supported and improvement shown.</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: £13, 823

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
SLT to have dedicated time to profile/case study and track PP children's achievements and progress throughout the year	Approach recommended in the EEF guide to PP	Challenge 1
Pupil progress meetings to play a prominent part throughout the school year, where staff meet on a regular basis to discuss progress of children, identified groups, bottom 20% and actions needed to influence change.	Approach recommended in the EEF guide to PP	Challenge 1, 2, 4
Professional Development has a key part in the schools strategic plan, professional growth will have a focus on developing staff as leaders and best Practitioners - Rosenshines Principles	Approach recommended in the EEF guide to PP	Challenge 1, 2

Focus on effective feedback and assessment, especially with children who need this immediately	EEF - Feedback + 6 months	Challenge 1,2
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Staff meeting and CPD time to be focussed this year on sharing good practise and learning from each other, in order to create a consistent approach across school	EEF - metacognition +7 months	Challenge 1 ,2 , 4
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Read, Write Inc phonics system to be fully embedded and well established so clear progress can be seen.		Challenge 2
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £39,971

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Targeted 1-1 specific support around PP with SEND - early intervention around maths and reading.	EEF - individualised instruction +4 months	Challenge 1,2
1:1 or 1:2 small group tuition that supports the delivery of what is happening in the classroom, in order to give immediate	EEF - Collaborative Learning Approaches +5 months  EEF 1-1 tuition - +5 months	Challenge 1,2

intervention where needed.		
The expansion of after school activities to include homework clubs and academic after school clubs	EEF - Home work - +5 months	Challenge 4
Adult learning workshops to be set up throughout the year to support with learning at home	EEF - parental engagement + 4 months	Challenge 4, 5
Tutoring to be used to continue to give targeted support	EEF - mentoring + 2 months EEF - 1-1 tuition +5 months	Challenge 1, 2

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

Budgeted cost: £50,958

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Focus work on attendance to be undertaken with targeted group of children	Approach recommended in the EEF guide to PP	Challenge 3 and 6
Trips to be subsidised for pupil premium families so experiences aren't limited	EEF - Physical activity +1 month	Challenge 5 and 6
Breakfast Club to continue to run in order to provide free breakfast to targeted children so they are ready to learn at the start of the day.	Linked to attendance action	Challenge 3 and 6



Additional Thrive training in order to support emotional needs of families, now this has increased	EEF - Social and Emotional Learning + 4 months	Challenge 3 and 6
Families in financial difficulty to be support with food/uniforms and school costs where needed		Challenge 3, 5 and 6

**Total budgeted cost: £104,752**

## **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 2022 to 2023 academic year.

*Please see separate document with a review of the academic year 2022 - 2023 on the school website*