

Pupil Premium Strategy Statement – The Griffin Primary School 2024 / 2025

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school (excluding Nursery)	60
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023 – 2026
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Alison Hine
Pupil premium lead	Alison Hine
Governor / Trustee lead	Anna Carr

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£7400

Part A: Pupil Premium Strategy Plan

Statement of intent

At The Griffin Primary School, we have high expectations and ambitions for all our pupils, including those eligible for pupil premium funding. Our aim is that all children within school, regardless of background, make good progress and achieve to the best of their ability. Achievement is based not only on academic success, but also encompasses developing good learning behaviours and acquiring the key knowledge and skills for their year group across all subject areas, enabling them to achieve the best that they possible can, now and in later life. The aim of the pupil premium strategy is to consider the challenges faced by vulnerable children such as those who qualify for free school meals, those who have or have had a social worker, those who have a family support worker or are young carers, or those who the school considers disadvantaged for other reasons. This is implemented through carefully assessing children and their gaps in learning. In school assessments identify where children are experiencing difficulties e.g. retrieval in reading comprehension or spelling skills in writing. The information included in the strategy aims to support the needs of these identified children enabling them to achieve well, along with those throughout the school, regardless of if they are disadvantaged. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, for example pupils who are eligible for free school meals, have SEND or are previously looked after children. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment and progress will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through interventions for pupils whose education has been worst affected.

Our approach will be responsive to common challenges and individual needs, rooted in research about the impact of disadvantage and effective strategies to overcome disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Learning behaviours in children identified as PP or PP+. Observations by teachers in the classrooms indicate that some children are experiencing difficulties with their ability to maintain focus, persevere, work independently and use resources effectively.
2	Outcomes that are below age-related expectations in some areas eg fine motor skills, oracy and reading
3	Special Educational Needs and Disabilities (SEND)
4	Narrow life experiences outside of school

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
To support children with their learning behaviours so as to be able to focus and work independently for longer periods of time	Children are more focussed in their learning and are working more independently and with confidence
To reduce the gap for some children who are identified as eligible for Pupil Premium, with a focus on fine motor skills, oracy and reading	Interventions to support children have demonstrated that the gap s in learning are narrowing.
To support those pupils with SEND	Children receive appropriate support for their needs and are making good progress from their start points.
To offer enrichment for children who are identified as eligible for Pupil Premium so as to ensure that they feel a sense of belonging and to broaden their experiences	Children are engaging in enrichment opportunities and out of school activities and feel a sense of belonging.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5000 Actual cost: £4970

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocate additional teaching assistant support within classes, so as to reduce group sizes, model strategies for learning	The EEF five a day strategy demonstrates that explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and the use of technology are well evidenced as providing a positive impact on learning. https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes	1,2,3
Teaching Assistants attended training for literacy and maths and completed apprenticeships to further develop their skill	The EEF Teaching Assistants and Teachers: A Pedagogical Partnership https://educationendowmentfoundation.org.uk/news/teaching-assistants-and-teachers-a-pedagogical-partnership	1, 2

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

Budgeted cost: £1400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapy Support	Our pupils who attended speech and language support, funded by the Pupil Premium Grant have made good progress.	2, 3
Trained a Teaching Assistant in Wellcomm and Time to Talk	Research document from MDPI education sciences: The WellComm Toolkit: Impact on Practitioner Skills and Knowledge and Implications for Evaluation Research	2, 3

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supported Educational Visits	Research from The National Children's Bureau : Nurturing a sense of belonging at school: what helps pupils feel connected?	4
Enabled pupils to attend out of school clubs	Research document from the social mobility commission: An unequal playing field: extra-curricular activities, soft skills and social mobility	4
Provided logo uniform items	Research from The National Children's Bureau : Nurturing a sense of belonging at school: what helps pupils feel connected?	4

Total budgeted cost: £7400

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We do not need to report on the previous academic year as we had less than 5 pupils who were eligible for the Pupil Premium Funding.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
N/A	N/A