

Pupil premium strategy statement – The Griffin Primary School 2025 / 2026

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)	90
Proportion (%) of pupil premium eligible pupils	6%
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 (Focus 2025/2026)
Date this statement was published	17/12/25
Date on which it will be reviewed	17/12/26
Statement authorised by	Peter Kent (Chair of Trustees) & presented to Trust Board
Pupil premium lead	Alison Hine (Headteacher)
Governor / Trustee lead	Kathryn Evans

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,720
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£11,720

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	Special Educational Needs and Disabilities (SEND)
2	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.
3	Outcomes that are below age-related expectations in some areas of foundational learning eg early maths, fine motor skills, oracy and reading
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
For children to have developed their learning behaviours, independence, and resilience so as to be able to focus and work independently for longer periods of time	Children are more focussed in their learning, have developed self-help strategies and are working more independently, with increased outcomes and confidence
To reduce gaps in knowledge and skill for Children, including those who are identified as vulnerable learners, with a focus on fine motor skills, early maths, oracy and reading	Interventions to support children have demonstrated that the gaps in learning are narrowing.
For pupils with SEND to receive appropriate support to enable them to make good progress from their start point.	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: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide additional adults to support learning within the classroom 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-blogfive-a-day-to-improve-send-outcomes	1.2.3
Purchase schemes that support high quality teaching and learning whilst reducing teachers' workload	The EEF review: https://educationendowmentfoundation.org.uk/news/financial-incentives-and-reducing-workload-could-help-teacher-and-retention-according-to-evidence	3
Staff to attend training for literacy and maths and for TAs to complete apprenticeships to further develop their skill	The EEF Teaching Assistants and Teachers: A Pedagogical Partnership https://educationendowmentfoundation.org.uk/news/teachingassistants-and-teachers-a-pedagogical-partnership	1,2

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

Budgeted cost: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapy Support	Evidence on the impact of expressive language and phonology https://pmc.ncbi.nlm.nih.gov/articles/PMC6464758/	1,3
Provide additional adults to allow for learning within interventions eg Wellcomm. Time to Talk, Mastering Number	The EEF evidence insight: Selecting_interventions_tool.pdf?v=1744286880">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send>Selecting_interventions_tool.pdf?v=1744286880	1,2,3

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

Budgeted cost: £1,220

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support pupils to attend Educational Visits	Research from The National Children's Bureau : Nurturing a sense of belonging at school: what helps pupils feel connected?	4
Support 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
Provide 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: £11,720

Part B: Review of the previous academic year (2024/25)

Outcomes for disadvantaged pupils

Data sources used to evidence the impact of use of the Pupil Premium include:

1. Assessment for learning - regular talking to children to ensure that they fully understand concepts (including live marking and feedback)
2. Internal tracking – are children where they should be
3. Reception Baseline and GLD outcomes – Previous results identify how to target support within school to help pupils make progress in key areas.
4. Pupil books – Checking pupil's work in books demonstrates a clear understanding and pride in personal expectation and evidence of impact of feedback.
5. Reports from external specialists eg SALT, Educational Psychologists, SEND Consultants Parent Annual Survey

Additional provision is monitored session by session by those staff providing support. Staff make adaptations as necessary. The overall effectiveness and impact is evaluated regularly through our formal assessment and pupil progress meetings.

The termly Headteacher Report to Trustees includes details and impact of PPG spend to date in that academic year for monitoring purposes. Assessment data is also formally shared with Governors on a termly basis following Pupil Progress Meetings where the Headteacher and class teachers track the progress of all of our pupils in school – these meetings always start by focussing on the progress of disadvantaged and vulnerable pupils.

Impact of Pupil Premium Funding 2024 – 2025

Reception Data

	Baseline (All pupils)	End of Year (All Pupils)	Good Level of Development (GLD)
Communication & Language	18/30 = 60%	27/30 = 90%	All pupils = 76.7% (National Average = 68.3%)
Personal, Social & Emotional Development	14/30 = 47%	29/30 = 97%	
Physical Development	13/40 = 43%	26/30 = 87%	
Literacy	15/30 = 50%	24/30 = 80%	
Mathematics	19/30 = 63%	29/30 = 97%	
Understanding the World	22/30 = 73%	28/30 = 93%	
Expressive Arts &Design	23/30 = 77%	29/30 = 97%	
Pupil Premium	2/4 = 50%		4/4 = 100%
SEND	1/4 = 25%		1/4 = 25%
EAL	0/4 = 0%		4/4 = 100%

Year 1 Data

	Reading		Writing		Maths	
	Baseline	End of Year	Baseline	End of Year	Baseline	End of Year
All Pupils *	86%	90%	86%	80%	93%	90%
Pupil Premium	0%	50%	0%	0%	0%	50%
SEND *	40%	40%	40%	40%	60%	40%
EAL	100%	100%	83%	100%	100%	100%

* change to cohort mid-year impacted data.

Evidence showed that interventions in speech and language for children in Reception and Year 1, resulted in good progress for those pupils but did not have enough impact to enable the pupils to achieve the phonics screening at the end of Year 1. However, assessments throughout the year demonstrated that good progress from start point had been made in phonics for all pupils eligible for PPG and for pupils with SEND. For those with less progress, the decision was made to purchase and introduce the Little Wandle SEND programme in 2025/26.

Other interventions (eg Wellcomm, SHREC, precision teaching) enabled pupils to progress with their speech and language, as well as their maths, reading and writing. This was also due to providing resources and modelling strategies for pupils to develop increased independence and resilience in the classroom.

Access to external specialists, including SEND consultants and 1:1 interventions demonstrated that evidence from teachers, teaching assistants and speech therapists supported the move for a pupil to be awarded an EHCP.

Focused staff training on phonics, maths mastery and supporting speech and language needs developed skill and confidence in teachers and teaching assistants with progress for the pupils as a result.

Support provided to enable participation in after-school clubs, supporting inclusion, wellbeing and engagement in school life, meant that attendance at extra-curricular clubs for pupils with PPG increased during the year and enabled access to clubs that would not be accessible out of school due to lack of transport or opportunity.

Externally provided programmes

Programme	Provider
Speech and Language Therapy	Pepper Therapy