

Pupil premium strategy statement

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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	Gravenhurst Academy
Number of pupils in school	52
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Debbie Randall
Pupil premium lead	Debbie Randall
Governor / Trustee lead	Ann Gilbert

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£2690
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1345
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£6035

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Cultural capital/vocabulary
2	Social and emotional issues
3	Maths progress in line with Reading and Writing
4	
5	

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
Improved knowledge & experience	Improved knowledge, skills, vocabulary
Improved engagement and progress	6 points progress
Improved progress in Maths	Maths in line with Reading and Writing

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: £ 6035

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD for Maths</i>	Data shows progress in Maths has improved	3
Training Day inset	Staff Meeting minutes eg. Questioning skills, Phonics ELS training.	3

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

Budgeted cost: £ 6035

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Interventions/Pre-teaching</i>	Education Endowment Foundation Progress made by children	1,3

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

Budgeted cost: £ 6035

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Nurture group support</i>	EEF, Progress made by children.	2

Total budgeted cost: £ 6035

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Children made accelerated progress during this year.

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
Making Me	Bedford charity
Essential Letters and Sounds	English Hub

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?	Teaching Assistant support
What was the impact of that spending on service pupil premium eligible pupils?	Gaps in learning were reduced. Progress was accelerated.

Further information (optional)

Feedback

Providing feedback at the right time, with a specific purpose and desired outcome.

Ensuring it is specific, accurate and clear e.g. "It was good because you...".

Providing specific guidance on how to improve and not just tell students where they have gone wrong.

Modelling correct work/ processes where possible and appropriate.

Avoiding comparison to other pupils.

Encouraging peer and self-assessment.

Providing opportunities for pupils to make improvements following feedback.

Attendance

All PP children will have their attendance monitored monthly.

If it falls below 95% a member of staff will contact the family and work with them to improve attendance. Letters may be sent, monthly meetings established or EHAs commissioned.

Parental Engagement

PP provision to be discussed with parents and parents guided on how best to support their child at home. Discussions take place with parents, asking about strengths and difficulties. Barriers to learning analysis completed by the class teacher and discussed with staff and parents.

Transition meetings between years.

We find how they prefer to learn and plan accordingly.

We find about their hobbies and interests and ask them about them.

We find information about their context and background.

Detailed tracking sheets are taken from Target Tracker so staff are aware of children's starting points and can accurately measure progress.