



Pupil Premium Strategy Statement

Griffin Park Community Primary School, Blackburn

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	234
Proportion (%) of pupil premium eligible pupils	27%
Academic years that our current pupil premium strategy plan covers	2024/25 to 2027/28
Date this statement was published	June 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Mrs C. Clayton-Young
Pupil premium lead	Mr A. Johnson
Governor / Trustee lead	Mrs K. Miller

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,140
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£4,231
Total budget for this academic year	£104,371

Part A: Pupil premium strategy plan

Statement of intent

At Griffin Park Primary School, we firmly believe that all pupils, regardless of their background, have the potential to make excellent progress and achieve high levels of attainment across all subject areas. Our primary goal with the pupil premium strategy is to provide support for disadvantaged pupils, ensuring they receive the highest quality standard of education that motivates them to learn, while simultaneously removing obstacles to learning and experiences that arise from poverty, circumstances, and societal issues.

All members of our dedicated staff team, including our Governing Body, embrace the responsibility for the welfare and academic development of all pupils at Griffin Park. Our collective aim is to nurture, develop and maximise their potential. Griffin Park is a true community school and is committed to supporting and nurturing our pupils and their families, recognising the difficulties they may encounter in and out of school.

Our pupil premium strategy follows a three-tiered structure, as recommended by the Education Endowment Foundation (EEF), the Department for Education (DfE), and Ofsted. This approach seeks to strike a balance in the provision of **high-quality teaching, targeted academic support** and the implementation of **wider educational strategies**. Ultimately, our focus lies on a select number of strategies that are most likely to instigate significant and positive change for our disadvantaged pupils, as well as other pupils if possible.

To ensure that these approaches are effective, we will:

- Promote an ethos of attainment and accelerated progress for all by adopting a whole school approach in which all staff are aware of the need to raise expectations of what pupil can achieve;
- Apply the research gain knowledge gained from CPD and the EEF to make and support decisions made around the implementation of different strategies;
- Scrutinise outcomes for pupils to ensure that progress and attainment is monitored closely.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Attainment and progress in reading, writing and mathematics.</u></p> <p>Assessment data consistently identifies gaps between disadvantaged and non-disadvantaged pupils throughout school. This suggests that disadvantaged pupils generally encounter greater difficulties academically than their peers.</p>
2	<p><u>Speech, language and communication, and EAL needs.</u></p> <p>On entry to Reception class, many pupils achieve below age-related expectations in speech and language assessments.</p> <p>The number of pupils in school who have English as an additional language (EAL) has increased recently. Having English as an additional language has a significant impact on learning, attainment and social skills.</p>
3	<p><u>Targeted interventions for pupils with SEND.</u></p> <p>A disproportionate amount of our disadvantaged pupils have special educational needs or are achieving below age-related expectations. They need additional support in school in order to close the attainment gap.</p>
4	<p><u>Attendance and punctuality, including anxieties around attending school.</u></p> <p>Data indicates that attendance among disadvantaged pupils is, on average, lower than that of non-disadvantaged pupils. This pattern is similar for punctuality.</p> <p>A significant number of disadvantaged pupils are 'persistently absent' and assessments and observations indicate that absenteeism and poor punctuality negatively impacts their progress.</p>
5	<p><u>Pastoral support for children and their families.</u></p> <p>A significant amount of our disadvantaged children are identified as needing pastoral support, or support with mental health issues.</p>
6	<p><u>Non-academic enrichment activities.</u></p> <p>Our disadvantaged pupils often miss out on valuable opportunities outside of the classroom, due to their challenges surrounding their low-income backgrounds.</p>

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 disadvantaged pupils to reduce the attainment gap in reading, writing and mathematics.	<ul style="list-style-type: none"> Internal assessment in reading, writing and mathematics will show that disadvantaged pupils will achieve broadly in line with those who are not disadvantaged. Disadvantaged pupils who are close to achieving greater depth will be targeted.
To support pupils to achieve milestones in speech, language and communication, and to support pupils with EAL.	<ul style="list-style-type: none"> End of year assessments will show that speech and language data and phonics screening results for disadvantaged pupils in EYFS falls in line with national average. Regular assessments using Bell Foundation will show that pupils who have EAL make significant progress in terms of language fluency and proficiency.
To provide targeted and timely interventions for those pupils who are achieving below age-related expectations, and those with SEND.	<ul style="list-style-type: none"> SMART targets will be set for pupils and exit assessments will show that a significant impact has been made to enhance their attainment and progress.
To support our pupils and their families to maintain excellent attendance at school in order to reduce the likelihood of them missing out on educational opportunities.	<ul style="list-style-type: none"> The attendance gap between disadvantaged and non-disadvantaged pupils will be reduced. The percentage of disadvantaged pupils who are persistently absent / late will be reduced, with regular checks made on families.
To provide pastoral and wellbeing support for our disadvantaged and vulnerable pupils and their families in order to reduce the likelihood of them missing out on educational opportunities.	<ul style="list-style-type: none"> Reports from our pastoral officer and from CPOMS will show that disadvantaged and vulnerable pupils will be supported to improve their wellbeing. This will be backed up by pupil wellbeing surveys and teacher / staff observations. Our families will be supported and signposted to external agencies where necessary. Parental engagement is pivotal to help disadvantaged children to achieve beyond expectations in their education.
To provide opportunities for disadvantaged and vulnerable pupils that will enhance their cultural capital.	<ul style="list-style-type: none"> Disadvantaged pupils will be encouraged to attend Summer School, in order for them to have cultural and educational experiences that they might not normally have.

	<ul style="list-style-type: none"> ○ Disadvantaged pupils will be able to attend educational visits without payment becoming an issue for families. ○ More disadvantaged pupils will be targeted to attend extra-curricular clubs.
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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:

Budgeted cost: **£11,682**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing purchase of Rising Stars termly standardised assessments to track the progress of disadvantaged pupils.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1, 3
Subscription to Speechlink and WellComm to facilitate the tracking and progress of pupils and will identify areas of concern in language, communication and interaction.	Studies show that the teaching and modelling of social communication skills are particularly important for pupils from socioeconomically disadvantaged backgrounds, who start EYFS at an earlier stage of language development. Communication and Language EEF	2, 3
Subscription to Learning Village to improve speaking, listening and vocabulary skills for disadvantaged pupils, particularly those with SEND and those who have EAL needs.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Teaching and Learning Toolkit EEF	2, 3
Subscription to Little Wandle in order to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	1, 3
Refreshed approach to the teaching of reading; facilitating release time for subject leader and subscription of Bedrock and Reading Plus.	Alongside the effective teaching of phonics, reading comprehension strategies are a crucial component of early reading. A new approach should help to identify and diagnose	1

	<p>issues with reading and when intervention is necessary.</p> <p>Reading strategies EEF</p>	
<p>Funding of teacher release time for CPD and to embed key elements of guidance in school, accessing NCETM and Maths Hub resources.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	1
<p>Professional development of staff – teachers’ participation in National Professional Qualifications (NPQs) to prepare them for middle and senior leadership, and ongoing CPD with a focus on ensuring high-quality teaching and better awareness of provision for disadvantaged pupils.</p>	<p>Effective professional development offers a crucial tool to develop teaching quality and enhance pupils’ outcomes in the classroom. This should align with the needs of the school; ongoing leadership buy-in can facilitate successful implementation.</p> <p>Effective professional development EEF</p>	1
<p>An adaptive teaching focus group in school, working with the local authority SIG group.</p>	<p>Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed – understanding these differences is an essential part of teaching.</p> <p>Adaptive Teaching EEF</p>	1, 3

Targeted academic support:

Budgeted cost: **£22,332**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention phonics sessions carried out by HLTAs and targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	1, 3
Interventions targeted at pupils with EAL needs, carried out by HLTAs.	The progress and attainment of children with EAL varies widely, depending on existing fluency and support from home, amongst other issues. Their levels of comprehension are developed through intervention activities to complement existing high-quality teaching. EAL and educational achievement report EEF	2
Interventions carried out by an HLTA, targeted at disadvantaged pupils identified as needing support to close gaps in attainment in reading, writing and mathematics.	Targeted deployment of teaching assistants to carry out intervention activities complements learning when it is harnessed properly with high-quality class teaching. Targeted intervention EEF	1, 3
Professional services of a bought-in educational psychologist, to help diagnose learning difficulties and specific needs with disadvantaged pupils.	Educational psychologists play a crucial role in diagnosing pupils' needs. By accurately identifying the specific needs of disadvantaged pupils, we can tailor their interventions more efficiently and more effectively. New guide for schools to support their pupil premium strategy EEF	1, 2, 3

Wider strategies:

Budgeted cost: **£63,368**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employing a pastoral teacher to support disadvantaged and vulnerable pupils and their families.	<p>Providing intensive support for families in crisis ensures better support for their children's academic learning. Supporting parents with their first child can be particularly beneficial for future siblings.</p> <p>Parental engagement EEF</p>	4, 5
Emotional Literacy Support Assistants (ELSA) to provide time-limited wellbeing intervention for disadvantaged and vulnerable pupils. The 'Roots of Empathy' programme to be delivered by an HLTA, this is aimed at a class with significant pastoral needs.	<p>Vulnerable pupils and those from disadvantaged backgrounds, on average, have weaker social and emotional skills than their peers. Evidence suggests that social and emotional learning leads to a more positive classroom climate, improved academic outcomes and improved attitudes, behaviours and relationships with peers.</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	4, 5
Whole school cultural experience – a visit that will provide an enriching opportunity for disadvantaged pupils, and a visit for UKS2 to see an author, developing aspiration for disadvantaged pupils.	<p>School trips are highlighted as a means to enhance cultural capital, provide new learning opportunities, and foster a sense of belonging and aspiration among pupils.</p> <p>School Themes EEF</p>	5
Summer School – providing a week of varied activities during the summer holidays for disadvantaged and vulnerable pupils, for them to participate in cultural and activity-based experiences that they may not normally enjoy.	<p>Enrichment activities without a specific focus on learning allow disadvantaged pupils the opportunity to experience cultural activities that more advantaged families may be more likely to be able to pay for outside of school.</p> <p>Extending school time EEF</p>	6

Provision of mid-morning snacks and provision of staffing and meals at Homework Club. Disadvantaged and vulnerable pupils are invited to be supported to complete homework and have a snack or hot meal after school.	Pupils have the opportunity to complete homework in school but outside normal school hours; this has a higher impact on learning, particularly because they are supported to complete homework activities. Homework interventions EEF	5, 6
Attendance plan – attendance lead to aim to raise attendance and punctuality of persistent absentees by carrying out home visits. Disadvantaged pupils are disproportionately affected by poor attendance and punctuality.	Pupils from socioeconomically disadvantaged backgrounds are nearly twice as likely to be persistently absent and there are clear links between poor attendance and poor attainment and behaviour. Attendance context EEF	4
Ensuring 50% of all places in extracurricular clubs are ringfenced for disadvantaged pupils, to provide wider opportunities.	Enrichment activities without a specific focus on learning provides a free / low-cost non-academic experience that more advantaged families may be more likely to be able to pay for outside of school. Extending school time EEF	6
Provision of PE kits and school uniforms for disadvantaged pupils whose family income makes it difficult for theirs to be readily replaced.	Pupils from lower socioeconomic households are less likely to be able to afford school uniforms, particularly when they become more worn out throughout the year. Subsidising this cost provides disadvantaged pupils with an equal footing. School uniform EEF	5
Facility of a small food bank to provide support for vulnerable families and those with low income.	Hunger and poor nutrition significantly affects a child's academic performance. Provision of a food bank is a method of parental engagement with potentially hard-to-reach families, to help to address this. Working with parents to support children's learning EEF	5

Total budgeted cost: £97,382