



# Grindleton CE Primary School

## Pupil Premium Statement 2021-22

### What is Pupil Premium Grant (PPG)?

Schools are held accountable for the spending of this funding and the achievement of these children needs to be tracked as a specific group in school (disadvantaged children).

At Bolton by Bowland Church of England School we are committed to meeting the needs of these children so that they can achieve in line with non-disadvantaged children, therefore closing the gaps between the groups.

Pupil premium is allocated funding for children who are:

- Or have been, in receipt of free school meals (FSM) at any point in the past 6 years - 'Ever 6 pupils' (£1345 per child)
- Subject to a special guardianship order, residence order and/or adopted from care (£1900 per child)
- Looked after or in care (£2345 per child per school year - held by the virtual school head and accessed via a submitted personal education plan)
- With parents who are currently serving in the armed forces - 'Ever 5 Service Children' (£310 per child)

### School priorities/aims

Guided by our Christian ethos and vision, we are fully committed to equality and developing the talents and abilities of all our children. This includes doing our very best to remove the barriers that might hinder a child's progress. We are determined to close any gap in attainment between those children eligible for pupil premium and other children.

### Our aim for the use of Pupil Premium money

The funding is always spent on the target group of children. Those eligible for pupil premium are taught by highly skilled and experienced teachers and supported by skilled support assistants, volunteers and students.

**Whilst those eligible children are at school, we look to ensure that these children have:**

- Improved self-esteem, self-confidence, positivity and resilience
- A wide range of extra-curricular activities

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- Support throughout the whole of the varied curriculum provided
- Well informed parents/carers who can support progress
- Access to intervention programmes to support barriers to learning

## How is the money spent?

The money is directed to initiatives that have the greatest impact on achievement. The use of detailed research (often from the EEF), data, on academic performance as well as barriers to learning such as basic needs, attendance, homework and behaviour will continue to steer the allocation of funding.

Targeted interventions and support are based on the needs of the children. This will have been identified through detailed assessment and discussion between staff and the head teacher. This is monitored frequently to check whether interventions are working and to evaluate the impact the funding is making to outcomes for children.

## Barriers to learning

- Below average literacy and numeracy skills
- Under developed S&L
- Lower self-esteem and self-confidence
- Less opportunities to extend their learning with enrichment opportunities and challenges
- Difficulties in managing their own feelings

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## How Pupil Premium Funding was spent in 2020-21

Total number of pupil in school		50 (inc Nursery)	
Total number of pupils eligible for PP		2 service children (£310 per child) 2 eligible for FSM (£1345 per child) 1 eligible for PP+ (£2345 per child)	
Amount of money received		£5665	
Desired outcome	Cost	Support	Impact
Equal access to enrichment opportunities within and outside of school.	£114 for After school club	Pay for eligible children to attend breakfast club and after school club	Parents of eligible children were able to send their children to after school club on a regular basis. They engaged in a variety of activities that promote cooperation and social interaction.
	£0	Pay for eligible PPG children to attend enrichment trips during term time	Residential and funded trips (by PPG) did not take place due to the COVID-19 pandemic. The eligible children still accessed some trips/visits funded by school and PE fund
Increased progress in core subjects	£5551	Provide eligible children intervention strategies and support in class from the teacher and TA	TA supports the children in class and also delivers intervention for social and emotional sessions as well as academic boosts for the children below ARE in Maths and English There has obviously been some provision missed due to the Covid 19 pandemic as well there being no academic measure. The TA worked closely with them when they returned to school in September 20 and in March 21 to support their reintegration which were both successes

Data (not published due to COVID-19 Pandemic)

Name	On entry	End of 2021
A	R - WTS W - EXS M - WTS	R - EXS W - EXS M - EXSS
B	R - EXS W - WTS M - EXS	R - W - M -

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C	R - EXS W - EXS M - EXS	R - EXS W - EXS M - EXS
D	R - EXS W - WTS M - EXS	R - EXS W - WTS M - EXS
E	R - WTS W - WTS M - WTS	Left school part way through the Autumn term
<p>All of the children spent the majority of Summer term 2020 carrying out work at home after the school closed for most pupils in March 2020.</p> <p>1/4 of the children spent the Jan - March 2021 lockdown carrying out remote learning at home.</p> <p>3/4 children spent part of the Jan - March 2021 lockdown carrying out remote learning at home.</p> <p>This obviously had an impact on the amount of support the children were getting.</p>		

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## How will Pupil Premium Funding be spent in 2021-2022

Total number of pupil in school		47	
Total number of pupils eligible for PP		2 service children (£310 per child) 2 eligible for FSM (£1345 per child)	
Amount of money received (indicative)		£3310	
Desired outcome	Cost	Support	Monitoring
Equal access to enrichment opportunities in and outside of school.	£114 for After school club	Contribute payment for eligible child to attend breakfast and after school club if required	Ensuring eligible children are in attendance at breakfast and after school clubs
	£110 contribution to residential trip	Contribute to payment of any enrichment sporting clubs after school.  Pay for eligible PPG child to attend enrichment trips during term time including the yearly residential if required	Number of enrichments activities being planned and funded
Increase progress in core subjects  Develop the ability to think about their own learning more explicitly, often by teaching those specific strategies for planning, monitoring and evaluating their learning.	£3086 to contribute to TA wages and TA training in metacognition and self-regulation.	Provide eligible child intervention strategies and support in class from the teacher and TA in particular regard to writing and Maths.  Develop Metacognition and self-regulation approaches with the TA interventions designed to give pupils a repertoire of strategies to choose from and the skills to select the most	Intervention lesson observation  Data on a termly basis  Pupil interviews  Impact of courses attended on Metacognition and self-regulation

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		<p>suitable strategy for a given learning task.</p> <p>Based on research from EEF on having high impact with low costs implications</p>	
Support to break down barriers to learning in writing and maths	£110	Bring specialist teacher into school to assess a child and work with class teacher in ways to break down barriers to learning in Writing.	<p>Impact of suggestions from specialist teacher</p> <p>Data on a <math>\frac{1}{2}</math> termly basis</p> <p>Pupil interviews</p>

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