

**GREENSIDE & GRIFFIN**  
**Pupil Premium Strategy - 2021-2022/24**

**1. Griffin overview**

Information	Data
School name	Griffin
Number of students in school	196
Proportion (%) of pupil premium eligible students	66%
Academic years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	November '21
Date on which it will be reviewed	June '22 > June '24
Statement authorised by	Karen Bastick-Styles
Pupil premium lead(s)	Louise Black & Carly Doyle
Governor / Trustee lead	Jem Shuttleworth

Griffin	PP	EHC	SEND	(P) LAC	EAL	Att below 95%	PA
N	10/17 (59%)	0	0	0	11 (65%)	11 (65%)	7 (41%)
R	14/20 (70%)	1 (5%)	5 (25%)	0	13 (65%)	8 (40%)	6 (30%)
Y1	15/22 (68%)	1 (5%)	4 (18%)	1 (5%)	15 (68%)	9 (41%)	4 (18%)
Y2	13/21 (62%)	2 (10%)	7 (33%)	0	13 (62%)	6 (28%)	3 (14%)
Y3	19/26 (73%)	2 (8%)	7 (27%)	0	15 (58%)	10 (38%)	4 (15%)
Y4	13/22 (59%)	4 (18%)	7 (32%)	0	13 (59%)	9 (41%)	5 (23%)
Y5	27/40 (68%)	5 (13%)	14 (35%)	2 (5%)	25 (63%)	10 (25%)	4 (10%)
Y6	19/28 (68%)	1 (4%)	6 (21%)	1 (4%)	19 (68%)	8 (28%)	2 (7%)
Total	130/196 (66%)	16 (8%)	50 (26%)	4 (2%)	124/196 (63%)	71 (36%)	35 (18%)

## 2. Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£158.038
Recovery premium funding allocation this academic year (Tutoring)	£117.10 (£14.372)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£275.138

### Part A: Pupil premium strategy plan.

This statement details Griffin’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged students. 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 Griffin.

#### 1. Statement of intent

##### Evidence & starting point at Griffin: Making a difference for Disadvantaged students

Summary of key findings

1. In 2019, average attainment at secondary school was slightly higher than in 2018, while it remained unchanged in the early years and primary school
2. The disadvantage gap has stopped closing over the last five years and there are several indications that it has begun to widen
3. Since 2011, there has been less progress in closing the gap for persistently disadvantaged students. More recently, increases in persistent poverty among disadvantaged students have contributed to the halt in progress for the wider disadvantaged group
4. The ethnicity gap for students from Black backgrounds and students arriving late in secondary school with English as an Additional Language (EAL) has widened significantly over the last decade
5. Progress in reducing gaps for Special Educational Needs and Disabilities (SEND) students has been slow, particularly for students with greater needs, and particularly since the SEND reforms in 2014
6. Students who are in the care system, have a social worker, or are on a child protection plan are significantly behind their peers by end of secondary school
7. Regional variation in the disadvantage gap is partly explained by different levels of persistent poverty between regions

We have planned to spend our pupil premium on evidence-based approaches in line with the [Education Endowment Foundation’s pupil premium guide](#).

##### Key Documents:

Using Pupil premium funding [effectively](#), The EEF guide to supporting school planning - [A Tiered approach](#), EEF Teaching and learning [Toolkit](#), EEF Early years [Toolkit](#), EEF Guidance [reports](#), Standards for Teachers professional [development](#)

## GRIFFIN Statement of Intent

### Pupil Premium

The strategic, targeted and wider use of pupil premium will support us in achieving our vision for each student to gain at least expected progress in English and Maths - matched - and to strive for aspirational achievement beyond these. We are an inclusive school, where everyone is made to feel welcome, and we endeavour to meet the needs of every individual. We are committed to providing high quality education for all our students, in all aspects of learning and wider school life. From September 2019, Griffin introduced a new **Inside Out** Learning Model to link learning for our students and provide access to our **Forest in the City** and other Outdoor Learning opportunities.

In September 2021, we introduced a focused and streamlined evidence based approach to supporting our PP and disadvantaged students to address gaps and the impact of Covid/ closures.

Our initial focus 2021-2022 is Reading. In 2022-2023, we will introduce a Writing strand too. In 2023-2024, we will prioritise Maths.

Our recent model of PP support has supported students to make good and better progress, for them to meet, at a minimum; the age related 2014 National Curriculum expectations.

At Griffin we work hard to ensure that students with pupil premium attain and progress regardless of their PP status and in line with their peers. We know that many of our families are presented with challenging socio-economic circumstances, and that these circumstances create barriers to learning and success for our students. We do believe, however, that these challenges can be overcome. As a starting point, we aim to achieve this through ensuring our curriculum offer meets the needs of all and ensuring outstanding practice in classrooms throughout the school.

#### Principles

- To ensure that teaching and learning opportunities and learning experiences meet the needs of all of the students.
- To ensure that appropriate provision is made for students who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged students are adequately assessed and addressed
- In making provision for socially disadvantaged students, we recognize that not all students who receive free school meals, or are PP, will be struggling academically.
- We also recognize that not all students who are socially disadvantaged are registered or qualify for free school meals/ PP. We reserve the right to allocate the Pupil Premium funding to support any student or groups of students Griffin has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. Limited funding and resources means that not all students receiving free school meals will be in receipt of pupil premium interventions at one time
- All our work will be embedded in research and tracked effectively to secure maximum impact.

## **Provision**

The range of provision Leadership Group consider making for this group will include:

- Quality 1st teaching - we know this is the single most effective way to improve the progress & attainment of PP/ disadvantaged students
- Team Teaching with LG and/ or Middle Leaders to improve the quality of T&L in each class.
- Reducing class sizes at key points during the week thus improving opportunities for effective teaching and accelerating progress
- Providing small group work with an experienced teacher focused on overcoming gaps in learning
- 1-2-1 support
- Giving PP students access to GDS Programmes and Learning
- Additional teaching and learning opportunities provided through learning mentors, TAs or external agencies
- Alternative curriculum provision including Forest School groups, Wolves, a KS1 Language Group and Nurture provision.
- At Griffin our experience and research shows that CPD for staff and developing provision/ developing leaders and use of Teachers to provide support has been the most effective use of PP funding.
- All our work through the pupil premium will be aimed at accelerating progress-moving to at least age related expectations. Initially this will be in communication, English and Maths. Our programmes are linked to our SEND work and are aimed at students from Nursery through to Y6.
- Pupil premium resources will also be used to target our GDS students on Free School Meals to achieve beyond age related expectations.
- Provision will not be aimed at EHC students as funding for need is already in place.

## **Checking, Monitoring and Reporting:**

- It will be the responsibility of the Executive Head & Deputies to produce regular reports for the Community Council & MAT.  
Information will include:
  - The progress made towards closing the gap, by year group, for socially disadvantaged students
  - An outline of the provision that was made since the last meeting
  - An evaluation of the cost effectiveness, in terms of the progress made by the students receiving a particular provision, when compared with other forms of support
- Students are monitored at each Data Capture (DC) period. Class Teachers have a responsibility to plan for focused interventions at a personalised, group and class level to ensure progress is made by the next DC period.
- Our SENCo will lead programmes aimed at narrowing and closing the gap between PP and non-PP students against National Curriculum criteria in English and Maths and the Engagement Model.
- The Trust will ensure that there is an annual statement to parents/ carers published on the Griffin web-site on how the Pupil Premium funding has been used to address the issue of 'narrowing and closing the gap', for socially disadvantaged students.
- Appeal - Any appeals against this policy will be through Griffin's complaints procedure.

## 2. Challenges

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

Challenge number	Detail of challenge
1	Spoken Language & Writing - students join us with a limited vocabulary & language skills - this is especially evident for our disadvantaged students. Our challenge is to enable students to access learning, develop vocabulary and apply effectively in English and across the curriculum - Reception to Y6.
2	Phonics - our observations, work with students & assessments evidence disadvantaged students generally have greater difficulties with phonics than their peers. They are unlikely to own books or have access to books outside of school. This negatively impacts their development as readers; within their learning and reading for pleasure.
3	Social, Emotional & Health needs - Our assessments (including wellbeing surveys), observations and discussions with students & families have identified an increased number of complex disadvantaged families at Griffin. There has been an increase in social, emotional & health issues for many students/ families, and a lack of enrichment opportunities during the school closures. These challenges particularly affect disadvantaged students, including their attainment. Teacher referrals for student support did not increase significantly during the pandemic or upon return to school but impacted in a range of different ways upon those families already identified as vulnerable. 21 students (100% of whom are disadvantaged) currently require additional support with social, emotional and/ or needs; all are disadvantaged and receiving individual, small group or external interventions.
4	Y5 - 2022 - specific cohort needs - we have 68% disadvantaged students within the year group many of whom are also SEND/ EHC. Our evidence shows these students are less likely to use metacognition and/ or zones of regulations to support learning. Maths attainment is all lower for this group of students.
5	Our attendance data (including Nursery) this academic year has improved - 91% (December '20) to 95% (December '21). Attendance among disadvantaged students remains between 2-3% lower than for non-disadvantaged students (Disadvantaged currently 94% vs non-disadvantaged currently 97%) 18% of disadvantaged students have been 'persistently absent' compared to 7% of their peers during that period from September - December 2021. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students' progress. During the periods of closures these students were also less likely to engage with education through home learning.

### 3. 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
1	Improved spoken language skills & vocabulary acquisition among disadvantaged students.	Assessments and observations indicate improved spoken language among disadvantaged students. This is triangulated with other evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. In 2023 + this will also impact on standards in writing.
2	Improved Phonics & reading attainment among disadvantaged students.	Y2 Phonics - Forecast 2022: 66%. Outcome 2022: 70% Y2 Phonics - Forecast 2023: 68% Y2 Phonics - Forecast 2024: 69%  Y6 reading 2022 - target: 46% PP students to meet the expected standard. Outcome 2022: 68% Y6 reading 2023 - target: 40% PP students to meet the expected standard. Y6 reading 2024 - target: 42% PP students to meet the expected standard.
3	To achieve and sustain improved wellbeing for all Griffin students particularly our disadvantaged group. This relates to social, emotional & health.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>● student voice, student and parent/ carer surveys and teacher observations</li> <li>● improved student learning behaviours - 10/10 learners</li> <li>● a significant increase in participation in enrichment activities</li> <li>● students accessing &amp; engaging successfully in Outdoor Learning &amp; our <b>Forest in the City</b></li> </ul>
4	Y5 - Improved Maths attainment. Improved learning behaviours to support independent learning & access NC	Maths attainment Class of 2023 - 62% students reaching EXS standards. Disadvantaged = 30%, Matched = 50%
5	To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>● the overall absence rate for all students being no more than 4%, and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced to 2%</li> <li>● the percentage of all students who are persistently absent being below 6% and the figure among disadvantaged students being no more than 2% lower than their peers.</li> </ul>

#### 4. 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: £100.000 (estimated)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop a programme to improve spoken language listening, narrative and vocabulary skills for disadvantaged students who have relatively low spoken language skills.</p>	<p>Spoken language interventions will have a positive impact on students' language skills and written work. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><b>2020-21:</b> ELKLAN approach adopted from EYFS and beyond. 4 current staff members trained. All students screened in Reception and interventions put into place and referrals made where appropriate. All teachers add CL interventions onto their provision map. Blank level question understanding assessed termly until students confidently reach BLQ 4</p> <p> Communication and Interaction provision shows provision available at Griffin</p> <p><b>Academic year: 2020-22</b> 24% - 4/17 students who started in Nursery were below the BLQ understanding for their age when they were first assessed. At the end of Reception - 76% - 13/17 of those students are now at BLQ expectations for their age Reception cohort: Out of 21 students: BLQ 1: 1(EHC) BLQ 2: 3 (EHC) BLQ 3: 2 (1 SEND) BLQ 4: 15 16 Students at expected BLQ for age: 76% 5 EHC plans in class and 1 SEND</p>	<p>1, 2</p>
<p>Purchase <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils. Introduce and embed new Phonics programme across EYFS and KS1 - Little Wandle scheme.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged students:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><b>2020-21:</b> End of KS1 phonics outcome (70%) exceeded forecast. Reception cohort achieving well: accessing the programme from the start.</p>	<p>2</p>
<p>CPD for all teaching &amp; support staff - Little Wandle Phonics programme.</p>	<p>As above - our evidence shows that a completely consistent approach to the teaching and assessment of Phonics by Teachers &amp; Support Staff supports our students. We</p>	<p>2</p>

	are investing heavily in budget and time to ensure all staff are fully trained in this programme in 2021-2022. <a href="#">Teaching Assistant Intervention</a> . <b>2020-21:</b> All staff members completed the 5 modules of online phonics CPD. New staff members complete the CPD as part of the induction process so that a shared understanding of how phonics is taught at Griffin is held.	
Direct support for key disadvantaged students: <ul style="list-style-type: none"> <li>• New alternative learning programmes to meet student needs a) KS1 Language group b) Nurture '22</li> <li>• Assessment tools to track effectively</li> <li>• Maths for Y5 - '22</li> <li>• Attendance support</li> </ul>	<a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>  The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a> 2021-22 - Nurture Group (90% PP) continued to reduce barriers for those targeted students with SEMH needs. As well as their own personal development being measured by termly SD questionnaires, scholarpack incidents were tracked and logged. As a collective group, it shows a significant reduction in stage 3+ behavioural incidents logged on Scholarpack: Autumn: 120 Spring: 63 Summer: 34	1, 2, 3, 4, 5
CPD for all staff - SEMH initiatives and Trauma. Development of <b>Forest In the City</b> & groups to support key disadvantaged students. Forest School full accreditation for 3 members of staff. Funding professionals.	Our approach is located firmly in the extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a> We are also developing a Trauma Informed Approach to Personal Development and Behaviour with London CAMHS. We have a Griffin Champion! Additional support of 'Unlocking Potential' 2022-23, to further support SEMH and most vulnerable students	3, 4

### 5. Targeted academic support (tutoring, one-to-one support structured interventions)

Budgeted cost: £80,000 (estimated)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creating a small group of x6 KS1 students in Y1 & Y2 for 4 mornings each week to work in a Language Group with an additional experienced Teacher.	Evidence at Griffin shows a planned programme with input from our SENDCo has the most impact when taught consistently by an experienced Teacher and regularly over a sustained period of time. We have invested in this programme for the academic year 2021-2022.	1, 2, 3



	<p><b>2020-21:</b> Students made progress within an assessment tool named 'Cherry Tree Garden branches' Progress was measured half termly and all students made progress in all areas. This was appropriate for the growing complex needs of our Year 1 and 2 cohort and this year has been expanded to a larger group with more support for Years 1 to 3. 2 students who accessed this returned to class in the summer term due to confidently entering the Year 1 curriculum</p>	
<p>Additional phonics sessions targeted at disadvantaged students who require further phonics support. This will be delivered under the direction of our DH leading Reading. It will be taught by a trained member of staff who has undertaken Little Wandle CPD.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on students, 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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><b>2020-21:</b> Phonics 'keep-up' sessions delivered by class teachers in R - Y2. Rigorous assessment, every 6 weeks, supported identification of students needing additional support</p>	1, 2, 3
<p>At Griffin we have set up a strong Tutoring programme with experienced Teachers to provide a mix of tuition, mentoring and school-led tutoring for students whose education has been most impacted by the pandemic.</p> <p>A significant number of the students who receive tutoring at Griffin will be disadvantaged, including those who are identified as GDS.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><b>2020-21:</b> 12 PP students in Y4 - Y6 accessed schools-led tutoring. Accelerated progress made in English and maths.</p>	1, 2, 3, 4, 5

## 6. Wider strategies (related to attendance, behaviour, wellbeing)

Budgeted cost: £ 50.000 (estimated)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school approach to attendance and lateness - ensuring we build upon our own good practice, TEFAT best practice and DfE guidance.</p> <p>Staff CPD is imperative, work with the Office Team and the appointment of a new Attendance/ Outreach Worker.</p>	<p>This DfE guidance was written by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="#">Improving School Attendance</a></p>	3, 4, 5

Whole staff CPD on positive behaviour management and our approach to 10/10 learners, Zones of Regulation with the aim of developing our Griffin learning culture & improving engagement/ behaviour across school.	We understand the potential impact of both universal and targeted interventions to improve all aspects of Student Attitudes & Behaviour. <a href="https://www.eef.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	3, 4, 5
Contingency Section	The precariousness of the last 2 years & advice from TEFAT has led us to set aside a small amount of funding to focus on unknown changes - we will be able to make a swift response to any unknown areas during the year(s) ahead.	1, 2, 3, 4, 5

**Total budgeted cost: £ 230.000 (estimated)**

**Part B: Review of outcomes in the previous academic year**

**1. Pupil premium strategy outcomes**

**This details the impact that our pupil premium activity had on students in the 2020 to 2021 academic year.**

Please see our [Gf. PP Review - 2020-2021](#) here

**2. Externally provided programmes - N/A**

*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*

<b>Programme</b>	<b>Provider</b>
Little Wandle Letters and Sounds Revised	Wandle and Little Sutton English Hubs
Bug Club	Active Learn
Power of Reading	CLPE
Literacy Shed+	Edshed
White Rose Maths	
Times Table Rockstars	

Mathletics	
Nessy	Nessy

### 3. Service pupil premium funding (optional) - N/A

*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?	N/A
What was the impact of that spending on service pupil premium eligible students?	N/A

### 4. Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged students, that is not dependent on pupil premium or recovery premium funding.*