

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2036 to 2027 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	Griffin Primary School
Number of pupils in school	120
Proportion (%) of pupil premium eligible pupils	63%
Academic year/years that our current pupil premium strategy plan covers	2026/2027
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Jack Taylor Principal
Pupil premium lead	Jack Taylor Principal
Trustee lead	Cath Airey Regional Director

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£154,728
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£154,728

Part A: Pupil premium strategy plan

Statement of intent

At Griffin Primary School, we are deeply committed to creating an inclusive, high-aspiring learning community where the unique background, individuality, and potential of every pupil is recognized, valued, and nurtured. Our approach to addressing disadvantage is directly underpinned by our Griffin Learner Traits, which guide our daily pedagogy, pastoral support, and school culture:

- **Forgiving:** We foster an empathetic, restorative environment where children learn from mistakes, cultivate emotional resilience, and maintain enthusiasm for learning.
- **Curious:** We inspire an eagerness to discover, explore new concepts, and engage deeply with a broad, knowledge-rich curriculum.
- **Unique:** We celebrate individuality, ensuring every child's identity and strengths are valued within an inclusive setting.
- **Helpful:** We build a collaborative community where pupils and staff support one another to acquire knowledge and achieve shared goals.
- **Respectful:** We embed a courteous, harmonious atmosphere based on mutual esteem, acceptance, and positive learning behaviors.
- **Ambitious:** We instill high expectations, motivating every pupil to set ambitious goals and strive for excellence.
- **Resilient:** We equip pupils with the social and emotional tools to "bounce back" from difficulty and persevere through academic and personal challenges.

Located in Wandsworth and serving the Patmore Estate community, Griffin Primary School operates in a context of significant socio-economic challenge, with 63% of our pupils eligible for Pupil Premium funding. Our cohort experiences a complex intersectionality of vulnerabilities: many pupils reside in high-rise flats with limited access to outdoor space, face housing instability or overcrowding, and feel the severe financial pressures of the cost-of-living crisis. A significant proportion of our disadvantaged children navigate Adverse Childhood Experiences (ACEs), family trauma, domestic abuse, child criminal exploitation, adult mental health difficulties, or additional learning barriers.

The school has a higher proportion of Special Educational Needs and Disabilities (SEND), English as an Additional Language (EAL), and early speech, language, and communication needs (SLCN). 34.2% of Griffin's students have SEND compared to the national 20.5%. Of those children, 43% have SLCN compared to the national average of 23.7%

- **Communication and Interaction (C&I):** Forms the single largest driver of SEND across the school, accounting for **60% of primary identified needs**. This includes a high prevalence of speech, language, and communication needs

(SLCN), speech sound difficulties, and pupils with or awaiting Autistic Spectrum Condition (ASC) diagnoses.

- **Cognition and Learning (C&L):** Accounts for **27% of primary needs**, with pupils presenting significant literacy, numeracy, and working memory difficulties requiring targeted academic scaffolding.
- **Social, Emotional and Mental Health (SEMH):** Represents **12% of primary needs**, reflecting trauma, ADHD, anxiety, and complex family dynamics.
- **Physical and Sensory Needs (PS):** Accounts for **2% of needs**, including physical disabilities requiring occupational therapy adaptations.

To address these complex needs, our Pupil Premium and SEND strategy is tightly integrated. We utilise specialised provision, such as our enhanced early years and "Whale Room" nurture provision, alongside targeted internal and external agency support, including NIPA early language screening, in-school Speech and Language Therapy (SALT), Occupational Therapy (OT), Educational Psychology (EP) consultations, and Unlocking Potential (UP) therapeutic mentoring. This multi-agency approach ensures that EHCP targets are systematically met and that barriers to communication, regulation, and learning are proactively removed.

Our ultimate intention is that all pupils, irrespective of their starting points, background, or non-academic barriers, make rapid, sustained progress and achieve outstanding educational and personal outcomes. The focus of our Pupil Premium strategy is to empower our disadvantaged pupils to maximise their full potential, whether reaching or exceeding national age-related expectations or achieving individual EHCP targets, equipping them with the confidence, cultural capital, and qualifications needed to thrive in secondary school and adult life.

Grounded in the available research from the Education Endowment Foundation (EEF), our strategy directs funding where it makes the greatest impact across three evidence-based pillars:

1. **High-Quality Teaching & Curriculum:** Delivering high quality ordinarily available provision teaching across all classrooms based on the development of strong foundations. This is supported by whole-school projects with the Maths Hub, English Hub, rigorous literacy instruction using Little Wandle Phonics and Fluency and an EYFS Hub. By using 'Check, Adapt' strategies for all children in receipt of pupil premium, teachers develop an in-depth knowledge of what their students know and need to know next.
2. **Targeted Early Intervention & Academic Catch-Up:** Diagnostic entry data indicates that many pupils enter Reception below age-related expectations in language, communication, and literacy. We address this early through Wellcomm screeners, NIPA project, dedicated Speech and Language Therapy

(SALT) support, EEF TA training, TA-led rapid catch-up interventions, and daily 1:1 reading for our lowest 20% readers.

3. **Trauma-Informed Pastoral Support & Universal Aspiration:** Removing non-academic and socio-economic barriers so children are ready to learn. This includes embedding the Berry Street Educational Model, providing Unlocking Potential (UP) therapeutic interventions and 1:1 mentoring for children with low self-esteem, and offering a comprehensive wider strategy—featuring a guaranteed free Breakfast Club, Walking Bus, free clubs, and a universal free residential offer for all Pupil Premium recipients in Years 4, 5, and 6.

By embedding our Griffin Learner Traits and providing targeted, compassionate support, we ensure that socio-economic background is never a barrier to what our pupils can achieve.

At Griffin Primary School, our Pupil Premium cohort is dynamic and subject to notable demographic churn due to local housing movement on the Patmore Estate and small year-group sizes (averaging 17 to 20 pupils per class). To establish baseline priorities, attendance and tracking metrics from the 2025/26 academic year were evaluated across an active dataset of 107 Pupil Premium eligible pupils (Reception to Year 6) at the end of Summer Term. For the 2026/27 strategy plan, our published overview reflects a registered school roll of 120 pupils, with 63% eligible for Pupil Premium funding (~76 pupils). Please note that in small cohorts where a single child represents approximately 5% to 6% of a year-group metric, cohort turnover and small-sample variances significantly influence headline percentages. This explicit contextual framework reconciles the 2025/26 baseline tracking dataset with our 2026/27 cohort profile, ensuring demographic transitions across academic years are accurately understood rather than mistaken for reporting discrepancies or calculation errors.

Challenges

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

Challenge number	Detail of challenge
1.	Attendance remains a significant barrier to learning for a notable proportion of our Pupil Premium cohort at Griffin Primary School. Serving the Patmore Estate community, many of our disadvantaged families face acute socio-economic pressures, including housing instability, high-rise overcrowding, cost-of-living impacts, and morning anxiety. For several pupils, attendance challenges intersect directly with complex Special Educational Needs and Disabilities (SEND) or long-term medical conditions, while for others, non-academic barriers such as parental mental health difficulties, young carer responsibilities, or social care involvement severely disrupt daily school routines. In the 2024/25 academic year, attendance for pupils eligible for Free School Meals

	(FSM) stood at 91.9%, compared to 95.0% for their non-FSM peers—a gap of 3.1 percentage points. Year-to-date tracking for the 2025/26 academic year highlights the ongoing impact across our 107 Pupil Premium eligible pupils (Reception to Year 6): • Above 95% Attendance: 42 pupils (39.3%) demonstrate strong, regular attendance. • 90%–95% Attendance: 29 pupils (27.1%) require ongoing monitoring to prevent sliding into persistent absence. • 80%–90% Attendance (Persistent Absence): 25 pupils (23.4%) experience severe disruption to their learning continuity. • Below 80% Attendance (Severe Absence Risk): 11 pupils (10.3%) face severe, multi-layered barriers requiring intense casework. • Below 50% Attendance (Severe Absence): 0 pupils (0.0%). Overall, 36 Pupil Premium pupils (33.6%) fell into the persistent absence bracket (<90%). To remove these structural barriers, Griffin Primary integrates targeted attendance interventions, including guaranteed access to our free Breakfast Club and Walking Bus, bespoke Educational Welfare Officer (EWO) casework, bespoke attendance contracts co-produced with parents and trauma-informed relational support through the Berry Street Educational Model, ensuring every child feels safe, regulated, and ready to attend school daily.
2.	Having Special Educational Needs and Disabilities (SEND), including an EHCP, represents one of the most significant barriers to academic achievement for pupils in receipt of Pupil Premium funding at Griffin Primary School. Across our Pupil Premium cohort, 31.5% of disadvantaged pupils (34 children) also have identified SEND, comprising 11 pupils with an EHCP (10.2% of PP) and 23 pupils receiving SEN Support (21.3% of PP). The primary driver of need across the school is Communication and Interaction (C&I / SLCN), which accounts for 60% of all primary SEND identifications. To support these pupils, Griffin Primary operates specialized targeted environments—including our enhanced early years provision, the "Whale Room" nurture space, and the NIPA early language project—where pupils receive intensive Speech and Language Therapy (SALT) and Occupational Therapy (OT). • 14 pupils have an EHCP (11.7% of total roll), with 11 of these pupils eligible for Pupil Premium funding (25%). • 30 pupils access SEN Support (17.8% of total roll), with 23 of these pupils eligible for Pupil Premium funding (76.7%). • 44 out of 120 total pupils have an EHCP or receive SEN Support (36.0% overall SEND prevalence).

3	A significant proportion of our disadvantaged pupils at Griffin Primary School face complex family challenges and trauma that directly impact their emotional well-being and readiness to learn. Serving the Patmore Estate community, many children live in high-rise flats with severe space constraints, temporary or overcrowded housing, and the acute financial pressures of the cost-of-living crisis. These environmental factors are compounded by Adverse Childhood Experiences (ACEs), including domestic friction, parental mental health difficulties, and family trauma. • Social Care Involvement: 16% of Pupil Premium recipients have been known to social care. • Behavioral & Safeguarding Impact: Internal safeguarding (MyConcern) and behavior records indicate that adverse childhood experiences manifest in low self-esteem, reduced emotional resilience, anxiety, and higher rates of classroom disengagement or behavioral incidents.
4	At Griffin Primary School, assessment data across Key Stages 1 and 2 reveals a marked academic gap between disadvantaged pupils and their peers, characterised by a gap in Mathematics (18.2%) and Reading (17.5%), alongside low absolute attainment in Writing (47.0%). This disparity is compounded by a high intersectionality of Special Educational Needs and Disabilities (31.5% of Pupil Premium pupils have identified SEND) creating cumulative barriers that cap overall combined Reading, Writing, and Maths outcomes at 51.0% for the whole school. With all this data, significant care should be given to the disparity between the percentage size and the number of students who are not pupil premium recipients. • Writing: At 51.0% expected standard for students in receipt of pupil premium, writing acts as the primary academic challenge that directly caps combined Reading, Writing, and Maths attainment across the school. • Reading: Disadvantaged pupils face a 17.5 percentage point reading gap (52.9% vs. 70.4%), driven by early phonics fluency deficits that expand into a wider percentage point comprehension gap by Year 6. • Maths: Mathematics represents the largest overall gap in the school at 18.2 percentage points (55.9% vs. 74.1%), stemming from specific arithmetic recall and multi-step problem-solving barriers in Year 2 and Year 4.
5.	On entry into Nursery and Reception, Wellcomm screening show that 100% of pupils demonstrate 'red' attainment levels, significantly below age-related expectations in oral language and communication. The RBA show that early literacy and mathematical understanding are below age related expectations. .

	● Speech & Communication Gaps: Underdeveloped vocabulary and speech sound difficulties are prevalent across EYFS and persist into Key Stage 1 and 2 if left unaddressed. This is reinforced by our SEND register, where Communication and Interaction (C&I) accounts for 60% of all primary SEND needs. ● Personal, Social & Emotional Development (PSED): A high proportion of EYFS children require intensive support with emotional regulation, turn-taking, and independence to become "school ready".
6.	Disadvantaged pupils at Griffin Primary School face a complex matrix of intersecting physical, financial, emotional, and contextual challenges stemming from severe socio-economic deprivation and the immediate environment of the Patmore Estate. Living in often-crowded, high-rise accommodation amidst acute pressures from the ongoing cost-of-living crisis, many families have to prioritise basic physiological survival over non-essential enrichment, outdoor play, and broader cultural experiences. This restrictive environment creates deep-seated barriers that extend far beyond academic learning, directly impacting pupils' physical regulation, oracy skills, self-worth, and long-term ambitions while exposing older primary children to heightened contextual safeguarding risks. ● Lack of Outdoor Space: High-rise flat living on the Patmore Estate severely restricts access to private gardens and safe green spaces, suppressing gross motor development and depriving children of natural outlets for physical stress, which frequently manifests as sensory dysregulation in the classroom. ● Financial Exclusion: The cost-of-living crisis prevents families from funding paid after-school sports, instrumental music tuition, or family excursions, leading to extended physical inactivity, social isolation, and academic regression during school holiday periods. ● Cultural Capital: Minimal real-world exposure to civic, artistic, and historical landmarks outside the immediate estate creates profound background knowledge deficits, hindering pupils' reading comprehension and restricting opportunities to practise formal spoken English. ● Low Self-Esteem: Household financial strain, overcrowded living conditions, and Adverse Childhood Experiences (ACEs) erode pupils' foundational sense of security, resulting in low self-worth, anxiety, and reduced emotional resilience when facing academic challenges. ● Low Aspirations: Socio-economic isolation leads children to normalise the economic limitations of their immediate surroundings, leaving them with limited exposure to diverse professional role models and a restricted belief in their own future possibilities. ● Vulnerability to Child Criminal Exploitation (CCE): Localised estate risks, combined with low self-esteem, financial hardship, and an unmet search for security, make older primary pupils

	(particularly in Years 5 and 6) vulnerable to exploitation and grooming by negative peer networks as they approach secondary transition.
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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. To improve attendance and reduce persistent absence.	Baseline Data: PP attendance for 25/26 was 91.2% (2.8 percentage point gap vs non-FSM at 94.0%). In 2025/26, 33.6% of Pupil Premium pupils (36 out of 107) were persistently absent (<90%), including 10.3% (11 pupils) below 80%. • Overall Pupil Premium attendance increases from 91.9% to 93.5% (closing the gap with non-disadvantaged peers to 0.5 percentage points), and above the ABSI median of 92.9%. • Pupil Premium persistent absence (<90%) reduces by 10% from 33.6% (36 pupils) to 30.2% (32 pupils). • The proportion of Pupil Premium pupils attending >95% increases from 39.3% (42 pupils) to 43.2% (46 pupils). • Fully embed a trauma-informed Berry Street Educational Model routine across all classrooms so that Pupil Premium pupils returning from persistent absence experience an immediate, supportive sense of belonging and low-anxiety re-entry without fear of punitive sanctions. Measurement & Evaluation: Monitored weekly via Arbor attendance records, TEFAT PA Attendance tracker, EWO casework logs, and Breakfast Club/Walking Bus registration registers.
2. To support disadvantaged pupils with SEND to make steady, incremental progress towards their EHCP and SEN Support small-step targets.	Baseline Data: 31.5% of Pupil Premium pupils (34 children) have identified SEND (11 EHCP; 23 SEN Support), with Communication and Interaction accounting for 60% of primary SEND needs. End-of-Strategy Targets: • ≥85.0% of statutory annual Pupil Premium recipients' EHCP targets are met across Speech & Language, Occupational Therapy, and Cognition domains.

	• The proportion of SEN Support Pupil Premium pupils making expected progress against personalized targets increases from baseline to ≥55.0%. • The reading attainment gap for SEN Support Pupil Premium in Reading (23.3%) pupils narrows to mainstream peers. • Consistently establish a "First-Check Culture" and adaptive scaffolding in every classroom, ensuring teachers systematically check the understanding of Pupil Premium pupils with SEND within the first five minutes of independent work and adapt learning in real time. Measurement & Evaluation: Assessed via termly pupil progress meetings, provision map target tracking, annual EHCP reviews, and SALT/OT clinical monitoring, SLT monitoring, CPD for staff and Regional Director visits.
3. To provide accessible pastoral mentoring that reduces dysregulation and builds emotional resilience for vulnerable pupils experiencing family strain or trauma.	Disadvantaged pupils facing Adverse Childhood Experiences (ACEs) show higher rates of Arbor behavioral logs and classroom disengagement. End-of-Strategy Targets: • A reduction in the number of suspensions for pupil premium recipients (from 6 25/26 to 0 in 26/27) with the support of the TEFAT suspension clinic. • Engagement of identified vulnerable PP pupils in 1:1 therapeutic mentoring (Unlocking Potential) or Berry Street Model support increases to ≥60.0%. • Achieve consistent whole-school implementation of the Berry Street Educational Model, ensuring all teaching and support staff routinely use de-escalation scripts, predictable transitions, and brain breaks to maintain calm, emotionally safe learning environments. Measurement & Evaluation: Measured weekly via Arbor behavior analytics, SLT monitoring, Coaching with staff, CPD through Berry Street, Pupil Voice survey indicators on emotional safety and regulation.
4. To deliver improvements in Reading, Writing, and Mathematics, narrowing key stage attainment gaps.	Combined Y6 RWM expected standard for Pupil Premium pupils is 51.0%. Writing stands at 51.0% compared to 56.1%. Reading displays a 17.5 percentage point gap (52.9% PP vs 70.4% Non-PP). Maths displays an 18.2 percentage point gap (55.9% PP vs 74.1% Non-PP).

	End-of-Strategy Targets (10% Shift): • Combined RWM expected standard for Pupil Premium pupils increases from 51.0% to 56.1%. • Writing expected standard for Pupil Premium pupils increases by at least 10% relative from 51.0% to 56.1%. • Reading attainment for Pupil Premium pupils increases by at least 10% relative from 52.9% to 58.2% (narrowing the gap from 17.5% to 15.8%). • Maths attainment for Pupil Premium pupils increases by at least 10% relative from 55.9% to 61.5% (narrowing the gap from 18.2% to 16.4%). • Embed an active 'Check. Adapt', structure across all key stages, verified through termly book scrutinies, where teachers deliver immediate verbal and live-written feedback to disadvantaged pupils, fostering independent self-correction and active editing in writing composition and mathematical reasoning. Measurement & Evaluation: Assessed termly using standardized assessment papers (PIRA/PUMA/NFER), Y1 Phonics Screening Checks, and statutory SATs results.
5. To create strong foundational skills for children in receipt of pupil premium, by developing oral language, early literacy, and communication skills for children identified by the Wellcomm screen and RBA.	100% of Reception pupils screen 'red' on WellComm entry assessments. Year 1 Phonics pass rate for Pupil Premium pupils stands at 50.0%. End-of-Strategy Targets (10% Shift): • The proportion of Reception pupils remaining in the 'red' WellComm category reduces from 100% to ≤20% by the end of Reception. • Year 1 Phonics Screening pass rate for Pupil Premium pupils increases from 52.0% to 65.0%. • EYFS Good Level of Development (GLD) for disadvantaged pupils increases to inline with national data. • Establish high-quality, language-rich provision in Nursery and Reception by embedding the Little Wandle Foundations and NIPA communication frameworks, ensuring staff consistently model Tier 2 vocabulary and structured oral interactions during child-initiated play. Measurement & Evaluation: Evaluated through termly WellComm re-screening, SLT monitoring, ELT

	reports, EYFS Profile GLD moderation, and Little Wandle phonics trackers.
6. To increase access to outdoor experiences, extra-curricular enrichment, and self-esteem support for pupils living on the Patmore Estate.	Baseline Data: Socio-economic restrictions on the Patmore Estate limit access to outdoor play, paid enrichment, and broader cultural experiences. End-of-Strategy Targets: • Pupil Premium residential trip uptake across Years 4, 5, and 6 increases to 90%. • Pupil Premium extra-curricular club participation increases to 90.0%. • Pupil Survey feedback from pupil premium recipients (<i>"I feel proud of who I am," "My teachers believe I can succeed," and "I feel safe at Griffin"</i>) are in line with the Wandsworth average. Measurement & Evaluation: Tracked via extra-curricular club registers, residential trip uptake logs, and annual Pupil Survey reporting.

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.

Target 1: Attendance (for example, CPD, recruitment and retention)

Budgeted cost: £3,976

Activity	Evidence that supports this approach	Cost
Dedicated First-Day Absence Pick-Ups & Home Visits: Deployment of trained staff to conduct home visits and pick up missing children from Patmore Estate.	EEF Guidance: Working with Parents to Support Children's Learning; EEF Guidance: Improving Behaviour in Schools	£2,200
Walking Bus Provision & Escort Staff: Guaranteed daily Walking Bus pickup route across the estate to support children facing morning anxiety.	EEF Toolkit: Extended School Time, Physical Activity; EEF Guidance: Working with Parents to Support Children's Learning	£1,200
Breakfast Club Subsidies & Registration Tracking: Free breakfast club places for persistent absence (<90%) pupils to secure punctual morning arrival.	EEF Toolkit: Extended School Time; EEF Guidance: Working with Parents to Support Children's Learning	£576

Target 2: Pupil Premium & SEND/EHCP

Budgeted cost: £26,594

Activity	Evidence that supports this approach	Cost
Clinical Speech & Language Therapy (SALT) Interventions: Targeted 1:1 and small-group speech sound therapy and expressive language sessions.	EEF Toolkit: Oral Language Interventions, One to One Tuition; EEF Guidance: Special Educational Needs in Mainstream Schools	£10,000
Occupational Therapy (OT) & Motor Skills Support: Specialist OT sessions and sensory regulation strategies for EHCP and SEN Support pupils.	EEF Toolkit: Physical Activity, Individualised Instruction; EEF Guidance: Special Educational Needs in Mainstream Schools	£7,797
Targeted SEND Teaching Assistant Scaffolding: 1:1 and small-group TA support in mainstream classrooms to deliver small-step EHCP learning targets.	EEF Toolkit: Making Best Use of Teaching Assistants, Small Group Tuition; EEF Guidance: Special Educational Needs in Mainstream Schools	£5,000
Small-Group Speech Sound & Language Acquisition: TA-led structured oral language interventions for pupils on SEN Support with primary SLCN needs.	EEF Toolkit: Oral Language Interventions, Small Group Tuition; EEF Guidance: Special Educational Needs in Mainstream Schools	£3,797

Target 3: SEMH, Trauma & EBSNA

Budgeted cost: £26,727

Activity	Evidence that supports this approach	Cost
Unlocking Potential (UP) Integrative Child Psychotherapy: Embedded 1:1 child psychotherapy and creative art therapy for pupils experiencing severe ACEs.	EEF Toolkit: Social and Emotional Learning, Behaviour Interventions; EEF Guidance: Improving Behaviour in Schools	£11,797
UP Family Support & Trauma Casework: Specialist casework and therapeutic intervention with parents/carers facing housing distress and trauma.	EEF Toolkit: Working with Parents to Support Children's Learning; EEF Guidance: Improving Behaviour in Schools	£6,000
1:1 Relational Mentoring: Weekly 1:1 mentoring built on the Berry Street Educational Model to foster positive adult attachments.	EEF Toolkit: Mentoring, Social and Emotional Learning; EEF Guidance: Improving Behaviour in Schools	£5,000
Small-Group Social and Emotional Learning (SEL): Targeted small-group interventions focusing on emotional literacy and anger management.	EEF Toolkit: Social and Emotional Learning, Small Group Tuition; EEF Guidance: Improving Behaviour in Schools	£3,930

Target 4: Achievement

Budgeted cost: £46,386

Activity	Evidence that supports this approach	Cost
Support staff member to run Year 6 Dedicated Catch-Up Teaching Assistant: Full-time TA deployment delivering daily 1:1 reading comprehension and writing scaffolds.	EEF Toolkit: Making Best Use of Teaching Assistants, One to One Tuition; EEF Guidance: Teacher Feedback to Improve Pupil Learning	£23,000
Support staff member to run Year 6 Targeted Writing & Reading Tuition: Small-group tuition focused on sentence construction, Tier 2 vocabulary expansion, and reading fluency.	EEF Toolkit: Small Group Tuition, Reading Comprehension Strategies; EEF Guidance: Improving Literacy in Key Stage 2	£13,461
Support staff member to run Years 4 & 5 Small-Group White Rose Maths Tuition: Targeted arithmetic retrieval practice and White Rose Maths catch-up for Y4 and Y5 pupils.	EEF Toolkit: Small Group Tuition, Mastery Learning; EEF Guidance: Improving Mathematics in Key Stages 2 and 3	£7,925
Support Staff member to run Little Wandle Rapid Catch-Up & KS2 Phonics Fluency: Daily 1:1 phonics catch-up and decodable reading fluency sessions for Key Stage 2 pupils.	EEF Toolkit: Phonics, One to One Tuition; EEF Guidance: Improving Literacy in Key Stage 1	£5,000

Target 5: Foundational Skills

Budgeted cost: £15,015

Activity	Evidence that supports this approach	Cost
Foundational Skills Hubs Staff Release: Staff release for DfE Maths Hub (Mastering Number), EYFS Hub, English Hub, and Little Wandle Phonics Hub.	EEF Toolkit: Mastery Learning, Phonics; EEF Guidance: Effective Professional Development, Preparing for Literacy	£7,000
WellComm Oral Language & Vocabulary Interventions: Termly WellComm diagnostic screening and daily small-group oral language sessions.	EEF Toolkit: Oral Language Interventions, Individualised Instruction; EEF Guidance: Preparing for Literacy	£3,515
Writing Lead Release Time to focus on Handwriting, spelling and vocabulary with Trust Consultant.	EEF Guidance: Effective Professional Development, Preparing for Literacy	£1500

Target 6: Aspiration, opportunities and self esteem

Budgeted cost: £ 36,030

Activity	Evidence that supports this approach	Cost
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Universal Free Residential Offer: 100% fully funded residential trips for PP pupils in Years 4, 5, and 6 to foster independence and outdoor learning.	EEF Toolkit: Outdoor Adventure Learning, Collaborative Learning; EEF Guidance: Working with Parents to Support Children's Learning	£17,500
Subsidised Instrumental Music Tuition: Specialist instrumental tuition and performance opportunities to boost creative expression.	EEF Toolkit: Arts Participation; EEF Guidance: Working with Parents to Support Children's Learning	£8,014
Fully Subsidised Extra-Curricular Clubs: Guaranteed free places across all after-school sports, creative, and academic clubs.	EEF Toolkit: Extended School Time, Physical Activity; EEF Guidance: Improving Behaviour in Schools	£4,500
Secondary Transition & CCE Prevention Pathway: Career workshops, mentoring, and secondary transition visits for Y5/Y6 PP pupils.	EEF Toolkit: Mentoring, Aspirational Interventions; EEF Guidance: Working with Parents to Support Children's Learning	£6016

Total Budget Overview

- **Tier 1: High-Quality Teaching:** £8,500
- **Tier 2: Targeted Academic Support:** £71,698
- **Tier 3: Wider Strategies:** £74,530
- **Total Spending Allocation:** £154,728

Pillar 1: High-Quality Teaching (for example, CPD, recruitment, and retention)

Budgeted cost: £8,500

Activity	Evidence that supports this approach	Cost
Embedding TEFAT '3 Things 5 Ways' Pedagogy Framework: Whole-school internal CPD modules and peer triads focused on embedding core instructional routines ('3 Things 5 Ways') to secure consistent Ordinarily Available Provision and high expectations for all disadvantaged pupils.	EEF Toolkit: Metacognition and Self-regulation, Feedback EEF Guidance: Effective Professional Development	£0

CPD Series on 'Check, Adapt' Adaptive Teaching: Staff meeting workshops and instructional coaching cycles focused on live assessment, early checking within the first 5 minutes of independent practice, and instant adaptive scaffolding for PP/SEND pupils.	EEF Toolkit: Feedback, Individualised Instruction EEF Guidance: Special Educational Needs in Mainstream Schools	£0
EEF Teaching Assistant Programme: Internal weekly briefing modules and collaborative planning routines for TAs, focusing on scaffolding strategies, promoting pupil independence, and aligning TA deployment with teacher live-checking.	EEF Toolkit: Making Best Use of Teaching Assistants EEF Guidance: Special Educational Needs in Mainstream Schools	£0
Foundational Skills Hubs Staff Release: Staff release time to participate in the DfE Maths Hub (Mastering Number), EYFS Hub, English Hub, and Little Wandle Phonics Hub to strengthen whole-school pedagogy.	EEF Toolkit: Mastery Learning, Phonics EEF Guidance: Effective Professional Development, Preparing for Literacy	£7,000
Writing Lead Release Time & CPD: Dedicated subject lead release time focused on handwriting, spelling, and vocabulary expansion, delivered in collaboration with Trust Consultants.	EEF Guidance: Effective Professional Development, Preparing for Literacy	£1,500

Pillar 2: Targeted Academic Support (for example, tutoring, one-to-one support, and structured interventions)

Budgeted cost: £71,698

Activity	Evidence that supports this approach	Cost
Clinical Speech & Language Therapy (SALT) Interventions: Targeted 1:1 and small-group speech sound therapy and expressive language sessions delivered by specialist clinical staff.	EEF Toolkit: Oral Language Interventions, One to One Tuition EEF Guidance: Special Educational Needs in Mainstream Schools	£10,000
Targeted SEND Teaching Assistant Scaffolding: Deployment of trained TAs for 1:1 and small-group scaffolding in mainstream classrooms to deliver small-step EHCP learning targets.	EEF Toolkit: Making Best Use of Teaching Assistants, Small Group Tuition EEF Guidance: Special Educational Needs in Mainstream Schools	£5,000
Small-Group Speech Sound & Language Acquisition: TA-led structured oral language interventions for SEN Support pupils presenting primary SLCN needs.	EEF Toolkit: Oral Language Interventions, Small Group Tuition	£3,797

	EEF Guidance: Special Educational Needs in Mainstream Schools	
Year 6 Dedicated Catch-Up Teaching Assistant: Full-time TA deployment delivering daily 1:1 reading comprehension and writing scaffolds for Y6 disadvantaged pupils.	EEF Toolkit: Making Best Use of Teaching Assistants, One to One Tuition EEF Guidance: Teacher Feedback to Improve Pupil Learning	£23,000
Year 6 Targeted Writing & Reading Tuition: Small-group tuition focusing on sentence construction, Tier 2 vocabulary expansion, and reading fluency.	EEF Toolkit: Small Group Tuition, Reading Comprehension Strategies EEF Guidance: Improving Literacy in Key Stage 2	£13,461
Years 4 & 5 Small-Group White Rose Maths Tuition: Targeted arithmetic retrieval practice and White Rose Maths catch-up groups for Y4 and Y5 pupils.	EEF Toolkit: Small Group Tuition, Mastery Learning EEF Guidance: Improving Mathematics in Key Stages 2 and 3	£7,925

Little Wandle Rapid Catch-Up & KS2 Phonics Fluency: Daily 1:1 phonics catch-up and decodable reading fluency sessions for Key Stage 2 pupils.	EEF Toolkit: Phonics, One to One Tuition EEF Guidance: Improving Literacy in Key Stage 1	£5,000
WellComm Oral Language & Vocabulary Interventions: Termly WellComm diagnostic screening and daily small-group oral language sessions for Reception and EYFS.	EEF Toolkit: Oral Language Interventions, Individualised Instruction EEF Guidance: Preparing for Literacy	£3,515

Pillar 3: Wider Strategies (for example, attendance, behaviour, and wellbeing)

Budgeted cost: £74,530

Activity	Evidence that supports this approach	Cost
Dedicated First-Day Absence Pick-Ups & Home Visits: Deployment of trained staff to conduct home visits and pick up missing children across the Patmore Estate.	EEF Guidance: Working with Parents to Support Children's Learning; Improving Behaviour in Schools	£2,200
Walking Bus Provision & Escort Staff: Guaranteed daily Walking Bus pickup route across the estate to support children facing morning anxiety and reduce late arrivals.	EEF Toolkit: Extended School Time, Physical Activity	£1,200

	EEF Guidance: Working with Parents to Support Children's Learning	
Breakfast Club Subsidies & Registration Tracking: Free breakfast club places provided for persistent absence (<90%) pupils to secure punctual morning arrivals.	EEF Toolkit: Extended School Time EEF Guidance: Working with Parents to Support Children's Learning	£576
Occupational Therapy (OT) & Motor Skills Support: Specialist OT sessions and sensory regulation strategies tailored for EHCP and SEN Support pupils.	EEF Toolkit: Physical Activity, Individualised Instruction EEF Guidance: Special Educational Needs in Mainstream Schools	£7,797
Unlocking Potential (UP) Integrative Child Psychotherapy: Embedded 1:1 child psychotherapy and creative art therapy for pupils experiencing severe ACEs and trauma.	EEF Toolkit: Social and Emotional Learning, Behaviour Interventions EEF Guidance: Improving Behaviour in Schools	£11,797

UP Family Support & Trauma Casework: Specialist casework and therapeutic intervention with parents/carers facing housing distress, domestic friction, and trauma.	EEF Toolkit: Working with Parents to Support Children's Learning EEF Guidance: Improving Behaviour in Schools	£6,000
1:1 Relational Mentoring: Weekly 1:1 mentoring built on the Berry Street Educational Model to foster positive adult attachments and emotional regulation.	EEF Toolkit: Mentoring, Social and Emotional Learning EEF Guidance: Improving Behaviour in Schools	£5,000
Small-Group Social and Emotional Learning (SEL): Targeted small-group interventions focusing on emotional literacy, regulation strategies, and anger management.	EEF Toolkit: Social and Emotional Learning, Small Group Tuition EEF Guidance: Improving Behaviour in Schools	£3,930
Universal Free Residential Offer: 100% fully funded residential trips for PP pupils in Years 4, 5, and 6 to foster independence, resilience, and outdoor learning.	EEF Toolkit: Outdoor Adventure Learning, Collaborative Learning	£17,500

	EEF Guidance: Working with Parents to Support Children's Learning	
Subsidised Instrumental Music Tuition: Specialist instrumental music tuition and performance opportunities to boost creative expression and confidence.	EEF Toolkit: Arts Participation EEF Guidance: Working with Parents to Support Children's Learning	£8,014
Fully Subsidised Extra-Curricular Clubs: Guaranteed free places across all after-school sports, creative, and academic clubs for disadvantaged pupils.	EEF Toolkit: Extended School Time, Physical Activity EEF Guidance: Improving Behaviour in Schools	£4,500
Secondary Transition & CCE Prevention Pathway: Career workshops, 1:1 mentoring, and secondary transition visits for Y5/Y6 PP pupils to mitigate contextual safeguarding risks.	EEF Toolkit: Mentoring, Aspirational Interventions EEF Guidance: Working with Parents to Support Children's Learning	£6,016

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 2024 to 2025 academic year. SEND is the greatest indicator of variance between outcomes for pupils including those eligible for pupil premium funding.

Year Group	Group Category	Group Size	SEN Student Count	EAL Student Count	Looked After (In Care)	Statutory Attendance (%)	Persistent Absence (%)	Suspensions	EYFS Prime (%)	Maths TA (%)	Reading TA (%)	Writing TA (%)	RWM Combined (%)
Year 5 (5-2024)	All Pupils	26	9	17	0	92.60 %	19.20 %	4	—	69.20 %	73.10 %	46.20 %	46.20 %
	Non-Disadvantaged	6	0	4	0	96.10 %	0.00%	1	—	83.30 %	100.00 %	50.00 %	50.00 %
	Disadvantaged (PP)	20	9	13	0	91.60 %	25.00 %	3	—	65.00 %	65.00 %	45.00 %	45.00 %
Year 4 (4-2024)	All Pupils	13	4	10	0	93.40 %	7.70%	0	—	53.70 %	46.00 %	46.00 %	46.00 %
	Non-Disadvantaged	6	1	6	0	94.00 %	0.00%	0	—	66.70 %	50.00 %	50.00 %	50.00 %
	Disadvantaged (PP)	7	3	4	0	92.90 %	14.30 %	0	—	42.60 %	42.60 %	42.60 %	42.60 %
Year 3 (3-2025)	All Pupils	14	6	10	0	92.80 %	14.30 %	0	—	50.00 %	50.00 %	50.00 %	50.00 %
	Non-Disadvantaged	2	1	2	0	97.10 %	0.00%	0	—	50.00 %	50.00 %	50.00 %	50.00 %
	Disadvantaged (PP)	12	5	8	0	92.10 %	16.70 %	0	—	50.00 %	50.00 %	50.00 %	50.00 %
Year 2 (2-2024)	All Pupils	21	8	16	0	91.40 %	23.80 %	2	—	61.90 %	52.40 %	52.40 %	52.40 %

	Non-D isadva ntage d	7	2	7	0	89.10 %	28.60 %	0	—	85.70 %	71.40 %	71.40 %	71.40 %
	Disad vanta ged (PP)	14	6	9	0	92.60 %	21.40 %	2	—	50.00 %	42.90 %	42.90 %	42.90 %
Year 1 (1-202 4)	All Pupils	21	9	12	0	87.00 %	33.30 %	0	—	61.90 %	57.10 %	52.40 %	52.40 %
	Non-D isadva ntage d	6	3	4	0	87.80 %	16.70 %	0	—	66.70 %	66.70 %	50.00 %	50.00 %
	Disad vanta ged (PP)	15	6	8	0	86.70 %	40.00 %	0	—	60.00 %	53.30 %	53.30 %	53.30 %
Recep tion (-1-20 24)	All Pupils	15	5	9	0	83.70 %	—	0	57.00 %	—	—	—	—
	Non-D isadva ntage d	4	2	3	0	86.10 %	—	0	100.0 0%	—	—	—	—
	Disad vanta ged (PP)	11	3	6	0	82.80 %	—	0	40.00 %	—	—	—	—

Evaluation of attainment

The attainment data highlights a nuanced landscape across Griffin Primary School, where Pupil Premium performance varies markedly by year group and is heavily influenced by Special Educational Needs (SEND) co-occurrence. With Reception non-disadvantaged pupils outperforming non-disadvantaged peers in GLD (100.0% vs. 40.0%), Year 1 PP pupils exceeding non-disadvantaged outcomes in Writing (53.3% vs. 50.0%), and Year 3 achieving full academic parity across all subjects at 50.0% expected standard. However, acute vulnerabilities persist in Key Stage 1, most notably in Year 2, where disadvantaged pupils lag significantly behind non-disadvantaged peers in Reading and Writing (42.9% vs. 71.4%) as well as Mathematics (50.0% vs. 85.7%). Subject-specific deficits also emerge in Key Stage 2, specifically in Year 5 Reading (65.0% PP vs. 100.0% non-PP) and Year 4 Mathematics (42.6% PP vs. 66.7% non-PP). Given that SEN overlaps with 45.0% of Year 5 PP pupils and 42.9% of Year 2 PP pupils, targeted academic scaffolding and integrated clinical interventions remain essential to closing these localized attainment gaps.

