

Pupil premium strategy statement – Grafton Primary School

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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	899
Proportion (%) of pupil premium eligible pupils	19.79%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 – 2025 2025 – 2026 2026 - 2027
Date this statement was published	
Date on which it will be reviewed	Nov 2025
Statement authorised by	Mrs Junaida Bana
Pupil premium lead	Lindsey Gray (DHT)
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£328,480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£328,480

Part A: Pupil premium strategy plan

Statement of intent

At Grafton Primary School, we want all our pupils to be successful, irrespective of the individual or community challenges they face. We are ambitious for our children and community, we want them to have the best chances in life. Barking and Dagenham is one of the most deprived boroughs, Grafton Primary School is based in the 'Valence Ward' area – [see attached demographics](#). Which shows that 65.7% of families would be considered deprived, which is higher than the borough average of 62.4% - with only 10% of the ward having open spaces, the childhood obesity amongst children in Year 6 is 30.5% which is slightly higher than the borough average. We would expect that under the cost of living crisis that the % of disadvantage pupils may rise as more families are forced into poverty.

At Grafton Primary School 19.79% of our children are entitled to pupil premium, this is below average when compared to national figures. The school's demographics have remained quite consistent over the last three years, although we are beginning to see greater mobility and more families who require 30 hours Nursery funded places. Our children who are identified as needing SEND support to meet a special educational need continues to increase and is currently 12.82%, the percentage of children who have an Educational Health Care Plan (EHCP) which is at 3.01%, totalling 15.83%.

We are a Rights Respecting School and the work that we do to protect the Rights of all children sits at our core, it is woven through into all work that we undertake as a school. Our work empowers children to know their Rights under the Convention on the Rights of the Child, and to make positive changes within our school and community. We give children a voice and encourage them to use this voice to help lay the path for their future and the future of all children. Our children know they have an important role to play in society and globally, they take this responsibility seriously. We are a Gold accredited Rights Respecting school (reaccredited in July 2022).

We want all children to make good or better progress from their starting points - not all progress is academic - we are committed to inclusion and we understand that in order to know where we need to target our support, we must ensure precise and wholistic assessments of children's needs (academic and pastoral). We want to narrow the gap in educational outcomes for our most disadvantaged children and ensure through our curriculum that children are taught knowledge and skills which are subject specific but also transferrable. We want to ensure that our curriculum and wider opportunities allows children to demonstrate their talents and prepares them for their future.

Quality first teaching is seen as fundamental at Grafton Primary School. This is proven to have the greatest of impact on children's progress, outcomes and in closing the disadvantaged gap. It is important that we consider how children learn, how they develop knowledge and skills and how they can be supported to lay firm foundations for later learning. We use research to inform teaching practices, e.g. research on cognitive strategies, memory, metacognition and oracy are fundamental to our daily practices.

We know that children learn best when they attend school. In our strategy we focus on improving the attendance of our pupils through meeting the well-being needs of our families, this may include Early Help, working with other professionals, etc. We know that children must be ready to learn by ensuring that their personal, social and emotional needs are met. The work of our Inclusion team is fundamental to this.

Since lockdown, we have seen an increase in emotional and social needs that impact on learning with an impact on both children and adult mental health and well-being needs. This has been particularly evident in the EYFS, as children enter school working significantly below where they should be. We have children entering Nursery and Reception who have not yet been toilet trained. We more children using devices at an earlier age. We are seeing significant delays in children's language development. Research tells us that 'Good language at age five correlates with academic attainment, mental health in later years, social interaction and relationship building and employment outcomes', Speech and Language UK. The EEF Teacher Toolkit demonstrates that language intervention can have a very high impact. Furthermore, research demonstrates that developing children's language skills has a positive impact on their Reading and Writing outcomes.

Reading for pleasure is imperative for a child to do well in all areas of the curriculum and at Grafton Primary School, we believe that children should leave our school being able to access a range of genres that let them imagine, be creative but also make them learn and ask questions.

At Grafton, we use a range of teaching strategies and approaches to teach children how to read. We weave reading into the curriculum. We use the Little Wandle Programme to teach Early Reading skills. We implement specific interventions to narrow the gap, interventions are run in small groups, sometimes it will be one adult to one child, whilst we are aware this is not the most cost effective strategy, for those children receiving the intervention, it does have an impact. Data shows that children who are reading for pleasure at the ages of five or ten will go on to score better in exams at a later age. Underpinning children's skills to read, is firstly developing their ability to listen, attend and talk. Researchers Betty Haart and Todd Risley found that children from poorest backgrounds heard 1/3 as many words per hour as those from higher income backgrounds. Scaling this up, they proposed that then by the time children were four there would be a 30 million word gap. As a school, many of our disadvantaged children enter school not having acquired the language skills appropriate for their age. If we are to ensure that children leave school reading for pleasure, we must first ensure that they are able to talk, to be able to share their ideas, views, opinions and knowledge.

Although the Pupil Premium Grant is used to target individuals who qualify for Free School Meals, at Grafton we know that there are many families whose parents receive minimum wage and they are often less fortunate than those whose parents receive income support. Our aim is to provide the correct intervention to all our families, using some of the Pupil Premium Grant to do this. Our decision making on any of our spending is based on identifying the needs of our children and community, using research and pedagogy (some research previously mentioned), to support in guiding us in implementing the most effective and impactful strategies that will ensure that our children have the bright future they deserve.

Challenges

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

Challenge number	Detail of challenge
1	Barking and Dagenham is within the top 10% out of 317 boroughs for highest levels of deprivation. Deprivation in Barking and Dagenham London Borough of Barking and Dagenham (lbbd.gov.uk)

	This is accentuated also by the widening inequalities caused by cost of living crisis, in which we will expect to see more of our families being impacted by. This will further impact on the wider experiences our children have the opportunity to engage in and therefore enhance their cultural capital.
2	In some cases, inconsistent attendance and punctuality, families taking term time holidays as the costs are cheaper, lower % of attendance rates reduces number of teaching hours received and causes disadvantage children to fall further behind their peers.
3	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps amongst disadvantaged pupils. These are evident from Reception through to KS2 and in general, which impacts upon learning across the whole curriculum..
4	Increasing numbers of children with multiple barriers to learning such as SEND/EAL/Behaviour/SEMH. Some of these children have needs which would usually mean they should be accessing an Additional Resource Provision or even a Specialist school. The children require additional adults, resources, specialist spaces and adapted timetables to make progress. This does impact on teaching and Learning and the approaches that we use to teach children. We require the knowledge of specialist and additional CPD to meet the needs of this specific group of children.
5	Improve student outcomes at the end of Reception and Year 6 so as to be in line with national or LA attainment in Reading, Writing and Maths.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations will indicate improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Children's whose speech and language is continuing to be delayed, will receive speech and language therapy/intervention. Assessment information from these will identify progress made.
Improved early reading skills among disadvantaged children	The gap will have narrowed between PP and non-PP results. (Assessment from ongoing Tracking in the EYFS and throughout KS1 & beyond where necessary) will demonstrate the attainment gap narrowing.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Improved and sustained high attendance from 2024 onwards demonstrated by: he overall attendance rate for all pupils will be 95% or above The attendance gap between disadvantaged (93.47%) pupils and their non-disadvantaged (95.43%) peers being reduced (statutory school age0

	The percentage of all pupils who are persistently absent will reduce and the figure among disadvantaged (24.57%) pupils will be reduced compared to non-disadvantaged.
Improved attainment for disadvantaged children especially at the end of Reception and KS2 in Reading, Writing and Maths	Further development of the curriculum (Core and Wider) – core work will have taken place between Literacy Lead – Early Reading Lead, Reading and Writing Lead and Curriculum Coordinators. Continued use of Little Wandle Programme to develop Early Reading, including launching Rapid Catch-up and Fluency in Year 2. Continued use of Power Maths and Maths Mastery to raise attainment and continue to provide consistency in teaching and learning strategies
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing by 2026/27 demonstrated by: -OPAL (Outdoor Play and Learning) will continue to be implemented and support children's mental health and well-being -Qualitative data from student voice, student and parent surveys and teacher observations -Increase in participation in enrichment activities, particularly among disadvantaged pupils -Data from height and weight checks demonstrates that our children are healthier -City Years Mentors data demonstrates impact of their intervention

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 (for example, CPD, recruitment and retention)

Budgeted cost: £73,084.43

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Little Wandle</u> Purchase of Little Wandle Phonics (renewed subscription) and related resources. Implementation of Little Wandle	Phonics is a specific, defined body of knowledge. Children learn this most effectively if we use direct teaching. Phonics is also powerful knowledge. It opens up the potential of reading and so much other learning, too. Children are at an advantage if they are taught phonics efficiently and as early as possible in their learning journey. Considering the young age of the children, regular short bursts of direct teaching are most effective.	3,5

Daily Keep-Up/Rapid Catch-up On-going staff CPD/Coaching in LW. Implementation of Little Wandle assessment system to benchmark attainment and progress.	https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/05/LS-KEY-GUIDANCE-EFFECTIVE-PHONICS-PRACTICE-FINAL.pdf 1 Phonics has a positive impact overall and extensive evidence demonstrates it can narrow the attainment gap by 5+ months. It is an important component in the early development of early reading skills, particularly for children from disadvantaged backgrounds. Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. 2 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
<u>Enhancement of our curriculum</u> We will fund coordinator release time to review, refine their curriculum areas – including triangulation of data. Bought in Curriculum Services to support with reviewing and refinement of curriculum (Teacher Secondment) Release time for staff to attend relevant training courses/CPD.	 Article 28 (right to education) Every child has the right to an education. Grafton Primary School aims to nurture and prepare children educationally, socially, morally and physically for their continuing education and beyond A well-constructed, well-taught curriculum will lead to good results because those results will reflect what pupils have learned. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports https://educationendowmentfoundation.org.uk/news/eef-blog-a-balanced-approach-to-professional-development	3,4,5

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

Budgeted cost: £135,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Interventions to narrow the gap in Reading (LW)	See above section.	3,4,5
Structured Speech and Language Programme provided by trained TA	SALT delivered by trained school staff. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. Click here for further info Teaching Assistant Intervention	4

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

Budgeted cost: £121,219.66

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pilot Year of using City Years Mentors to	City Years Impact Report 2023 In 2021-2022, it was reported how City Year UK is empowering young adult mentors to tackle educational inequality; connecting social, emotional and academic learning in schools; developing the talent pool of the future. Case studies can be read on the link above – which shows not only the impact for the pupils at Grafton, but the impact for the City Years Mentors CPD also.	3,4,5
Implementation of OPAL (Outdoor Plan and Learning) for lunchtimes (including recruitment of a Play Leader)	The Case for Play in Schools There have been substantial changes to education, schools and children's lives over recent decades. Grafton is a large school on a relatively small site, surrounding by housing and with very little green space. Children	1,3,4,5
Access to Therapeutic Services Learning Mentors	This provides support for social and emotional needs experienced as a result of external barriers to learning such as domestic violence, temporary housing, attendance, etc. Theory and emerging evidence suggest that the more a community of people is supported to take control of activities to improve their lives, the more likely their health will improve (Popay et al. 2007). Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social and Emotional Learning can lead to learning gains of +4 months over the course of a year. Teaching children a range of skills and	1,2,3,4,5

	strategies to: expand their emotional vocabulary, self-regulate their feelings and emotions, develop relationships and make decisions are key both in and out of the classroom. Some children need to do this activity in much smaller groups, also working with their parents/cares as well as professionals in school. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	
EWAAS Are committed to the principle of improving outcomes for children and young people. Our key priority is therefore to ensure the safety of the child by promoting regular attendance in your school.	Embedding principles of good practice set out in the https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	2,5

Total budgeted cost: £329,304.09

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KS2 Data (based on KS2 SATs and Teacher judgements in Writing)

Our disadvantaged percentage of the cohort is higher than the LA (34.7) and Nationally (27.9)

Disadvantaged	45.5%	100.0%	34.7%	+10.8%	100.0%	27.9%	+17.6%	92.2%
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		RWM*		READING			WRITING TA		MATHS			GPS					
School	Cohort	≥Exp	High	Avg. SS	<Exp	≥Exp	High	≥Exp	GDS	Avg. SS	<Exp	≥Exp	High	Avg. SS	<Exp	≥Exp	High
- NCER National	639,930	60.5%	7.6%	105.2	25.0%	74.2%	28.4%	71.7%	12.8%	104.3	26.2%	73.0%	23.7%	105.2	27.1%	72.1%	31.8%
Disadvantaged	178,450	45.6%	3.1%	102.8	36.3%	62.6%	18.1%	58.8%	6.4%	101.5	39.5%	59.2%	12.9%	102.4	39.7%	59.2%	20.0%
Non Disadvantaged	411,310	66.9%	9.6%	106.2	20.1%	79.3%	33.0%	77.3%	15.8%	105.5	20.3%	79.0%	28.5%	106.5	21.6%	77.8%	37.1%
Unknown	50,160	60.3%	6.8%	105.0	25.3%	73.8%	27.7%	71.5%	11.7%	104.1	26.5%	72.5%	22.7%	104.9	28.1%	71.0%	30.1%
- LA	3,598	62.2%	7.2%	105.1	25.1%	73.9%	27.2%	71.4%	10.2%	105.3	24.1%	74.9%	28.5%	106.7	23.3%	75.7%	38.7%
Disadvantaged	1,249	51.7%	4.9%	103.9	31.6%	66.9%	21.8%	62.1%	7.5%	103.2	32.8%	66.0%	19.2%	104.6	31.7%	66.9%	28.3%
Non Disadvantaged	2,349	67.7%	8.4%	105.7	21.6%	77.6%	30.1%	76.3%	11.6%	106.3	19.4%	79.7%	33.4%	107.8	18.8%	80.4%	44.2%
Grafton Primary	121	47.9%	0.0%	104.2	33.1%	66.1%	23.1%	58.2%	0.0%	103.3	35.5%	62.8%	23.1%	107.7	28.1%	71.1%	41.3%
Disadvantaged	55	32.7%	0.0%	103.0	41.8%	56.4%	21.8%	49.1%	0.0%	100.5	49.1%	47.3%	16.4%	104.6	36.4%	61.8%	25.5%
Non Disadvantaged	66	60.6%	0.0%	105.2	25.8%	74.2%	24.2%	65.7%	0.0%	105.6	24.2%	75.8%	28.8%	110.1	21.2%	78.8%	54.5%

Whilst we can see an attainment gap between disadvantaged and non-disadvantaged, there are areas where our disadvantaged are performing similarly or better than non-disadvantaged - including comparisons with Local Authority and National data. We can also see where our disadvantaged children are performing better than other disadvantaged children locally or nationally. For example in Reading, Maths and SPAG at the Greater Depth Standard (GDS).

Year 1 Phonics

Estab. Name	Cohort	Mark							Outcome				
		No Score	0-15	16-23	24-31	32-36	37-40	APS	Q	A	D	WT	WA
NCER National	616,940	3.1%	7.6%	3.9%	5.2%	31.2%	49.1%	33.4	-	0.3%	2.8%	16.6%	80.2%
Disadvantaged	119,710	4.7%	13.9%	6.2%	6.7%	32.0%	36.4%	30.3	-	-	4.2%	26.9%	68.4%
Non Disadvantaged	452,910	2.6%	5.8%	3.3%	4.8%	31.0%	52.5%	34.2	0.0%	0.2%	2.4%	13.9%	83.4%
Unknown	44,320	3.5%	8.2%	3.8%	4.8%	31.4%	48.4%	33.2	-	-	3.1%	16.8%	79.8%
Local Authority	3,528	4.5%	8.2%	3.5%	3.5%	28.0%	52.3%	33.5	0.0%	0.2%	4.4%	15.2%	80.3%
Disadvantaged	723	7.5%	9.8%	4.1%	4.1%	28.8%	45.6%	32.4	0.0%	0.4%	7.1%	18.1%	74.4%
Non Disadvantaged	2,805	3.8%	7.7%	3.3%	3.4%	27.8%	54.0%	33.8	0.0%	0.1%	3.7%	14.4%	81.8%
Grafton Primary	118	2.5%	5.1%	0.8%	7.6%	27.1%	56.8%	35.1	0.0%	0.0%	2.5%	13.6%	83.9%
Disadvantaged	24	8.3%	4.2%	0.0%	4.2%	41.7%	41.7%	34.5	0.0%	0.0%	8.3%	8.3%	83.3%
Non Disadvantaged	94	1.1%	5.3%	1.1%	8.5%	23.4%	60.6%	35.3	0.0%	0.0%	1.1%	14.9%	84.0%

In Year 1, the gap in attainment between disadvantaged and non-disadvantaged is less than 1% - this is less than the gap seen in LA and National. The impact of the Phonics intervention last academic year, supported in raising attainment in Phonics.

EYFS

Setting Name	Eligible	ACHIEVED EXPECTED											
		GLD ^{1 2}	Avg. No. Exp. ELGs ²	COM	PSE	PHY	Prime Goals	LIT	MAT	UTW	EXP	Specific Goals	All Goals
NCER National	602,250	67.7%	14.1	79.3%	82.9%	84.8%	74.9%	70.0%	77.1%	80.0%	84.7%	67.5%	66.3%
Disadvantaged	82,620	52.0%	12.4	68.7%	73.4%	75.5%	62.2%	54.4%	63.3%	68.9%	76.2%	51.6%	50.3%
Non Disadvantaged	490,500	70.4%	14.4	81.2%	84.5%	86.3%	77.1%	72.7%	79.4%	81.9%	86.2%	70.2%	69.0%
Unknown	29,140	67.7%	14.0	78.7%	82.5%	84.4%	74.4%	69.8%	77.1%	79.7%	84.3%	67.2%	66.1%
Local Authority	3,292	67.2%	13.6	76.7%	81.2%	82.6%	73.4%	68.3%	73.8%	75.8%	81.5%	65.9%	65.3%
Disadvantaged	270	60.7%	12.8	73.0%	74.8%	76.3%	68.1%	61.5%	67.4%	72.2%	78.1%	59.3%	59.3%
Non Disadvantaged	3,022	67.8%	13.7	77.1%	81.8%	83.1%	73.8%	68.9%	74.4%	76.1%	81.8%	66.4%	65.9%
Grafton Primary	119	54.6%	13.0	79.8%	79.8%	74.8%	68.1%	54.6%	63.9%	75.6%	79.8%	52.9%	52.9%
Disadvantaged	7	57.1%	11.7	57.1%	71.4%	57.1%	57.1%	57.1%	71.4%	57.1%	85.7%	57.1%	57.1%
Non Disadvantaged	112	54.5%	13.1	81.3%	80.4%	75.9%	68.8%	54.5%	63.4%	76.8%	79.5%	52.7%	52.7%

Our data shows that our disadvantaged in the EYFS performed slightly better at achieving the GLD than our non-disadvantaged, however it is a small group of children. The outcomes for our disadvantaged in the prime areas support our on-going need to keep oracy work at the core of our teaching and learning strategies as well as opportunities to continue to develop children's vocabulary. Our disadvantaged children are performing slightly better in Literacy and Maths compared to non-disadvantaged.

Power Maths

Power Maths lessons embedded across KS1 and KS2. Teachers are using the programme responsively to meet the needs of children, while still keeping the integrity and principles of the scheme.

Teachers pedagogy supports learning, particularly around giving greater control to children. habits and mindsets have shifted evident in staff discussions and learning walks and observations.

Children are active drivers in the lesson, children suggesting and sharing strategies and engaging with one another as effective learning partners.

Responsive Teaching Methods

There has been significant improvement in formative assessment as part of the work done on Responsive Teaching. Teacher listening + observing much improved which is allowing for better checking for understanding. (SIP July 2024) We use listening and observing as a key tool for assessing learning and responding both in the moment and through next steps.

Improvement in oracy - what you will see as general practice

Learning partners

Learner behaviours - explicit teaching of the elements of Learning Partners

Inclusive approach - e.g. KS1 poster includes '*comfortable sitting*'. *Eyes looking* don't need to be directly at the person.

Teacher behaviours - random seating

Oracy based stem sentences/ABC discussions

Impact of Oracy work

- All classes implemented the oracy expectations for learning partners. Some excellent practice seen during teaching and learning drop ins - 100% active learning.
- Progression in oracy - Nursery to Y6 - with increasing complexity in sentence structures and discussions.
- Evidence of increased inclusion of children with SEND (parents/carers raised this as a positive outcome of the learning partners now in place).
- Teachers considering the deeper questions / statements to include in planning which enable richer discussions to take place.
- Teaching assistants understanding of the purpose and benefits of richer oracy in classes.
- Staff CPD around oracy/developing teacher practice in teaching oracy/responsive teaching
- Teachers and parents have commented how the children have become more sociable and are talking and developing friendships with other children in the class whom they wouldn't generally be friends with.
- Children have become more flexible and are open to sitting and working with other children in the classroom.
- Some of the children that are usually quiet are becoming much more confident and sharing their ideas by participating more in lessons.
- Some parents have noticed that their children are slowly becoming much more confident.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Raising Attainment with Well-Being	Teaching Times
Power Maths	Pearson
No-Nonsense Spelling	Raintree UK
Jigsaw PSHE	Jigsaw

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils