

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Great Bookham School
Number of pupils in school	231
Proportion (%) of pupil premium eligible pupils	21.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	Dec 2023
Date on which it will be reviewed	Dec 2024
Statement authorised by	Jenna Allen
Pupil premium lead	Susan Boagey
Governor / Trustee lead	George Shand

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,116
Recovery premium funding allocation this academic year	£8,265
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	Nil
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	£86,381

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, regardless of their starting point.

We will consider the challenges faced by vulnerable pupils, including young carers and those who have a social worker or family support worker. The activity we have outlined in this statement is also intended to support the needs of these and other vulnerable groups, regardless of whether they are disadvantaged or not.

High quality teaching is at the heart of our approach, with a clear focus on diminishing the difference in attainment between vulnerable groups and all pupils. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils will continue to advance and make good progress alongside their disadvantaged peers.

A rigorous schedule of formative and summative assessments enables us to identify and address the individual needs of all pupils including those working at greater depth within the standard. To ensure our approach is effective so that all pupils excel, we will:

- promote a whole school approach where all staff take responsibility for disadvantaged pupils' outcomes and work together to raise expectations of what pupils can achieve
- act early to intervene with targeted support as soon as a need has been identified
- ensure disadvantaged pupils receive an appropriate stretch and challenge in all aspects of their learning
- ensure disadvantaged pupils are enabled to access our wider curriculum offer, including clubs and trips, regardless of any financial constraints

Challenges

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

Challenge number	Detail of challenge
1	Baseline assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from EYFS

	through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest our disadvantaged pupils are less proficient in phonics compared with their peers. Access to appropriate reading material that is of a high quality is limited. This has a negative impact upon their development as readers.
3	Internal and statutory assessments indicate that reading, writing and maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Analysis of end of year attainment from EYFS to Year 6 indicates underachievement for disadvantaged and vulnerable groups: pupil premium performance overview for academic year 2022-23 reports 29% of pupils met or exceeded the expected standard at the end of KS2 in Maths, 43% in Reading and 29% in Writing compared with non-pupil premium results which report 81% in Maths, 77% in Reading and 84% in Writing.
4	Monitoring of club registers indicates that fewer disadvantaged pupils access our wider curriculum offer despite financial support being provided.
5	Observations and discussions with pupils, families and external agencies have identified a significant rise in social, emotional and mental health needs (SEMH). Our ELSA, Pastoral Lead and safeguarding team report a marked increase in the number of weekly incidents relating to behaviour and friendship issues and our SENCo reports an increase in the number of referrals for mental health support. As a consequence of Covid-19, a lack of social contact with peers, increased exposure to parental stress at home caused by job insecurity or working from home, and a lack of enrichment opportunities have all presented complex challenges, particularly for disadvantaged pupils. Additional support is required to address SEMH needs through small group interventions including less structured activities such as break and lunch times.
6	Our attendance data over the last 3 years indicates that attendance among Pupil Premium pupils (July 21 – 88.11%; July 22 – 85.95%; July 23 - 84.62%) continues to be below that of non-Pupil Premium pupils (July 21 96.80%; July 22 – 93.64%; July 23 – 95.77%). Our attendance data over the last 2 years evidences that attendance among disadvantaged pupils has been between 7.69% - 11.15% lower than for non-disadvantaged pupils.
7	Observations show that our Pupil Premium families have greater difficulty accessing online resources, particularly in families where there are older siblings at secondary school. Priority tends to be given to the older siblings who need to use laptops and tablets for their school work, which means that the younger siblings often have to use mobile phones.
8	Many of our Pupil Premium families are experiencing substantial financial hardship as a consequence of rising living costs, including increased heating bills.

9	This academic year, we continue to support a substantial number of refugee children and their families who are Pupil Premium. Our refugee community, mainly from Ukraine, currently represents 4% of children on roll.
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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
Improved phonics in Early Years, Key Stage 1 and Lower Junior Phase	Assessment data will evidence a positive progress score for disadvantaged pupils.
Improved reading attainment for disadvantaged children	KS1 and KS2 reading outcomes will evidence a positive progress score in end of Key Stage statutory assessments.
Improved maths attainment for disadvantaged children	KS1 and KS2 maths outcomes will evidence a positive progress score in end of Key Stage statutory assessments and the Y4 Multiplication Tables Check (MTC).
Improved writing attainment for disadvantaged pupils	KS1 and KS2 writing outcomes will evidence a positive progress score in end of Key Stage teacher assessments, and in end of Key Stage 2 statutory assessments in Spelling, Punctuation and Grammar.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • established and pro-active pupil wellbeing ambassadors committee and school council • staff trained in relational approach to behaviour management • a significant reduction in the number of referrals for ELSA support • a significant reduction in the number of behaviour and friendship related incidents recorded each week • increased participation of disadvantaged pupils in enrichment activities, clubs and extra-curricular trips/visits

	<ul style="list-style-type: none"> • a significant reduction in the number of referrals for mental health support e.g. Mindworks, Learning Space, Primary Mental Health Worker • qualitative data from pupil voice, pupil and parent surveys, and teacher observations evidence confident, happy pupils who are equipped with the necessary skills to lead successful and fulfilling lives
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</p>	<p>Sustained high attendance and a reduction in the number of 'lates' demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no less than 96% • the difference in attendance between pupil premium and non-pupil premium pupils to diminish, year on year

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: £54,038

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Purchase of standardised diagnostic assessments.</i></p> <p><i>Training for staff to ensure assessments are interpreted and administered correctly.</i></p>	<p>Standardised tests, including NFER and CAT 4 can provide reliable insights into the specific strengths and weaknesses of each pupil. Information is used to identify and address gaps in learning, to target support and to inform future planning.</p>	2,3,4
<p><i>Purchase of CEM baseline for Reception</i></p>	<p>This new assessment programme allows us to gain a secure understanding of the needs of individuals when they first enter the school setting and to plan effective support to address these needs. The assessment is repeated at the end of the year to record progress made and identify gaps in learning.</p>	1,4
<p><i>Staff training and implementation of new Phonics Steps Programme to secure effective SSP teaching for all pupils</i></p>	<p>Phonics Steps programme has a positive impact on the accuracy of work reading and increases engagement of all pupils, particularly disadvantaged pupils, through interactive activities and a multimodal approach to learning.</p>	2,4
<p><i>Purchase of more banded books which correlate with whole school approach to phonics</i></p>	<p>Pupils who are struggling to read due to gaps in their phonic knowledge, including disadvantaged pupils in KS2, benefit from a wide range of age-appropriate reading material that directly corresponds with their phonic level and adheres to the DfE Reading Framework, 2021.</p>	2

<i>Purchase of KS2 SAT revision materials</i>	Pupils benefit from high quality revision materials to apply their knowledge and understanding of the curriculum and to practise their exam strategies at home. CGP books and 'SAT busters' in Arithmetic, Maths, SPaG and Reading provide good opportunity to consolidate and embed their knowledge through different exam style questions. Pupils feel well-prepared and confident.	3,7,8
<i>Fund subject leader release time to attend network meetings, undertake CPD and embed key elements of guidance in school across their curriculum area</i>	Subject Leaders can keep up to date with national, regional and local initiatives in their subject and have opportunity to monitor and share good practice with staff, thus securing High Quality Teaching (HQT) throughout the school.	3,4
<i>Fund subject leader release time to visit other schools within the Trust to observe and disseminate good practice</i>	Subject Leaders can observe, discuss and implement elements of best practice to improve outcomes for all pupils, including disadvantaged pupils.	3,4
<i>Fund full time ELSA and Pastoral Lead to deliver quality SEMH support</i>	ELSA and Pastoral Lead provides quality interventions and support for all children including Pupil Premium. ELSA is released to attend regular training and supervision sessions so that good practice can be shared with colleagues from local schools.	4,5
<i>Fund additional Teaching Assistants to deliver high quality interventions</i>	Pupils making less than expected progress are targeted for specific small group interventions to address gaps in knowledge and diminish the difference between disadvantaged and All pupils.	1,2,3
<i>Additional ICT support to set up technology equipment required for pupils who access learning materials via mobile phones</i>	Disadvantaged families who are trying to complete home learning tasks via mobile phone, including Times Tables Rock Stars (TTRS) and Learning By Question (LBQ) have priority for borrowing electronic devices such as laptops and internet dongles.	7,8,9
<i>Financial support to individual families</i>	Pupil Premium families are not disadvantaged further. They are able	5,6,8,9

	to attend: swimming lessons at the local leisure centre to enable them to achieve NC statutory requirements; school trips and residentials (Yr4 Walton Firs; Yr5 Hooke Court; Yr6 Barton Hall PGL); extra-curricular clubs and activities. Financial support will be provided to enable families to benefit from our wraparound care offer.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £21,585

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>5 x week Focus groups</i></p> <p><i>1:1 Additional Reading</i></p>	<p>With approximate group sizes of 4 to 6, pupils receive intense targeted support to address individual needs. The bottom 20% of readers in each class are targeted by the teacher and are heard to read daily by the class teacher, teaching assistant or member of SLT, as research shows that progress is improved if taught by the most experienced adult. Disadvantaged pupils are prioritised for Pets as Therapy which is a reading initiative aimed at encouraging pupils to develop a love of reading.</p>	1,2,3,4,9
<i>Extended Learning Team classes</i>	<p>Pupils who are off track in Phonics, reading, writing or maths are taught in a smaller class size by an experienced member of staff. Smaller class sizes allow individual needs and gaps in learning to be addressed more effectively.</p>	2,3
<i>Interventions for reading, writing and maths prioritise key vulnerable groups including pupil premium</i>	<p>Priority is given to vulnerable groups, including disadvantaged pupils, for targeted interventions such as precision teaching, spelling, toe by toe, plus one, power of two, write away together, vipers reading comprehension, pre- and post-</p>	2,3,4

	teaching of key concepts and vocabulary.	
<i>Catch up phonics booster sessions</i>	Pupils in Yr 2 who did not pass the PSC, and pupils in KS2, who have not yet mastered Phase 4 & 5 phonics, are targeted for daily phonic booster sessions.	2

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

Budgeted cost: £10,758

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>REMA - Release time for staff to undertake CPD and implement suggestions of good practice</i>	Surrey's Race Equality and Minority Achievement (REMA) team is an experienced, high-quality team with combined expertise in Gypsy/Roma/Traveller (GRT), English as an Additional Language (EAL) and trauma support for refugees – they improve outcomes for ethnic minority pupils in line with OfSTED expectations and help build positive home/school relationships.	4,5,6,7,9
<i>Training and release time for staff to monitor school's attendance and liaise with the Area Inclusion Officer about required actions.</i>	Greater awareness of attendance by all staff members results in greater school impact. Whole school initiative to monitor and reward attendance through certificates, newsletters, weekly and termly awards. This raises awareness of the importance of 100% attendance with families and the consequences of poor attendance for learning.	6
<i>Enhanced ELSA support before school, during break and lunch, including release time for training & supervision sessions</i>	Emotional Literacy Support Assistant helps children learn to understand their emotions and respect the feelings of those around them. They provide time and space for pupils to think about their personal circumstances and how they can manage them.	5
<i>Communication Champions – release</i>	Children with speech, language and communication needs (SLCN) are at	1,2,3,5,9

<i>and cover for staff to attend meetings and share good practice</i>	a major disadvantage compared to their peers in primary schools. They have to learn in an environment where the method for learning is their major weakness. Communication Champions addresses barriers to learning and provides strategies and resources to support pupils develop strong communication skills.	
<i>Relational Approach to Behaviour Management – release and cover for staff to attend training and develop whole school approach</i>	The relational approach suggests that children need consequences that teach, rather than punish. Relevant consequences, rather than arbitrary ones, are fairer and help children to understand the effect their behaviour has on others.	5
<i>Home School Link Worker (HSLW)</i>	The HSLW is funded across the Effingham Partnership of schools to support the social and emotional needs of individual children or families. Improved social and emotional wellbeing create more well-rounded children and greater academic achievement in the long run.	5,6,8
<i>Funding to support vulnerable families, including pupil premium, with school uniform and PE Kit</i>	Support for vulnerable families, including those with disadvantaged pupils, to ensure they have the correct school uniform and PE Kit. This promotes inclusion, equality and self-confidence by helping pupils to feel that they are a valued member of the school community and by ensuring they have the correct clothing to participate in PE.	5
<i>Contingency fund for acute issues</i>	A small amount of funding is set aside to respond quickly to needs that have not yet been identified	All

Total budgeted cost: £ 86,381

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 2021 to 2022 academic year.

Improvement Priority: Reading, Writing and Maths

End of KS2 summer data showed that attainment was above national attainment in Writing and SPaG, and below national attainment in Reading, Maths and 'Combined': Reading was 71% (National 73%); Writing was 74% (National 71%); Maths was 71% (National 73%); SPaG was 74% (National 72%) and 'Combined' was 53% (National 59%).

There was a consistent increase in average progress scores in all areas from 2022 to 2023: Reading increased from +1.8 to +2.3; Writing increased from +1.4 to +1.9; Maths increased from +1.8 to +2.8 and SPaG increased from +1.2 to +2.4.

The percentage of pupils in Year 4 who achieved 100% in the MTC fell from 27% in 2022 to 41% in 2023, however, this was still significantly higher than the national average for 2023 which was 27%.

The percentage of pupils in Year 1 passing the PSC fell from 82% in 2022 to 78% in 2023 which was below the national average of 80.5%. The percentage of pupils in Year 2 passing the PSC fell from 95% in 2022 to 90% in 2023.

Impact of Wider strategies

- The HSLW continues to provide intensive support for 8 of our disadvantaged families to improve attendance and engagement in school.
- Multi-agency partnerships involving Educational Psychologists, Inclusion Officers, Access to Education, Social Workers, Family Support workers, HSLW, Mental Health Leads, Pastoral Lead and member of the school's Senior Leadership Team continue to work collaboratively to support disadvantaged pupils who are at risk of EBSNA.
- School-based ELSA and Pastoral Lead continues to provide effective emotional literacy support and 1:1 interventions. ELSA supported pupils on a regular basis and offered ad hoc sessions to a further 6 pupils on a 'daily needs' basis. ELSA increased hours to address the needs of many of our vulnerable pupils who struggled to attend school, by offering an early morning 'meet and greet' at the

school gate. This not only improved attendance and punctuality but also pupil engagement, enabling pupils to enter the classroom in a calm and confident manner, ready for learning

- Additional funding enables pupil premium pupils to have equal access to extra-curricular activities/clubs and wraparound care before and after school e.g. free peripatetic music lessons from Surrey Arts, free/subsidised breakfast and after-school club provision and free holiday clubs from the Effingham Learning Partnership (ELP) in addition to the Surrey offered holiday clubs.
- Provision of school meals and packed lunches for trips and visits as required.
- Financial support with school uniform and PE Kit.

Externally provided programmes

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

Programme	Provider
National college member ship covered in PP budget for all staff (£750)	National College

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
N/A	

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include:

- offering a wide range of high-quality extra-curricular activities and clubs including the development of forest schools and gardening activities linked to the Surrey Wildlife Trust to boost wellbeing, behaviour, attendance and aspiration. Disadvantaged pupils will be encouraged and supported to participate in activities which focus on building subject-specific skills as well as important life skills to boost confidence, develop resilience and promote self-esteem.
- supporting pupils who have been identified by the school as a Young Carer, including those who have formally registered with Surrey Young Carers, to ensure that they have equal access to an enriched curriculum offer.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. Persistent lateness was a particular issue for some of our pupils, including disadvantaged pupils. Increasing our staffing ratio at breakfast club and providing a 'meet and greet' on the school gate every morning, meant that we were able to offer more flexible drop off arrangements, which better suited our working parents. Our 'drop don't stop' service continues to be popular with parents of Reception and KS1 children who are too young to walk into school unaccompanied. This is beginning to have a positive impact on persistent lateness.

We triangulate evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also compared the performance of disadvantaged pupils in other schools similar to ours and discussed as a staff how we might learn from their approach.

We look at reports, studies and guidance about the effective use of pupil premium, the potential impact on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also consider findings about the impact of prolonged absence on learning and language development for disadvantaged pupils.

In order to ensure early identification of speech and language issues, we have recently joined a pilot programme (Verbo) which has been developed by a group of local Surrey SLCN therapists. School staff have been trained in using the new software to identify

each pupil's individual needs and to use this information to inform the 'graduated approach' through setting effective SMART targets and regularly monitoring and evaluating pupils' progress.

We continue to use the 6 recommendations as outlined in the [EEF's implementation guidance](#) to help us create a clear implementation plan, to judge the readiness of our school to deliver that plan – given that we have recently joined the South Farnham Educational Trust – and to prepare staff and resources. We will continue to use this guidance to structure our approach.

We have put a robust evaluation framework in place for the duration of our three-year implementation plan, which we will adjust over time to secure better outcomes for pupils.