

# Pupil premium strategy statement – Great Bookham 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	255
Proportion (%) of pupil premium eligible pupils	21.96%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Jenna Allen
Pupil premium lead	Shona Macdougall
Governor / Trustee lead	Victoria Gingell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 85,287
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£ 0
<b>Total budget for this academic year</b> <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>	£ 85,287

# 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	<p><b>Wellbeing and personal development</b></p> <p>Our assessments, observations and discussions with pupils and families indicate that some identified pupils and/or their parents/carers have social and/or emotional challenges that result in reduced engagement and support for learning both in school and home. This includes club provision both at lunchtime and after school.</p>
2	<p><b>Attendance and punctuality</b></p> <p>Our attendance and punctuality monitoring and analysis has shown an overall improvement for Pupil Premium pupils. However, it also indicates that some identified pupils still find it a challenge to maintain the momentum in achieving good attendance and punctuality.</p> <p>Attendance among Pupil Premium pupils: 86.5% July 24 Attendance among non Pupil Premium pupils: 95.7% July 24</p> <p>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.</p>
3	<p><b>Behaviour, attitude and application</b></p> <p>Overall the majority of Pupil Premium children demonstrate high levels of attitude and behaviour. However, for some children with specific needs and circumstances, further support through our Home School Link Worker (HSLW) and Emotional Literacy Support Assistant (ELSA) is offered.</p>
4	<p><b>Academic progress</b></p> <p>Internal and statutory assessments indicate that reading, writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p><b><u>Analysis of end of year 2023-2024 attainment from EYFS to Year 6 disadvantaged and vulnerable groups:</u></b></p> <p>67% met or exceeded the expected standard in maths. 50% met or exceeded the expected standard in Reading. 33% met or exceeded the expected standard in Writing.</p> <p><b><u>compared to with non- pupil premium:</u></b></p> <p>100% met or exceeded the expected standard in maths. 100% met or exceeded the expected standard in Reading. 96% met or exceeded the expected standard in Writing.</p>
5	<p><b>Curriculum equity and cultural capital</b></p> <p>Through surveying cultural capital across the school, it is evident that our most disadvantaged pupils have a lack of enrichment opportunities in comparison with their peers. Exposure to arts and culture, extra curricular activities, trips and visits are all being explored in school to ensure equity is strived for, for these children.</p>
6	<p><b>Engagement of parents/carers</b></p>

	Some parents/carers, particularly who have newly arrived at Great Bookham School, may have misconceptions and reluctance to building a home/school partnership, essential to supporting their child's learning and personal development.
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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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our Pupil Premium pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• established and pro-active pupil wellbeing ambassadors committee and school council</li> <li>• staff trained in relational approach to behaviour management</li> <li>• a significant reduction in the number of referrals for ELSA support</li> <li>• a significant reduction in the number of behaviour and friendship related incidents recorded each week</li> <li>• increased participation of disadvantaged pupils in enrichment</li> <li>• activities, clubs and extra-curricular trips/visits</li> <li>• a significant reduction in the number of referrals for mental health support e.g. Mindworks, Learning Space, Primary Mental Health Worker</li> <li>• 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</li> </ul>
Improved attainment across the core subjects, in particular Writing.	Writing outcomes show an increase of children who are on track or exceed their end of year target. Gaps are addressed. and learning is secure from previous learning journey due to interventions from SEND, PP groups or 1:1 and/or year group interventions.
Overall progress in core subjects has increased.	More children meeting expected or above within a lesson as well as in assessments, so they are in line with their peers. Positive progress scores in Key Stage statutory assessments, Phonics screening check and Y4 Multiplication Tables Check (MTC).

To achieve and sustain improved attendance for all pupils, particularly our Pupil Premium pupils	<p>Sustained high attendance and a reduction in the number of 'lates' demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no less than 96%</li> <li>• the difference in attendance between pupil premium and non-pupil premium pupils to diminish, year on year</li> </ul>
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## 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: £44,285

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>- Extended mentoring process to be implemented using the key stage leads and SLT.</li> <li>- Rigorous School Effectiveness Programme to continue to support all staff through regular observations.</li> <li>- Implement ECF training and provide high quality CPD through our work as part of the academy</li> <li>- Monitor progress and identify any necessary support through termly pupil progress meetings and the staff appraisal process.</li> </ul>	<p>Disparity between attainment of PP and non PP children in average scaled scores.</p> <p>Quality first teaching is especially significant for children from disadvantaged backgrounds</p> <p>ECF underpinned by strong evidence base as referenced in <a href="#">The Early Career Framework</a></p> <p>Using the Pupil Premium: guidance for school leaders (February 2024)</p>	4
<ul style="list-style-type: none"> <li>- Additional teachers providing focus group teaching across year 6</li> </ul>	<p>Supporting quality first teaching and targeting gaps in learning and a range of learning styles enabling greater than expected progress to close the gap</p>	4

<ul style="list-style-type: none"> <li>- Rigorous School Effectiveness Programme to continue to support all staff through regular observations.</li> <li>- Monitor progress and identify any necessary support through termly pupil progress meetings and staff appraisal process.</li> <li>- Provide staff at all levels with high quality CPD (including facilitation and delivery of ECF and new NPQs).</li> </ul>	<p>Metacognition and self-assessment was listed in the Teaching and Learning Toolkit by the EEF as being based on extensive research, being very low cost and high impact.</p> <p>EEF guidance report: Effective Professional Development</p> <p>Research from the NFER shows that a whole school ethos of high attainment for all pupils, high quality first teaching and meeting individual needs are the most effective ways to ensure disadvantaged pupils achieve highly.</p> <p>Using Pupil Premium: guidance for school leaders (February 2024)</p>	4
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 24,924

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>- Mentoring and training by subject leaders to support class teachers in providing appropriate challenge and increasing EXS attainment levels.</li> <li>- Within Year 6, targeted support led by teachers/TAs to focus on high attaining pupils.</li> <li>- Class teachers, during pupil progress meetings, to identify pupils who are expected to attain GDS at the end of Key Stage 2, adapting planning sequences where necessary.</li> </ul>	<p>Research based interventions address specific needs</p> <p>Quality first teaching is especially significant for children from disadvantaged backgrounds</p> <p>Intervening with pre and post teaching and personalised learning, will enhance access to the curriculum</p> <p>EEF <i>Teacher Feedback to Improve Pupil Learning</i></p> <p>Using Pupil Premium: guidance for school leaders (February 2024)</p>	4

<ul style="list-style-type: none"> <li>- Through focus teaching targeted children below EXS to achieve EXS by the end of KS2</li> <li>- Train school staff on use of FFT Aspire to support data analysis.</li> <li>- SENDCo trained staff to support with provision mapping and interventions</li> <li>- SENDCo and SLT to review provision half termly and feedback to year leaders.</li> </ul> <p>SENDCo, assessment leads, HSLW and HT to review attendance and feedback to year leaders and support to ensure appropriate support is in place</p>		
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 16,078

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<ul style="list-style-type: none"> <li>- Implement use of half termly analysis of PP engagement and opportunities to increase levels of engagement and opportunities</li> <li>- Review extra-curricular and enrichment engagement as part of termly pupil progress meetings.</li> <li>- Target opportunities based on the feedback from engagement tracker and pupil progress meetings</li> </ul>	<p>EEF Guide to pupil premium</p> <p>Increased levels of vulnerable pupils and the impact of economic hardships within our families</p> <p>Measured increase of applications of food bank and uniform requests</p> <p>HSLW to assess the need for financial support for residentials and school trips/visitors and clubs. Follow this up with funding applications over and above PP funding to support as needed</p>	<p>1, 2, 3, 5, 6</p>

<ul style="list-style-type: none"> <li>- Encourage uptake for extra-curricular activities by class teachers and year leaders.</li> <li>- Opportunities for enrichment made available to children eligible for PP especially those who are more able.</li> <li>- Investigate reasons for children not attending school trips especially residential to enable the school to subsidise where necessary.</li> <li>- Individual invites for enrichment opportunities, clubs and intervention and follow up from CTs, HSLW, SLT and SENDCo.</li> </ul>		
<ul style="list-style-type: none"> <li>- Rigorous programme of personalised learning to include ELSA.</li> <li>- Review social and emotional needs in meetings each week.</li> <li>- SENDCo to monitor ELSA uptake.</li> <li>- Individual invites for enrichment opportunities, clubs and intervention and follow up from CTs, HSLW, SLT and SENDCo.</li> <li>- Train new ELSA to support with growing need.</li> <li>- Teaching Assistants to complete training including Level 3 training (teaching school hub) which covers elements of engagement and emotional support.</li> </ul>	<p>Research based interventions address specific needs  Quality first teaching is especially significant for children from disadvantaged backgrounds (Sutton Trust 2011)  ELSA support as needed following initial assessment of need from Inclusion Lead  Intervening in a timely fashion ensures daily learning objectives are met by all thus diminishing the differences and gaps in learning  EEF Guidance: Improving Social And Emotional Learning In Primary Schools  Using Pupil Premium: guidance for school leaders (February 2024)</p>	<p>1,2,3,5,6</p>

**Total budgeted cost: £ 85,287**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

<p>Improve the % of PP children achieving age related expectations by the end of the year. Focus adult intervention on children who are identified through aspirational KS2 targets.</p> <p>From their starting point, ensure high prior attaining pupils make good progress and to ensure maintained or better end of year attainment. At the end of the school year, they achieve greater depth in subjects identified as being higher achievers in.</p>	<p>Through teaching and feedback, we have promoted the interest levels and engagement of reluctant readers through replenishing book corners with new texts and coloured banded reading scheme books.</p> <p>PP children have been included in these regular reader groups taught by highly experienced staff members – this has prevented these children from falling further behind.</p> <p>Coaching and in-class support has improved teacher’s confidence in supporting the more able.</p> <p>Half termly data and pupil progress meetings reflect improvement in % of PP children achieving at least age-related expectations by the end of the year.</p>
<p>Disadvantaged children who have been identified make progress.</p> <p>Targeted children achieve expected standard in Year 1 phonics and Year 2 catch up.</p> <p>Improvement in PP outcomes in writing.</p> <p>Use resources effectively to provide targeted additional support for PP children with SEN.</p>	<p>Evidence based interventions including Precision Teaching, have been introduced throughout the school.</p> <p>End of year data and pupil progress meetings reflect a greater % of PP achieving age related expectations. EYFS results July 2024 reflect an improvement of PP children meeting at least age-related expectations.</p> <p>PP outcomes in Writing improving well with a good level of progress made.</p>
<p>Use resources effectively to provide targeted additional support for PP children with SEN.</p> <p>Children from vulnerable groups better represented in school trips, enrichment visits and extra-curricular activities.</p>	<p>Pupil progress meetings formalised. SENDCo and assessment leads have monitored data throughout the year – this data has shown children from vulnerable groups making accelerated progress to close the existing gaps.</p> <p>Home school link worker and senior school leaders contacting families to improve the attendance and punctuality rates building positive relationships and improving the levels engagement and attitude to learning</p>

## 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

## Service pupil premium funding (optional)

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

## Further information (optional)

The range of provision:

- *Achievement and standards.* We will use additional class-based or intervention work to accelerate the progress of targeted groups or individuals, so that they can achieve at least age-related expectations. Where appropriate, we will also use the resources to target GD children with PP to help them exceed age-related expectations.
- *Learning support.* We will enable children fully to access learning and accelerate progress where there are specific barriers other than identified SEN.
- *Pastoral support.* We will work to raise self-esteem, extend the personal skill set and support our pupil premium children to make appropriate choices in order to maximise learning opportunities and access support
- *Extra-curricular and enrichment provision.* This may include:
  - Small group literacy/numeracy support.
  - Use of ELSA support groups.
  - Support for enrichment activities and educational visits.
  - *Links with parents.* We hope to develop parental engagement and aspirations.
  - *External services.* Where the need arises we may use pupil premium funding to buy in additional welfare services to support these children and their families.

**What is available for children with pupil premium at Great Bookham School?**

<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>
Quality first teaching through teaching and feedback, including metacognition and self-regulation by children additional group teaching by highly experienced teachers.	Disparity between attainment of PP and non PP children in average scaled scores.  Quality first teaching is especially significant for children from disadvantaged backgrounds (Sutton Trust 2011)	All teachers following the school teaching and learning policy  Most experienced outstanding teachers planning and delivering additional focus groups  Book scrutinies  School Effectiveness programme  Data analysis (including vulnerable groups)	Year leaders  SLT
Additional 1-1	Research based interventions	Pre and post testing to analyse the	SENDCo , SLT

<p>Support</p> <p>Evidence-based interventions</p> <p>Focus group teaching by highly experienced teachers</p> <p>Rigorous programme of personalised learning to include ELSA interventions</p>	<p>address specific needs</p> <p>Quality first teaching is especially significant for children from disadvantaged backgrounds (Sutton Trust 2011)</p>	<p>impact of every intervention.</p> <p>Personalised learning in place</p> <p>Focus group daily feedback</p> <p>Quality training for support staff</p> <p>School effectiveness schedule</p> <p>Weekly health checks</p> <p>SENDCo to discuss key children and interventions with ELSA</p> <p>Train additional ELSA</p>	
<p>Deputy Head and SENDCo continually review PP provision and outcomes against success criteria identified in this document</p> <p>Review provision mapping document to include data and provision in one place.</p>	<p>Assessment lead and SENDCo work with HSLW and SLT to ensure a cohesive approach to PP provision and delivery of PP strategy.</p> <p>Less experienced staff have required support in applying data to design interventions.</p>	<p>SENDCo has robust PP register to work with SLT to identify, select and review targeted PP pupils</p> <p>Pupil progress meetings completed termly</p>	<p>Assessment leads, SLT and SENDCo</p>
<p>Senior Leaders meet regularly to discuss attendance and review support</p>	<p><i>'a child who is absent a day of school per week misses an</i></p>	<p>Continual monitoring of attendance data</p>	<p>Senior Leaders and HSLW</p>

<p>in place for individuals.</p> <p>Attendance awards</p> <p>MAC the Bear</p> <p>Continual support and modification of strategies with HSLW if necessary</p>	<p><i>equivalent of two years of their school life 90% of young people with absence rates below 85% fail to achieve five or more good grades of GCSE and around one third achieve no GCSEs at all'</i></p> <p><i>(Hants.gov.uk)</i></p>	<p>including vulnerable children.</p>	
<p>Encourage uptake for extra-curricular activities by class teachers and year leaders</p> <p>Opportunities for enrichment made available to children eligible for PP especially those who are more able.</p> <p>Investigate reasons for children not attending school trips especially residential to enable the school to subsidise where necessary</p>	<p>Extra-curricular clubs have been seen to improve children's self-esteem and attainment.</p> <p>It is important that all children have access to entire rich experience of our school.</p>	<p>Continual monitoring of attendance in extra-curricular and enrichment activities with a focus on vulnerable groups.</p> <p>Funding provided where necessary</p> <p>Opportunities for children eligible for PP evidenced in the SDP</p> <p>Continual communication with parents to ensure they are aware of the opportunities for their children.</p>	<p>CT</p> <p>Subject leaders</p> <p>HT</p> <p>SLT</p> <p>HSLW</p>