

Pupil premium strategy statement – Garras Community Primary School

This statement details our school's use of pupil premium (and recovery 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	63
Proportion (%) of pupil premium eligible pupils	16% (8% Pupil Premium 8% Service Pupil Premium)
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)	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	James Sturges
Pupil premium lead	James Sturges
Governor / Trustee lead	Lisa Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,025
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£10,025

Part A: Pupil premium strategy plan

Statement of intent

At Garras Community Primary School, we have the highest expectations for all of our children, including our vulnerable cohorts. Our focus on the whole child ensures that we promote and develop self-esteem and self-worth as priorities, knowing that these are the building-blocks to positive relationships in school, and with education. We, as teachers, hold ourselves accountable for the progress and outcomes of our pupils, understanding that when our expectations are high, children will rise to them in a self-fulfilling cycle of high expectations leading to high levels of self-efficacy and sense of agency, and therefore high achievement. We fully believe that when we unlock learning, we enable lifelong life choices.

If everyone in the places we serve **is** to thrive, we need to effectively work with, and for, our communities, building strong local relationships. Our hope is that through our work, we can develop meaningful connections with the families and community organisations within our localities.

The activities outlined in this statement are also intended to support the needs of all children by preparing them well for secondary education, increasing future employability, positive community engagement and globally responsible citizens. It is important to us that we prepare children for a life in modern Britain and for an exciting, changing world.

Developing and maintaining high quality teaching is at the heart of our approach, with a focus on the areas which our disadvantaged children require the most support.

We will:

- address low levels of numeracy, literacy and oracy and prepare children for the next phase of their learning; acting early to intervene to ensure pupils make accelerated progress so that the vast majority achieve Age Related Expectations
- target poor attendees and persistent lateness
- adopt a whole-school approach in which staff take responsibility for disadvantage outcomes and have high expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Pupils live in a predominantly monocultural and geographically isolated part of Britain which limits their exposure to, and knowledge of, the diverse range of cultural backgrounds beyond their own community
2	Many of our children and families face multiple impacts of disadvantage. In order to narrow or eliminate the disadvantage gap, the work required is greater than that within the scope of the school working alone.
3	Significant numbers of pupils lack appropriate access to the internet or devices at home, this can lead to a lack of understanding of purposeful technology use, low confidence in school with use of technology or risky behaviours online.
4	Increasing numbers of children show the signs and symptoms of low self-efficacy: avoidance of challenge, low motivation, self-doubt, anxiety and stress.

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 enrich and broaden our children's understanding of cultural diversity within Britain and around the world	Children have a knowledge of the cultural diversity within their own community, the UK and beyond. They are inquisitive and talk positively about a range of cultures different to their own.
To decrease the word-gap between children living with disadvantage and their peers.	More children have access to books at home, and parents read more frequently with their children. Teachers deliver quality first teaching for oracy.
Improved links and shared working between the school and wider community organisations and parents will support families in a wider capacity than can be achieved within the school individually which in turn will impact positively on outcomes.	Success will be demonstrated through stronger partnerships between the school, parents, and community organisations, leading to more effective, coordinated support for families. This collaboration will improve pupil outcomes, including attendance, behaviour, wellbeing, and academic progress, while increasing parental confidence and staff capacity.
To develop a digital strategy which builds on skills developed within the computing across	Children are able to think critically, understanding when and how to use

the curriculum to enable pupils to learn and stay safe online.	technology appropriately, understanding risks and advantages.
To raise children's self-efficacy: their belief in their actions make a difference and therefore able to succeed.	Children's have increased confidence in their ability to learn and succeed. Staff have the skills to promote self-efficacy through quality first teaching. School Culture promotes self-efficacy for all stakeholders.

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: £ 7,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Regular use of the 'Lyfta' resource is achieved within school through:</i> -planning Lyfta into school assembly plans -introducing 'Lyfta time' to enable classes to 'explore' on a regular basis -articles being utilised to support non-fiction reading lessons (as appropriate)	hundrED recommended resource "helps teachers to nurture empathy, active citizenship and 21 st Century skills."	1
Lyfta resources will be mapped against the curriculum	Teacher Toolkit recommended resource to develop cultural capital and enrichment, providing valuable and cost-effective experiences.	1
CPD for teachers and TAs to support quality first teaching in relation to oracy. Development of Numeracy and Literacy	<i>"Professional development can support whole school approaches to close the word gap for disadvantaged pupils."</i> ROYAL COLLEGE OF SPEECH & LANGUAGE THERAPISTS	2

slides to include tiered vocabulary.		
CPD for teachers to strengthen pedagogy and curriculum implementation in computing inc online safety.	<u>Unicef – Closing the digital divide for good.</u>	3
CPD for teachers and TAs to support quality first teaching in relation to developing and promoting self-efficacy: praising for effort and use of strategies; finding pivotal moments; recognising the importance of challenge; creating opportunities for roles of responsibility.	<p><i>Gutman and Schoon (2013) “Non-cognitive skills are vital for educational success.</i></p> <p><i>Schunk (1981): Self-efficacy as a predictor of academic performance</i></p> <p><i>Betthaeuser et al. (2020): Impact on academic outcomes, mental health and social factors.</i></p>	4

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

Budgeted cost: £ 1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics tutoring in place for children with gaps in early reading. Using Little Wandle catch-up.</p> <p>Fluency for reading post phonics utilising the HFL strategy I develops confidence and supports comprehension</p>	<p>EEF evaluation Autumn term 2024/Spring 2025.</p> <p>Strong Foundations in the First Years of School – OFSTED October 2024</p>	2

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

Budgeted cost: £ 725

Activity	Evidence that supports this approach	Challenge number(s) addressed
Working within the Trust's Community Strategy, the school will identify a current link held with a local organisation that can be further developed. Through active listening to the organisation, the school will identify an objective that can be worked on together to strengthen the community offer.	Reach Foundation Insights; CST work on School Trusts as New Civic Structures; Truly Civic: Strengthening the connection between universities and their places.	2
Parent workshops for children in EYFS, to raise the importance of reading with young children.	Reference list from the Book Trust's <i>"Getting Children Reading"</i> strategy	2
<i>Parent workshops supporting online safety.</i>	South West Grid for Learning John Hattie (2008) estimates that the effect of parental engagement is equivalent to two to three additional years learning over a pupil's school career.	3

Total budgeted cost: £ 9,780

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Due to low numbers, data is statistically unreliable. (12 pupils)		
<u>KS2 SATs data</u>	<i>Expected</i>	<i>Greater Depth</i>
<i>Reading</i>	75%	25%
<i>Grammar, Punctuation and Spelling</i>	75%	16.7%
<i>Maths</i>	91.7%	33.3%
<i>Reading, Writing and Maths Combined</i>	66.7%	0%
KS2 Writing Teacher Assessment: <i>Expected</i> 75% <i>Greater Depth</i> 16.7%		
<ul style="list-style-type: none"> Phonics screening check – 88.9% 		
<i>Attendance for PP:</i>	<i>The attendance of Pupil Premium pupils for the academic year 2024-2025 (97.23%) and the attendance for all pupils (96.16%). 0% of pupil premium children met the persistent absence criteria (90% and below)</i>	
<i>Social, Emotional and Mental Health needs:</i>	<i>Interventions have been in place to support pupils' wellbeing and mental health. PP pupils have benefitted from pastoral support from school staff or working with outside agencies. Pupils and parents have shared that the support in place is effective.</i>	
<i>Pupils access wider opportunities offered by the school:</i>	<i>Trips and residential are subsidised so that all pupils can attend. Music lessons are free for disadvantaged pupils. The school has worked creatively to accommodate PP children to ensure they take priority for attendance.</i>	

<i>Writing Pupil conferencing Governor monitoring:</i>	<i>All pupils expressed a strong liking of writing, with it sitting first or joint first as their most favourite lesson.</i>
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Externally provided programmes

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

Programme	Provider
Times Tables Rockstars Whizz	TT Rockstars
Accelerated Reader	Raintree
Maths Whizz	Education Ltd

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>
<p>We use our SPP to contribute towards the following:</p> <ul style="list-style-type: none"> • monitoring of service children's progress compared to the wider school population to ensure that they learn, develop and achieve their own expected level of progress • intervention strategies and support are put into place to support their learning. • the provision of a trained Teaching assistants to provide pastoral support and guidance for pupils and their families. • resources to support the pastoral support: Emotional Kimochis with 'I would like my teacher to know' worry pots. • Wild Tribe (forest/beach) school activities to provide a different experience: the children have really enjoyed being able to learn outdoors and this has provided great chances to develop children's self-esteem and confidence. It also provides an outlet to provide emotional support for children who need it.

- after school provision with clubs to support learning and social engagement with extra-curricular activities.

The impact of that spending on service pupil premium eligible pupils

There was little deployment last year but support was in place for individuals where needed. Children were settled in class. In-school data (Arbor) shows that Service pupils made:

(Service pupils KS1&2 data 24/25)

- 100% at or above expected progress in Reading.
- 100% at or above expected progress in Writing.
- 100% at or above expected progress in Maths.

Reading attainment 100% of Service pupils working at Expected with 67% working at Greater Depth.

Writing attainment 100% of Service pupils working at Expected with 67% working at Greater Depth.

Maths Attainment 100% of Service pupils working at Expected with 33% working at Greater Depth.