Pupil premium strategy statement – Grafton Primary

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	440
Proportion (%) of pupil premium eligible pupils	52%
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)**	2026 – 2029
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Andrew Turnock
Pupil premium lead	Andrew Turnock
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£300,000
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*	£300,000

Part A: Pupil premium strategy plan

Statement of intent

Our aim at Grafton primary School is for our children to be fully prepared for the next stage of education and to become well rounded citizens developing key skills that they will take with them in their lives.

In particular we believe that the ability to speak confidently, to talk, read and write and to be numerate are key to life success at the same time building a strong curriculum that has creativity at its heart.

For many of our children school is the only place where they will develop these key skills and therefore it is of the utmost importance that we present to them is of the highest quality.

To achieve this overall aim we will

Overcome the barrier of not being at school:

Ensure that all children are in school everyday by working with families to ensure high attendance particularly for the children in year 1 and year 2

Reduce persistent absence for vulnerable children

Overcome the barrier of Foundational knowledge:

Ensure that phonics teaching is precise and meaningful which means small groups and more staff allocated to teaching phonics from reception to year 2.

Make significant investment in books across the school to ensure fluency in reading for children in KS2

Work with creative performers on speaking clearly both in small groups and in front of the whole school developing skills not just for now but for their whole life.

Invest in 'Maths Mastery' to ensure that children have foundational knowledge in maths,

Employ specialist teachers in speech and language.

Employ specialist dyslexia specialist.

Employ additional support staff so that every classroom has a TA, ***To Overcome social barriers such as DA and poverty*** *We employ a Welfare Officer who will work with local agencies to overcome overcrowding* *Our welfare officer will work with families experiencing DA to signpost and brocker agency support*

Challenges

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

Challenge number	Detail of challenge
1	**Attendance:** Attendance is marginally blow average at 94.1%. 40% of absence is in the groups where attendance for 95% or better so we are focusing our support there. Attendance as the single greatest barrier to child progress
2	**Phonic acquisition** Before children can map sounds to letters, they must be able to distinguish individual sounds in spoken language. Because of the early oracy and vocabulary gaps common in deprived households, these children often start school with lower phonological awareness Disadvantaged children who miss out on informal learning experiences in early life struggle to process auditory blending and segmentations when formal phonics lessons begin
3	**Foundational knowledge.** Low-income households often cannot afford basic educational resources like books, educational toys, computers, or a stable internet connection. This results in a home environment that lacks a strong "reading culture. Children from deprived families frequently enter school with lower literacy and poorer language skills. Schools consistently rank low literacy skills as the primary barrier to attainment for disadvantaged
4	**Emotional regulation ZoR** Financial stress at home frequently trickles down to children, leading to higher rates of anxiety and emotional distress. A child whose mental health needs are unaddressed will struggle with working memory overload and classroom engagement.
5	**Oracy**

	the ability to articulate ideas, develop understanding, and engage with others through spoken language—presents a profound foundational barrier that underpins almost all later academic success.
6	**Housing Instability and Overcrowding:** Overcrowded, temporary, or unstable housing makes it incredibly difficult for a child to find a quiet space to study or get adequate, restful sleep—both of which are crucial for early brain development and learning retention

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
Attendance improves	Fewer persistently absent children Attendance improves for PP group so that children from this groups attendance is better than Islington average for the same group. Ie 95% or better. Minior month by HT
Excellent phonics outcomes at end of Y1 and Y2 retakes	Continue the expectation that outcomes for phonics remains well above the national average. i.e. 85% or better Monitor half termly by DHT
Foundational knowledge in reading, writing and maths are secure for the children who face deprivation	Outcomes at KS2 are at least in line with those of other children nationally. i.e. 70% RWM or better Monitored termly by SENDCo and HT
Children are emotionally resilient and can handle unpredictable events, resolve social issues and take on new challenges with confidence.	There are few incidents of inappropriate behaviour amongst the older children in school who have been with us for more than two year. Data on CPOMs will support this. Monitored half termly by Welfare Officer

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: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that teaching and learning in the classroom has quality first teaching at its corner stone. *Monitor through regular lesson observations.*	The class teacher is the core of everything we do, their skill level is the main contributing factor to child attainment. To ensure that teaching is as good as it can be senior leaders focus 50% of their time at least to supporting and promoting QFT through Rosenshein approach https://evidencebased.education/resource/strategies-for-disadvantaged-students/	2, 3, 4, ,5
Phonics teaching is exceptional *Monitored by the phonics lead.*	High outcomes at Year 1 link directly to better outcomes in all areas later in school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2

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

Budgeted cost: £75000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Eleni; Speech and Language	EEF https://committees.parliament.uk/writtenevidence/116649/pdf/	2, 3, 4

Teacher to work with targeted children on specific areas of language acquisition *Monitored by SENDCo*		
Kim Dyslexia teacher working with children with specific spelling issues and informing the work of teachers across the school. *Monitored by SENDCo*	https://www.thedyslexia-spldtrust.org.uk/media/downloads/inline/dyslexia-and-literacy-difficulties-policy-and-practice-review.1381764954.pdf	1, 2, 3, 4
TAs delivering small groups. *Children with specific learning barriers and delay supported with bespoke interventions.* *Monitored by SENDCo*	See intervention list	2, 3, 4
Tutoring: PP children identified for additional support out of class time, partially funded by PP funding. *Monitored by DHT*	https://dera.ioe.ac.uk/id/eprint/4859/1/nlns_booster025100.pdf	2, 3, ,4
ELSA	https://www.tandfonline.com/doi/full/10.1080/13632752.2024.2360779#abstract	2,3,4

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

Budgeted cost: £ 75000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance lead Camilla to work on attendance for all as well as working with local authority securing appropriate housing for our most vulnerable children.	https://publications.parliament.uk/pa/cm5803/cmselect/cmeduc/970/report.html	1
4 x therapists 5 days Focus on the emotional well-being to allow children to take risks with their learning.	https://www.ncb.org.uk/about-us/media-centre/news-opinion/school-counselling-can-help-young-people-manage-mental-health	4
Musicians/performers in residence. Each class performs a very high-quality play once a year working with our performer on confidence of spoken and sung English	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Working across classes where PP is 50% plus and working with PP children developing musical skills	5

Total budgeted cost: £ *300000*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KS2 on a Page (DfE)

Key Stage 2

CONTEXT

Item	Grafton Primary School (2261) Value	Cov.	NCER National Value	Gap	Cov.
Cohort	35	-	185,630	n/a	-
Sex (Male)	54.3%	100.0%	51.2%	+3.1%	100.0%
SEN Support	31.4%	100.0%	24.7%	+6.7%	100.0%
EHCP/Statement	0.0%	100.0%	10.2%	-10.2%	100.0%
Ethnicity (BME)	71.4%	100.0%	33.0%	+38.4%	100.0%
Language (EAL)	62.9%	100.0%	24.4%	+38.5%	100.0%
Disadvantaged	100.0%	100.0%	99.9%	+0.1%	99.9%

ATTAINMENT & ASSESSMENTS

Subject	Level	Grafton Primary School (2261) Value	NCER National Value	Gap
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	62.9%	48.6%	+14.3%
	GDS/High Score	8.6%	3.7%	+4.9%
Reading	≥Exp.Std.	74.3%	62.9%	+11.4%
	High Score	20.0%	19.4%	+0.6%
Writing (TA)	≥EXS	85.7%	60.4%	+25.3%
	GDS	11.4%	6.8%	+4.6%
Maths (test)	≥Exp.Std.	74.3%	61.9%	+12.4%
	High Score	14.3%	15.4%	-1.1%

PROGRESS

Subject	Level	Grafton Primary School (2261) Value	NCER National Value	Gap
Reading	Avg. Prog. Score	0.01	-0.66	+0.67
Writing	Avg. Prog. Score	2.89	-0.48	+3.37
Maths	Avg. Prog. Score	0.13	-0.85	+0.98

Analysis of Outcomes

End of KS2 outcomes have proved extremely strong for PP children. Where children have not made accelerated progress they are subjects to the effects of DA, other social issues, crime, poverty or overcrowding.

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
Guardian Newswise supply cover to train teachers.	Guardian
OAE Music intervention	OAE
Scarabaeus Flying into Physics year 5 science and team work.	Scarabaeus
Science Residential at Juniper Hall	National Field Studies Council
PGL Outdoor Adventurous	PGL
School trips that cost where PP is used e.g. Tower of London, IWM	Various
Young Shakespeare	YSC
Urban Forest Science PSHE programme, costs of additional staffing	The Garden Classroom
Maths Master Classes staffing cost	Highgate School
Visiting Inspirational speakers/performer/musicians e.g. Emily Grosseman	Various