

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Grange Primary
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 22-23 23-24
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Charlie Summers, Headteacher
Pupil premium lead	Stephanie Davies
Governor / Trustee lead	Peter Brown

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,705 (PP x89) £11,725 (LAC x5)
Recovery premium funding allocation this academic year	£12,905
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£144,335
---	----------

# Part A: Pupil premium strategy plan

## Statement of intent

*At Grange Primary our ultimate aim is for our disadvantaged pupils to achieve as highly as our non-disadvantaged pupils. We aspire to ensure that our disadvantaged pupils 'dream big and fly high', as will all our pupils and as our school motto states.*

*Our pupil premium strategy is an integral part of our whole school development plan. We recognise that by improving the quality of education for all pupils, our disadvantaged pupils will benefit disproportionately. Our delivery method will be one of equity, where our disadvantaged pupils may receive 'extra' if they need it to help them catch up with non-disadvantaged peers.*

## Challenges

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

Challenge number	Detail of challenge
1	Due to the impact of the pandemic and school closures, the attainment gap between PP and non-PP pupils has further increased. This is shown in data from across the school.
2	Assessments (including a well-being survey) have identified a greater need for support with social and emotional needs –especially disadvantaged pupils. This has been further accelerated by school closures during the pandemic.
3	Assessments, observations and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. This could be attributed to starting points significantly lower than the national average. This is particularly evident in our 2021 reception baseline – 49% of children had no letter recognition on entering school.
4	Our attendance data indicates that attendance for disadvantaged pupils was 93% in the first Autumn half term 2021 compared to 95% for non-disadvantaged pupils.
5	Some of the parents find it difficult to engage with the school for a variety of reasons. This can have an impact on the way in which families can support learning, including home reading, attending school events to find out how their child is progressing and workshops to give guidance on how to support learning.

## 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
1.Our disadvantaged pupils attain as highly as non-disadvantaged pupils in the school and move closer to non-disadvantaged nationally.	At least 20% increase for R,W,M combined PP results. R,W,M 2021 end of year results 34% OP, 25% PP. (see school SOF for detailed breakdown of targets across all year groups).
2.Our disadvantaged pupils are socially and emotionally stable and can access learning alongside their non-disadvantaged peers.	From baseline assessments and surveys there will be clear improvements in answers from disadvantaged learners, their parents and staff. The children receive more positive rewards and there are less incidents of negative behaviour recorded on CPOMs.
3.The disadvantaged pupils' oracy, literacy and vocabulary skills are improved to a level that means they can access the curriculum successfully.	Phonics assessments for PP show an improvement. Reading age data shows that a greater proportion of PP learners are at their chronological age or above. External agencies confirm the quality of provision has improved.
4.Our disadvantaged pupils attend as well as non-disadvantaged pupils in the school.	Attendance figures show an improvement in attendance and decline in numbers of disadvantaged pupils who are persistently absent.
5.All parents are confident in supporting their child at home with learning. They engage with the school in a positive way to discuss how to help their child progress.	Percentage of PP parents attending events, including parents evenings and workshops, is proportional to our percentage of PP. The number of PP pupils reading at home is at least as high as non PP in the school.

## 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: £ 48,111

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>To use evidence-based practice in teaching to support outcomes for disadvantaged pupils. This would include Rosenshine's principles. See SDP section 2 for further details.</p>	<p>EEF – quality first teaching is the most effective way to improve outcomes for disadvantaged youngsters. Sutton Trust research 2011 showed that high quality class provision for PP learners added an additional 6 months progress over a 1 year period.</p>	<p>1, 2 &amp; 3</p>
<p>To develop and strengthen the teaching of phonics across school (including working with external agencies to improve provision).</p>	<p>EEF- Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	<p>1 &amp; 3</p>
<p>To develop the teaching of vocabulary and comprehension in EYFS and KS1 (based on research and working with external agencies to improve provision).</p>	<p>EEF-</p> <ul style="list-style-type: none"> <li>• There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</li> <li>• On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress.</li> <li>• EEF - Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</li> <li>• Teachers to receive training based on developing QFT through the MAT.</li> </ul>	<p>1 &amp; 3</p>

<p>To develop the curriculum at Grange Primary School to ensure that it is broad and balanced and caters for the children who attend (including PP).</p>	<p>Children are exposed to a rich and varied curriculum, in which they are exposed to the necessary experiences in order to access learning. Examples of this could include:</p> <ul style="list-style-type: none"> <li>• All children are exposed to a 'hook' (visitor/special event) at the start of every Writing unit to initiate interest in the topic. Sutton et al and Horgan (2007) found that 'if disadvantaged children were to have better opportunities and experiences their attitudes to school would become more positive.'</li> <li>• Children are supported with developing learning behaviours such as respect and resilience and with social and emotional needs through the school's use of 'The Colour Monster' based on Zones of Regulation. Dunn (2019) Research showed greater gains in children's self-rated emotional competence compared to classroom's not practising social and emotional learning.</li> </ul>	<p>1, 2, 3 &amp; 4,</p>
--	---	-------------------------

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

Budgeted cost: £ 48,111

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Disadvantaged children falling behind in phonics to receive 1:1 tutoring to accelerate progress.</p>	<p>EEF -Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonic interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p>	<p>1 &amp; 3</p>
<p>Teaching assistants are used to deliver small group interventions across school</p>	<p>EEF -Small group tuition has an average impact of four months' additional progress over the course of a year.</p>	<p>1</p>
<p>Speech and language interventions with trained member of staff</p>	<p>EEF -On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an</p>	<p>1, 3</p>

	effective strategy for providing targeted support for pupils that are identified as <b>having low prior attainment or</b> are struggling in particular areas.	
Parents of children accessing phonics in EYFS, KS1 and LKS2 to access reading books electronically online	Increased engagement in lockdown through online reading showed parents were more likely to read with children if they were provided with the materials electronically. EEF - Parental engagement has a positive impact on average of 4 months' additional progress.	5,
Parents to be invited to parent workshops to offer advice on how to support children at home.	EEF -Providing practical strategies with tips, support, and resources to assist learning at home is beneficial.	5,

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

Budgeted cost: £ 48,113

Activity	Evidence that supports this approach	Challenge number(s) addressed
To partially fund the Safe-guarding and Inclusion officer role in school.	This member of staff regularly supports our most vulnerable families (large proportion are of PP pupils). The role includes <ul style="list-style-type: none"> <li>Pastoral evidence based interventions and support for children with SEMH needs and for those dealing with trauma.</li> <li>Embedding our behaviour systems in school – the Granger Code is evidence based (written based on EEF Improving Behaviour in schools 2016).</li> </ul>	2, 4 & 5
To run bespoke intervention provision in the afternoon (The Nest) for children with additional SEN, SEMH needs and vulnerable pupil premium children.	This consists of bespoke, patchwork and nurture based timetables for children including forest school, gardening, cooking, visits to the farm and arts/crafts. <ul style="list-style-type: none"> <li>Nurture UK found that SEL (social and emotional learning) interventions have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself).</li> </ul>	1 & 2,

To subsidise/part subsidise after school clubs/trips for pupil premium children	<p>Targeted pupil premium children in year 6 will attend a weekly boxing provision intervention in school. This will be subsidised through pupil premium.</p> <ul style="list-style-type: none"> <li>• Wikeley (2009) found that through the lack of participation in out of school activities, young people in poverty are denied important learning experiences which may affect their engagement in the more formal learning in school.</li> </ul>	2 & 4
To pay for a school uniform and PE kit for all PP children	<p>All PP children are given a uniform. Uniform swaps 'swap shops' are set up throughout the school year. This helps to engage parents and eases the financial burden of buying new uniform</p>	4 & 5
For LAC children to have lunch with designated teacher once a week.	<p>The DT for LAC has lunch with a LAC child every week giving children a chance to talk and form relationships.</p>	2
To continue to provide and maintain a social farm at School	<p>The farm is looked after by the children and is part of the bespoke timetable for children with SEMH needs.</p> <ul style="list-style-type: none"> <li>• Studies by Chawla (2012) and Kuo (2010) support that children's academic growth, behaviour and stress levels improve when they have frequent exposure to natural settings and opportunities to engage with their environment.</li> </ul>	2 & 4

**Total budgeted cost: £ 144,335**



## 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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

Please see the table below.

<b>Pupil Premium Strategy 2020-2021 Evaluation</b>	
<b>Desired outcome</b>	<b>Evaluation</b>
<b>A.Improve attainment in Reading, Writing and Maths for pupils eligible for PP.</b>	Due to the effect of school closures in the pandemic, the gap between PP and OP has widened. This is a focus in the strategy for 21-22 – including the allocation of the catch up premium.
<b>B.Ensure that all PPG pupils in the Early Years are secure in their social, emotional and communication skills before entering year 1.</b>	PP children in the Early Year had individual reading and group story time as interventions.  The impact of this cannot be measured in end of year outcomes due to school closures in the pandemic.  Oracy is a the 21-22 strategy.
<b>C.Ensure that all PPG pupils are able to manage their own learning through resilience and independence.</b>	A new behaviour policy was not able to be developed and embedded due to school closures. This was a focus of the Autumn term 2021 and an element of the 21-22 strategy.
<b>D. An increase in parental engagement means that pupils are more effectively supported at home.</b>	Parental engagement has been difficult to measure due to school closure in the pandemic.  Engagement in home-learning during the second and third lockdowns rose steadily. All children had a weekly phone call where a member of staff would speak to parents/carers and children.  Parental engagement is a focus of the 21-22

	strategy.
<b>E. Increase attendance and punctuality of PP pupils and reduce persistent absence.</b>	This has been difficult to measure due to covid related absence. Attendance is a focus of the 21-22 strategy.

## 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
N/A	

## Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*