

# Pupil premium strategy statement

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 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	172
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Charlie Summers
Pupil premium lead	Stephanie Davies
Governor / Trustee lead	Peter Brown

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128,085
Recovery premium funding allocation this academic year	£13,114
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	£141,199

## Part A: Pupil premium strategy plan

### Statement of intent

At Grange Primary our 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	The attainment gap between PP and OP remains high. This is shown in data from across the school.
2	Nurturing learning behaviours (including support for those with SEMH needs) - especially in disadvantaged pupils continues to be a priority to enable the school to improve outcomes.
3	High levels of staff mobility have brought the levels of high quality teaching and learning into disrepute. This needs to be a continued area of focus and development to meet the needs of children (including the disadvantaged) to enable progress and better outcomes for all.
4	There continues to be a significant gap in attendance for disadvantaged and non-disadvantaged.
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 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. Positive learning behaviours are explicitly taught and improve outcomes for all pupils.	. The children receive more positive rewards and there are less incidents of negative behaviour recorded on CPOMs and less removals from class logged on Arbour.
3. High quality teaching and learning takes place in all classrooms. There is an approach of equity, where the needs of all learners (including the disadvantaged) are met so that progress can be made and outcomes improve.	Teachers receive high quality CPD to improve teaching and learning. This is evident in the outcomes for all pupils.
4.Our disadvantaged pupils attend as well as non-disadvantaged pupils in the school.	By the end of the academic year 22-23, attendance figures for PP and OP to be in line with national expectations (97%).
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: £47,066.33

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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 embed a bespoke curriculum accessible for all (including disadvantaged pupils).</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: £ £47,066.33

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged children falling behind in phonics to receive 1:1 tutoring to accelerate progress.	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.	1, 3
Teaching assistants are used to deliver small group interventions across school	EEF -Small group tuition has an average impact of four months' additional progress over the course of a year.	1, 3
NTP funded (60%) speech and language interventions with trained member of staff *School pay 40% of £9,630 allocated funding £3852	EEF -On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an 1, 3 7 effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.	1, 3
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.	1, 5

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

Budgeted cost: £ £47,066.33

Activity	Evidence that supports this approach	Challenge number(s) addressed
To partially fund the Safeguarding and Inclusion officer role in school for 52 weeks of the year – including some of the school holidays.	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> <li>• Regular attendance reviews in school and meeting with the Education Welfare Officer once a half-term.</li> </ul>	2, 4, 5

<p>To run bespoke intervention provision in the afternoon (The Nest) for children with additional SEN, SEMH needs and vulnerable pupil premium children.</p>	<p>This consists of bespoke, patchwork and nurture based timetables for children including forest school, gardening, cooking, visits to the farm and arts/crafts. • 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).</p>	<p>1, 2</p>
<p>To subsidise/part subsidise after school clubs/trips/supplementary curriculum for pupil premium children</p>	<p>There are a range of subsidised activities provided through the year including access to Forest school and residentials.</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>	<p>1, 3, 4</p>
<p>To make the correct uniform more accessible for all children (including disadvantaged).</p>	<p>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>	<p>1, 4</p>
<p>To continue to provide and maintain a social farm at School</p>	<p>The farm is looked after by the children and is part of the bespoke timetable for children with SEMH needs. • 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.</p>	<p>2</p>

**Total budgeted cost: £ 141,199**

## 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.

Intended Outcome	Actual Outcome and commentary																																																								
<p>1. Our disadvantaged pupils attain as highly as non-disadvantaged pupils in the school and move closer to non-disadvantaged nationally.</p>	<p>2021-2022</p> <table border="1" data-bbox="584 730 1318 954"> <thead> <tr> <th></th> <th>GLD</th> <th>PHONICS</th> <th>MULTIPLICATION CHECK</th> <th>READING</th> <th>WRITING</th> <th>MATHS</th> </tr> </thead> <tbody> <tr> <td>EYFS</td> <td>40%</td> <td>55%</td> <td></td> <td>55%</td> <td>50%</td> <td>65%</td> </tr> <tr> <td>Y1</td> <td></td> <td>55%</td> <td></td> <td>68%</td> <td>35%</td> <td>24%</td> </tr> <tr> <td>Y2</td> <td></td> <td>25% (retake)</td> <td></td> <td>29%</td> <td>8%</td> <td>14%</td> </tr> <tr> <td>Y3</td> <td></td> <td></td> <td></td> <td>39%</td> <td>4%</td> <td>35%</td> </tr> <tr> <td>Y4</td> <td></td> <td></td> <td>26%</td> <td>68%</td> <td>41%</td> <td>45%</td> </tr> <tr> <td>Y5</td> <td></td> <td></td> <td></td> <td>28%</td> <td>0%</td> <td>14%</td> </tr> <tr> <td>Y6</td> <td></td> <td></td> <td></td> <td>37%</td> <td>28%</td> <td>33%</td> </tr> </tbody> </table> <p>Our outcomes for disadvantaged and non-disadvantaged remain significantly below national average.</p> <p>In the academic year 21-22, there were several instances of long-term sick leave among teaching staff and instability in the consistency of cover.</p> <p>A contingency plan to avoid this happening in 22-23 has been formulated. The model for staffing and staff absence has been revised so there is more capacity for inhouse cover when required. Staff well-being is a priority for 22-23.</p>		GLD	PHONICS	MULTIPLICATION CHECK	READING	WRITING	MATHS	EYFS	40%	55%		55%	50%	65%	Y1		55%		68%	35%	24%	Y2		25% (retake)		29%	8%	14%	Y3				39%	4%	35%	Y4			26%	68%	41%	45%	Y5				28%	0%	14%	Y6				37%	28%	33%
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<p>2. Our disadvantaged pupils are socially and emotionally stable and can access learning alongside their non-disadvantaged peers.</p>	<p>Over the course of the year a nurture provision was set up in the mornings to support pupils with SEMH needs.</p> <p>Baseline Boxall profiles were completed with all children entering nurture provision. These children were identified by class teachers and the SENDCO as having significant SEMH needs.</p> <p>Data on exit from nurture revealed a significant improved in developmental scores and overall diagnostic scores for the majority of children who attended</p>																																																								

<p>3. The disadvantaged pupils' oracy, literacy and vocabulary skills are improved to a level that means they can access the curriculum successfully.</p>	<p>The English lead worked with an external agency (The English Hub) to create a baseline for and develop the whole school approach to oracy.</p> <p>This started to be implemented in classes, but was slowed by the amount of long-term staff absence and sickness. This will continue to be developed in 22-23.</p> <p>CPD on Quality, First, Teaching was completed with all teachers with a focus on equity in the curriculum for all. This was beginning to be implemented in the summer and will continue in 22-23.</p>												
<p>4. Our disadvantaged pupils attend as well as non-disadvantaged pupils in the school.</p>	<table border="1" data-bbox="595 577 1034 674"> <thead> <tr> <th>Summary of attendance 21-22</th> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>87.6%</td> <td>90.5</td> </tr> <tr> <td>OP</td> <td>92%</td> <td>93.7</td> </tr> <tr> <td>Differential</td> <td>-4.4%</td> <td>-3.2%</td> </tr> </tbody> </table> <p>Attendance continues to be an area of development – 21/22 figures show attendance is below national expectations for PP and OP (97%). Our Safe-guarding and Inclusion officer is reviewing attendance regularly and having half-termly meetings with the Education Welfare Officer.</p>	Summary of attendance 21-22	School	National	PP	87.6%	90.5	OP	92%	93.7	Differential	-4.4%	-3.2%
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<p>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.</p>	<p>The Class Dojo platform has been used successfully to engage parents in their children's learning.</p> <p>Children have had access to Spelling Shed and Purple Mash at home.</p> <p>Parents in the Early Years were invited in for Phonics workshops at the beginning of the year.</p> <p>Parental engagement remains a focus area for 22-23.</p>												

## 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

## 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.*