

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	143
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2024- 2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Charlie Summers
Pupil premium lead	Charlie Summers
Governor / Trustee lead	Julie Johnson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£114,945
Recovery premium funding allocation this academic year	£11,455
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	£126,501

Part A: Pupil premium strategy plan

Statement of intent

At Grange Primary we aim to provide all pupils with the opportunity to achieve their full potential, *'To dream big and fly high.'* We employ strategies and interventions to remove barriers which can be caused by personal circumstances or learning gaps. We endeavour to ensure that all pupils have full access to a broad, vibrant curriculum and the rich extra-curricular provision that is on offer at Grange. This ensures we develop well-rounded individuals who connect well with their community, achieve their ambitions and flourish in life.

Common barriers to learning for disadvantaged pupils may include:

- weak language and communication skills
- difficulty with retention and retrieval
- lack of confidence and self esteem
- more frequent behaviour difficulties
- presenting with trauma /attachment disorders
- ACEs
- less support at home

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all" plan for support.

Our ultimate objectives are:

- to eliminating the attainment gap between disadvantaged and non-disadvantaged pupils.
- for all disadvantaged pupils in school to meet or exceed nationally expected attainment progress rates for both disadvantaged and all pupils
- for all disadvantaged pupils to have access to the rich extra-curricular provision on offer and be well-rounded individuals who achieve their ambitions and flourish in life

We aim to do this through:

- frequent monitoring of qualitative and quantitative data to ensure accurate and timely identification of pupils in need of support.
- ensuring that teaching and learning opportunities meet the needs of all the pupils and that where pupils have specific needs that these are addressed through high quality, evidence-based interventions led by appropriately trained staff.
- ensuring all vulnerable learners are ready to learn through access to a breakfast club, a variety of regulating activities, mindfulness and active breaks, appropriate equipment, emotional and social support, and uniform provision.
- close monitoring of attendance at extracurricular provisions along with promotion and support to increase the attendance of vulnerable learners.
- ensuring that vulnerable learners have access to a variety of experiences through the curriculum provision, extra- curricular offer, subsidised trips and residentials, outdoor learning in our forest school and farm, visits from inspiring adults / adults from a variety of careers.

- ensuring that vulnerable learners have access to high quality pastoral and mental health support.
- when making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups, or individuals.

Achieving these objectives:

The range of provisions available at Grange include but are not limited to:

- frequent pupil outcome meetings with individual teachers, SLT and the headteacher to monitor the pupils needs, progress, and the effectiveness of any interventions that are in place or that need to be sourced.
- to allocate adult support - providing small group/ 1-1 interventions focusing on overcoming gaps in learning.
- ensure all staff are equipped with training that enables them to deliver strategies that improve the pupils' retention and retrieval skills.
- CPD for all staff on dealing with attachment and trauma and how to create attachment friendly classrooms and environments.
- staff to be upskilled in using de-escalation and regulation activities.
- regulation and mindfulness activities to become part of the school day to help pupils de-escalate and self-regulate. (nesting time)
- literacy and numeracy support which includes in-class support, on the day small group or 1-1 interventions.
- heavily subsidised clubs and wrap around care

Challenges

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

Challenge number	Detail of challenge
1	<p>Communication and language skills</p> <p>Poor language and communication skills. Children typically enter the school with a low baseline in language and communication skills (between 30% at the expected standard). Pupils are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening in a coherent and connected way.</p>
2	<p>Lower than average attainment across school</p> <p>At the end of Key Stage 2, not all PP and other vulnerable pupils' attainment is in-line with age related expectations in reading, writing and maths.</p>

3	<p>Social and emotional well being</p> <p>Through pupil and staff survey it indicates that many of our disadvantaged pupils lack social and emotional issues including; low self confidence, self-esteem, and independence, many presenting with trauma /attachment disorders, ACEs, and, increasingly, more frequent behaviour difficulties.</p>
4	<p>Parental engagement/support for families</p> <p>Limited parental engagement in school and learning resulting in poor attendance, reduced homework completion, a lack of readiness for school and, for some, reduced ambition.</p>
5	<p>Life skills/enrichment/cultural capital.</p> <p>Some disadvantaged children do not access wider opportunities outside school to the same frequency as their non-disadvantaged peers. This has increased significantly lately due to the increase in the cost of living.</p>
6	<p>Attendance and punctuality expectations</p> <p>Underpinning all of the above is attendance. If pupils are not in school, the strategy is simply words on a page; attendance is key to success Therefore, attendance will always be a focus for our strategy. This includes 'active attendance' as simply being 'in school' isn't enough. Pupils need to be in the right place, with the right mindset each day to ensure they are making progress.</p>

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
<p>Speech, language and communication:</p> <p>To provide a whole school approach to creating confident communicators with a focus on developing the environment for talk, vocabulary acquisition, pedagogy, and parental involvement.</p> <p>Improve oral language skills and vocabulary amongst disadvantaged pupils</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Talkboost is positively impacting on pupils.</p>
<p>Attendance</p> <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Attendance for disadvantaged students is 95% or above. Persistent absentees are supported so their attendance improves to be above or in line with the national target.</p>
<p>Improved attainment outcomes in reading, writing and maths at the end of KS2.</p>	<p>KS2 reading, writing and maths outcomes show that the % of disadvantaged pupils meeting the expected standard is in line with national standards.</p>

<p>Vulnerable pupils, pupils with significant attainment gaps or those with additional needs will have targeted support to enable to overcome these barriers.</p>	<p>TA interventions will be targeted at pupils who will benefit the most from them. TAs will have been upskilled to deliver effective structured interventions. We will continue to support those pupils with additional SEMH needs and these children will be able to engage effectively with the curriculum.</p>
<p>All children will have access to a range of enrichment opportunities to enhance their learning and life experiences.</p>	<p>Pips Passport Each year group will have a trip/visitor linked to their current topic. PP children will be able attend all of these enrichment activities and will be entitled to subsidised funding. Pupils have access to engage in extra curriculum activities as well as being able to have the equipment /resources they need to attend all trips.</p>
<p>Parental Engagement Parents are actively engaged in their child's learning and promote a positive attitude towards education.</p>	<p>Parental communication is effective, especially during home learning periods. 98% of parents attend parents' evenings. Parents support homework. Parents attend parent afternoons where they can be actively engaged in their child's learning. Parent afternoons will be an avenue for high-quality modelling of adult child interaction. Attendance for pupils in receipt of PPG is in-line with peers.</p>
<p>Mental Health and wellbeing Pupils emotional and mental health needs are met and receive the necessary support when required</p>	<p>All pupils feel safe and happy at school, maintaining a positive attitude towards their learning, and build positive relationships with their peers and staff members.</p>

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: £42,167

Activity	Evidence that supports this approach	Challenge number(s) addressed
Equality in provision. All children to access the full curriculum	High quality consistent teaching is the most important lever schools have to improve outcomes for the pupils. Quality first teaching Focus on retrieval practice and adaptive teaching across the curriculum Mastery Approach	1,2,3,4,5&6
Fund teacher release time to embed key elements of Read, Write Inc. Coaching, planning CPD for staff for peer practice & regular assessment of progress.	Peer tutoring Phonics This programme has a significant evidence base available here: Home - Ruth Miskin Literacy	1,2,3,4,5 & 6
TA support within classes to support pupils to make accelerated progress from their lower starting points.	Teaching Assistant interventions	1,2,3&5
Purchase standardised assessments	Standardised tests support the teacher in identifying strengths and weaknesses of pupils and ensure they receive the correct support to address the gap. Educational Psychology Team advise precision teach to ensure gaps are addressed in a focused way. Staff training given to deliver. Embedding formative assessments	1,2 & 3
CPD on Assessment for Learning strategies / Questioning and Feedback/ Quality First Teaching/Adaptive Teaching Teacher feedback is focused and supports pupil progress, builds learning, addresses misunderstanding and improves pupil learning	Teacher feedback to improve Pupil learning Pupils in the Embedding Formative Assessment schools made the equivalent of two additional months' progress, using the standard EEF conversion from pupil scores to months progress. This result has a very high security rating.	1,2,3&5

Continue to invest in CPD for all staff to attend regular CPD through subject Network meetings, MAT collaborations, school improvement teams, staff meetings, PD days	Providing quality CPD for staff that impacts on practise is hugely beneficial Mastery focus to ensure high expectations for all including PPG working on 'no limits on learning' Effective professional development	1,2,3,4,5&6
All staff are aware of disadvantaged pupils. Identified in tracking. Identified in all teachers' planning. PP first teaching strategies. Children tracked with PP children clearly identified. SLT monitor overall tracking checking pupils are identified. Varied ways of gathering information monitoring, books, stakeholder's voices, pupil progress meetings and learning walks.	Need to clearly identify and target these children as they generally have a lower starting point. Although Quality First Teaching should be delivered for all, these pupils should be considered first. PP first teaching approaches support pupils to become confident to achieve and not 'opt out'	1,2,3,4,5&6

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

Budgeted cost: £42,167

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual pupil plans with SMART targets (APDR)	This is targeted support across the curriculum including phonics, reading, number, times tables and much more. Addressing individual gaps as they arise. Early intervention is key to pupil progress. Individualised learning	1,2,3,4,5&6
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. One-to-one Tuition	1,2, 3&5
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. Small group tuition	1,2,3&5
Speech and language interventions with trained member of staff £3852	EEF -On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low	1, 2

	prior attainment or are struggling in particular areas. Communication and language approaches	
TT rockstar's (times tables intervention)	EEF Homework Research	1,2,4&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. Working with parents to support children's learning	1,2 & 4
Pastoral support- removing barriers to learning	Pupils must feel happy and safe to learn. We invest in emotional support through whole school strategies such as 'nesting time' where children learn strategies to regulate after social times. Social and emotional learning We also offer support such as a nurture start to the day where children might arrive at school dysregulated and might need some time with an adult to get them in a place ready to learn. (hot chocolate, time to talk and a hug)	1,2,3,4,5&6
Education Psychologist sessions	Specialist skills in psychological and educational assessment techniques to help those having difficulties in learning, behaviour or social adjustment.	1,2,3,4,5&6

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

Budgeted cost: £42,167

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support/ Inclusion Manager/Emotional Play Therapist/ Speech and Language therapist and emotional well-being support.	Embedding principles of good practice set out in the DfE's Working together to improve school attendance Attendance interventions The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Research shows that living with stress and in poverty changes children's brains and their thinking. Personalised support within school is valued and has a huge significance for each pupil. Personalised support is offered through counselling sessions, careers meetings and intervention sessions	1,2,3,4,5&6
Pip Passport- our promise of Grange experiences accessible for all	Unlocking Talent, Fulfilling Potential - a plan for improving social mobility through education (DfE 2017)	1,2,3,4,5&6
To run bespoke intervention provision in the afternoon (The Nest) for children with	This consists of bespoke, patchwork and nurture-based timetables for children including forest school, gardening, cooking, visits to the farm and arts/crafts.	1, 2,3,5&6

additional SEN, SEMH needs and vulnerable pupil premium children.	<ul style="list-style-type: none"> 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). 	
To subsidise/part subsidise after school clubs/trips/supplementary curriculum for pupil premium children Before and after school club – subsidised	<p>There are a range of subsidised activities provided through the year including access to Forest school and residential.</p> <ul style="list-style-type: none"> 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. <p>Physical activity Extending school time</p>	2,3,4,5&6
To make the correct uniform more accessible for all children (including disadvantaged).	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	2,3,4&5
Parental Engagement Communications with parents/carers e.g. Class Dojo, Newsletters, emails, phone calls, text messages etc.	International research has shown that parental engagement (of various kinds) has a positive impact on many indicators of student achievement. (Family School & Community Partnerships Bureau) EEF Toolkit Parental Engagement suggests +4 months progress	1,2,3,4,5&6

Total budgeted cost: £ 126,501

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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>	<table border="1" data-bbox="712 384 1305 512"> <thead> <tr> <th>KS2 Outcomes 22/23</th> <th>Pupil Premium</th> <th>Not Pupil Premium</th> </tr> </thead> <tbody> <tr> <td>Combined Reading, writing and maths EXS +</td> <td>16%</td> <td>29%</td> </tr> <tr> <td>Reading EXS+</td> <td>32%</td> <td>65%</td> </tr> <tr> <td>Writing EXS+</td> <td>16%</td> <td>53%</td> </tr> <tr> <td>Maths EXS+</td> <td>16%</td> <td>35%</td> </tr> </tbody> </table> <table border="1" data-bbox="712 552 1305 679"> <thead> <tr> <th>KS1 Outcomes 22/23</th> <th>Pupil Premium</th> <th>Not Pupil Premium</th> </tr> </thead> <tbody> <tr> <td>Combined Reading, writing and maths EXS +</td> <td>25%</td> <td>33%</td> </tr> <tr> <td>Reading EXS+</td> <td>63%</td> <td>47%</td> </tr> <tr> <td>Writing EXS+</td> <td>38%</td> <td>33%</td> </tr> <tr> <td>Maths EXS+</td> <td>40%</td> <td>50%</td> </tr> </tbody> </table> <table border="1" data-bbox="712 719 1305 759"> <thead> <tr> <th>Phonics Outcomes 22/23</th> <th>Pupil Premium</th> <th>Not Pupil Premium</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>50%</td> <td>83%</td> </tr> </tbody> </table> <table border="1" data-bbox="712 799 1305 839"> <thead> <tr> <th>EYFS Outcomes 22/23</th> <th>Pupil Premium</th> <th>Not Pupil Premium</th> </tr> </thead> <tbody> <tr> <td>EYFS</td> <td>63%</td> <td>44%</td> </tr> </tbody> </table> <p data-bbox="696 900 2110 967">Our outcomes for disadvantaged and non-disadvantaged remain significantly below national average which is why this target will remain on the 2023-2024 Pupil premium strategy.</p>			KS2 Outcomes 22/23	Pupil Premium	Not Pupil Premium	Combined Reading, writing and maths EXS +	16%	29%	Reading EXS+	32%	65%	Writing EXS+	16%	53%	Maths EXS+	16%	35%	KS1 Outcomes 22/23	Pupil Premium	Not Pupil Premium	Combined Reading, writing and maths EXS +	25%	33%	Reading EXS+	63%	47%	Writing EXS+	38%	33%	Maths EXS+	40%	50%	Phonics Outcomes 22/23	Pupil Premium	Not Pupil Premium	Year 1	50%	83%	EYFS Outcomes 22/23	Pupil Premium	Not Pupil Premium	EYFS	63%	44%
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<p>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.</p>	<p data-bbox="696 1007 1854 1038">School offered a number of SEMH interventions, for example forest school, small sports for pupils.</p> <p data-bbox="696 1075 2002 1107">Over the course of the year a nurture provision was set up in the mornings to support pupils with SEMH needs.</p> <p data-bbox="696 1144 2074 1211">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-bbox="696 1248 2051 1315">Data on exit from nurture revealed a significant improved in developmental scores and overall diagnostic scores for most children who attended.</p>																																												

	<p>During 2022-2023 10 children accessed the nurture provision. It is planned that only 3 children will need to access the provision in 2023-2024 due to the positive impact of the intervention.</p>									
<p>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.</p>	<p>Quality first teaching CPD completed with staff.</p> <p>Curriculum was developed- new Granger curriculum for foundation subjects.</p> <p>Read write Inc training completed by all staff.</p> <p>Internal monitoring showed strengths and areas of development across school in teaching standards. CPD and support was focused on improving teaching and learning.</p> <p>Outcomes were up from 20-21 in most areas.</p>									
<p>4. Our disadvantaged pupils attend as well as non-disadvantaged pupils in the school.</p>	<table border="1" data-bbox="725 619 1330 813"> <thead> <tr> <th>Summary of attendance 22-23</th> <th>School</th> <th>FFT National</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>86.8%</td> <td>91.3%</td> </tr> <tr> <td>Not PP</td> <td>92.8%</td> <td>94.7%</td> </tr> </tbody> </table> <p>Attendance continues to be an area of development – 21/22 figures show attendance is below national expectations. Our Safe-guarding and Inclusion officer is reviewing attendance regularly and having half-termly meetings with the Education Welfare Office.</p>	Summary of attendance 22-23	School	FFT National	PP	86.8%	91.3%	Not PP	92.8%	94.7%
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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 workshops. This was poorly attended sadly.</p> <p>School hosted a family fun day for the community.</p> <p>Only 65% of parents attended parent’s evenings.</p> <p>Parental engagement remains a focus area for 2023-2024.</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
Times tables Rockstars	Number Gym Software Ltd
Read, Write Inc	Oxford University Press
Kapow Primary	KAPOW
Arbor Parent Portal	Arbor
Talkboost intervention	Ican.org.uk
Learn By Question	Learn by Question

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 we currently have no service pupils
What was the impact of that spending on service pupil premium eligible pupils?	