

Pupil premium strategy statement

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	The Grange Primary School
Number of pupils in school	375
Proportion (%) of pupil premium eligible pupils	219/375 = 58.4%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Larissa Thorpe (Headteacher)
Pupil premium lead	Lindsay Knowles
Governor / Trustee lead (Inclusion Governors)	Sheila Hansford & Andrea Mortimer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£250,226
Recovery premium funding allocation this academic year	£15,817
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	£266,043

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to provide the highest standard of teaching and learning, pastoral care and broad co-curricular and extra – curricular experience, in a secure, caring, stimulating and happy environment, where each pupil’s educational, social, moral and cultural needs are met to enable them to gain a sense of independence and begin to develop their confidence and self-esteem. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have additional needs or require multi agency support. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. It is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through 1:1 and small group tuition (National Tutoring Programme) for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils achieve. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they’re set.
- Identify and act early to intervene at the point a need is identified.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve.

Our Context:

The Grange Primary School serves an urban community in an area of significant deprivation, the school pupil base sits in that of the most deprived nationally (304 pupils reside in the top 30% of the most deprived super output areas in the country).

- income deprivation
- employment deprivation
- education skills and training deprivation
- health deprivation and disability
- crime

- barriers to housing and services
- living environment deprivation

There is an expectation that all children can and will succeed, irrespective of their background or starting points.

Challenges

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

Challenge number	Detail of challenge
1	<p>Pupils achieving ARE in Reading, Writing and Maths.</p> <p>Internal assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>Internal assessments indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class this year 5.9 % of our intake are pupil premium and are on track for a good level of development by the end of F2 compared to 4.3% of non-pupil premium pupils.</p>
2	<p>Increased levels of emotional needs and pupils and families requiring support with self-regulation. (+7 Meta-cognition and self-regulation). There is an increase in families accessing Early Help, impacting pupil attendance. These findings are supported by national data and have been impacted by partial closures and pupils self-isolating.</p>
3	<p>Limited experiences beyond pupils' local area. Pupils' understanding of their immediate and wider local area is limited and how their personal Geography fits with the rest of the country and world.</p>
4	<p>Our assessments, discussions with families and pupils within school has highlighted a lack of motivation, aspirations and recognition of career options available to pupils.</p>
5	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>In year 2 50% of pupils not passing Phonics Screening check are PP.</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
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1. To increase the percentage of pupils at ARE in Reading, Writing and Maths among disadvantaged pupils.	<ul style="list-style-type: none"> • pupil progress and attainment will improve • attainment gaps are diminished.
2. To achieve and sustain wellbeing for pupils and families requiring support through Early Help, particularly for our disadvantaged pupils.	<ul style="list-style-type: none"> • Attendance will improve • Persistent absences will reduce • Suspensions and Expulsions will reduce • Red cards on Trackit lights will be reduced
3. Improve the experiences and build cultural capital particularly for our disadvantaged pupils.	<ul style="list-style-type: none"> • children's vocabulary will improve • medium and long term planning will cite experiences • experiences are purposeful and educational • School will focus on Geography as a subject and pupils' personal Geography will be understood.
4. To improve pupil aspirations, encouraging them to have a long term focus for learning particularly among disadvantaged pupils.	<ul style="list-style-type: none"> • children will be able to cite an ambition for the future • children will be able to talk about a range of possible career options • transition to Y7 will be improved post COVID
5. To prove oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> • Assessments and observations will indicate significant improvements in oral language among disadvantaged pupils. • Engagement in lessons will improve therefore behaviour will improve. • Increased progress on language link interventions.

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: £184,743

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Kagan training</i> £1,200	+5 EEF Collaborative learning promotes language development and team work.	1, 2, 5

<i>Colourful semantics training (W)</i> £2,500	Colourful Semantics can start from Nursery and supports developing early language skills. CS is a system to support spoken and written language across the whole curriculum. It is used for sentence development, understanding questions, developing narratives, understanding written text and developing vocabulary and learning facts. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,5,
<i>Jane Considine writing training</i> £1,300	Creating experiences from the sessions. Developing opportunities to acquire vocabulary in context and a language rich environment and learning space. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	1,3,5
<i>Dyslexia Gold</i> £800	Dyslexia Gold is an evidence based program to help pupils who aren't making progress despite high quality phonics teaching. Provides teachers with high quality assessment, tracking and intervention resources. www.dyslexiagold.co.uk/Results	1, 5
<i>Counsellor</i> £15,120	Access to professional counsellor for pupils and staff to achieve and sustain wellbeing. Research shows regular access to social and emotional learning can add +4 months to pupils progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2
<i>NPQs</i> £2,475	Staff developing themselves through robust and purposeful CPD. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,2
<i>Reading book investment - book banding</i> £3,000	Pupils are accessing quality, updated texts that support their ability to read fluently. These books ensure words are seen and learnt in context and ensures pupils can also have a better understanding of the text they are	1

	<p>reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	
<p><i>Subscriptions to curriculum and pastoral support (inc. CPOMs)</i></p> <p>£9,250</p>	<p>Pupils have access to quality and engaging resources and teachers have support with subject knowledge and planning.</p>	1, 2, 3, 5
<p><i>TA class based support</i></p> <p>£104,045</p>	<p>Personalised interventions provide pupils with targeted support. Pupil premium children that require sensory circuits/support can access this time 1:1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1, 2, 3, 5
<p><i>SLT teaching and learning support to ensure staff are confident and that high standards of teaching and learning are upheld.</i></p> <p>£45,053</p>	<p>Teaching staff have support and expertise on hand for CPD opportunities. Collaborative teaching ethos within school to promote wellbeing and a positive working environment.</p>	1

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

Budgeted cost: £32,913

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>1:1 pupil support in Y6</i></p> <p>£4,650</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind</p> <p>One to one tuition EEF</p>	1
<p><i>1:1 and small group support, National Tutoring programme</i></p> <p>£5,000</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one</p>	1

	<p>One to one tuition EEF www.educationendowmentfoundation.org.uk</p> <p>And in small groups: Small group tuition - Toolkit Strand - Education Endowment Foundation EEF</p>	
<p><i>Study United - Supporter to Reporter -Y5</i> £650</p>	<p>Providing aspirational and engaging learning opportunities for pupils to enhance their education and build cultural capital.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1
<p><i>Speech and language</i> £11,500</p>	<p>EYFS interventions +5 based on extensive EEF evidence</p> <p>Pupils have access to a SALT Learning Assistant in school and SALT team. Language Link resources and Dyslexia Gold support the strategies and provide tracking of these pupils' progress.</p>	1, 2
<p><i>Phonics intervention</i> £11,113</p>	<p>Personalised phonics interventions provide pupils with targeted support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 2, 3, 5

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

Budgeted cost: £56,557

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Enrichment focused on outdoor learning</i> £1500</p>	<p>Pupils can access activities to improve social interaction and vocabulary. Pupils use this opportunity to build confidence and build cultural capital.</p> <p>https://www.researchgate.net/publication/287621860_The_value_of_outdoor_learning_Evidence_from_research_in_the_UK_and_elsewhere</p>	2,
<p><i>Reading books for PSHE</i> £200</p>	<p>Pupils have access to resources that they can use to add context to feelings and emotions. Teachers use familiar, quality texts to support their learning</p>	1

	<p>experiences.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
<p><i>Breakfast club</i> £6000</p>	<p>Children arriving at school on time and fed - Maslow's hierarchy of needs</p> <p>Attendance figures have improved since starting this back up.</p> <p>EEF - https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p>	2,
<p><i>Jane Considine</i> (<i>experience sessions and books</i>)</p> <p>£1500</p>	<p>We have chosen JC as the experience sessions within the units provide experiences to build cultural capital.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	1
<p><i>Marking and feedback</i> £310</p>	<p>+8 EEF Wellbeing for teachers - children know next steps - progress/raising attainment through targeted support, feedback and immediate intervention</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p>	1
<p><i>Workshops and visits</i> £1500</p>	<p>Pupils can access activities to improve social interaction and vocabulary. Pupils use this opportunity to build confidence and build cultural capital.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	2,3,4
<p><i>Pastoral Manager</i> £35,147</p>	<p>Highly skilled and effective Pastoral Team to support pupils, staff and parents/carers so that provision continues to improve over time. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	2,3,4
<p><i>Enrichment activities</i> £1400 resources and travel expenses per year group (£200)</p>	<p>Pupils can access activities to improve social interaction and vocabulary. Pupils use this opportunity to build confidence and build cultural capital.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	2,3,4

<p><i>Behaviour consultancy</i> £9,000</p>	<p>Behaviour specialist support for teachers and school staff to ensure strategies in place are effective and supportive of individual pupils' needs. This ensures pupils can learn effectively and have the correct strategies in place. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>2</p>
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Total budgeted cost: £ 274,213

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.

The Pupil Premium impact review 2020 to 2021 shows despite our low starting points, backgrounds and context of our pupils, there is significant evidence of rapid progress, working from our own baseline, with the majority making accelerated progress throughout their time with us. Lesson observations and pupil interviews to date show that children evidence progress within lessons and work scrutiny evidence progress over time.

Pupils came back to school in September 2020, however, due the national lockdown and school closures, national testing was cancelled in July 2021. Since reopening, various school bubbles have had to close and pupils isolating, there has been another national lockdown and school closure in January 2021.

Pupil premium families were consistently supported throughout the lockdown. Weekly phone calls were made to vulnerable pupils and food vouchers were available to collect from school. During the lockdowns and bubble closures, online learning was provided and devices and broadband available to families that required them. We provided daily live lessons and learning and a variety of activities ensured education was still fun and engaging and differentiated for all pupils to access.

Engagement with home learning during lockdown was varied across the year groups with the most engagement in KS2 compared to EYFS and KS1.

As a school in Summer term we had 107 persistent absentees 42% of which were PP.

Due to COVID-19, performance measures have not been published for 2020 to 2021.

Y6 Reading PP	Y6 Reading Non-PP	Y6 Writing PP	Y6 Writing Non-PP	Y6 Maths PP	Y6 Maths Non-PP
68%	63%	41%	50%	45%	67%
PP +5%		PP -9%		PP -27%	

In KS1 the projected outcome for PP pupils to pass the Phonics Screening Check was 50% on track compared with Non-PP pupils 52%

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
Third Space Learning 1:1 tuition	Third Space Learning
TT Rockstars	Maths Circle

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?	N/A

Further information (optional)

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