

Pupil premium strategy statement – Grange Primary



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 School
Number of pupils in school	298
Proportion (%) of pupil premium eligible pupils	7.4% (national 22.4%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Maggie Eifenich
Pupil premium lead	Rachael Hunter
Governor / Trustee lead	Dave Faulkner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,621
Recovery premium funding allocation this academic year	£3,190
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	£36,811

Statement of intent

Our intention is that pupils at Grange Primary will make expected progress in reading, writing and maths, through quality first teaching and increased opportunities for reinforcement of learning at home. We aim for disadvantaged pupils to have access to a wide range of interventions in schools to meet their academic, mental wellbeing and/or SEND needs, including progress for those who are already high attainers.

Our approach will be rooted in robust diagnostic assessment. The approaches we have adopted will be evidenced based and complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point 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

We will also consider the challenges faced by educationally disadvantaged and vulnerable pupils, such as those who are looked after, have a social worker, are young carers and have additional needs. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are classified as "pupil premium" or not.

Quality-first teaching is integral to our approach, ensuring that areas in which disadvantaged pupils require support are a key focus. This ensures that all pupils, disadvantaged and non-disadvantaged, benefit from high-quality teaching. It is our intention to close the attainment gap for all pupils.

We will provide an intensive pastoral support service for pupils and parents, identified by school as vulnerable or in need. We will aim for disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experience at Grange Primary.

We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data shows that attendance amongst disadvantaged pupils overall is lower due to a higher level of persistent absence. 15.6% of disadvantaged pupils have been 'persistently absent' compared to 10.8% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress and attainment.
2	The wellbeing of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. Currently 57% of our current disadvantaged children have had access to additional support from external agencies and internal support since school closures such as counselling, support with inclusion lead and interventions.
3	32% of our disadvantaged pupils require additional speech and language support when they enter school. Of last year's EYFS cohort, one third of non-disadvantaged children were below expectations in their speaking and listening skills compared to one half of disadvantaged children.
4	Homework records and engagement in home learning show that 53% of disadvantaged pupils do not consistently access the learning set, compared to 14% of their non-disadvantaged peers. Therefore, having a greater awareness of the expectations of each key stage and year group is needed to encourage a partnership in learning and an understanding of the value of all learning activities.
5	End of KS2 data shows that 33% of disadvantaged pupils achieve the expected standard in reading, writing and maths compared to 77% of non-disadvantaged pupils and 71% of all pupils. 0% achieved the greater depth standard, compared to 8%. Progress data between KS1 and KS2 is expected for disadvantaged pupils; however, over 25% of non-disadvantaged pupils made accelerated progress. Attainment and progress is not as high for disadvantaged pupils.
6	Assessments, observations and discussions with pupils show that disadvantaged pupils don't perform as well in phonics as their peers. Of the current year 2 pupils, 94% of non-disadvantaged children achieved the pass score compared with 66% disadvantaged children. This negatively impacts their development as readers. Current disadvantaged children came up to year 3 with an average standardised score of 94 for reading as opposed to 99.5 for non-disadvantaged children (excluding children on the SEN register). Whilst the data shows improvements in phonics for disadvantaged pupils, it is not yet in line with their peers.

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 of disadvantaged pupils increases.	Improved attendance including persistent absentees to at least in line with the national average or better. (96% attendance and less than 13.6% persistent absence).
Pupils' emotional wellbeing is fully supported to ensure it does not become a barrier to learning.	Systems are in place to identify pupils' needs. Appropriate tailored provision is in place so that pupils' attainment, progress and attendance is in line with national average.
Improved speech and language skills. Speech and language will be screened and difficulties will be addressed through NELI intervention or referral to Speech Therapy made.	Assessments and observations indicate significantly improved speech and language among disadvantaged pupils to bring them in line with their peers. All pupils will achieve the early learning goal in speaking. Where the early learning goal is met, early interventions are put in place and progress tracked regularly.
Pupils engage in homework/remote education/learning set out of school and there is good home/school communication	Home-school records, homework platforms and topic work show that all children are accessing learning activities set. Parent appointments and meetings are attended and collaborative work between the school and parents is taking place.
Pupils make at least expected progress in reading, writing and maths. All disadvantaged pupils without SEND to attain in line with their peers.	85% of all pupils make expected progress. All pupils without SEND attain the national average for all subjects (65% reading, writing and maths combined).
Improved attainment and progress in phonics.	Phonics attainment is at least in line with national average for all pupils.

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: **£8,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of DfE validated phonics program.</p> <p>Little Wandle phonics scheme, training for staff, Quality of Education assistant head.</p> <p>Diagnostic test for children not achieving pass score.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>6</p>

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

Budgeted cost: **£16,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching for all pupils and access to high-quality CPD for all staff.</p> <p>Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place.</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p> <p>Sutton Trust – quality first teaching has direct impact on student outcomes.</p> <p>Training and supporting highly qualified teachers deliver targeted support.</p>	5
<p>LSAs trained to assess pupils with NELI materials. LSAs to carry out NELI interventions</p> <p>Specialist LSA to work alongside Speech and Language Therapist to target speech sound problems.</p>	<p>Speech and language are one of the main barriers to pupils progressing in reading, writing, maths and the wider curriculum.</p> <p>Speech and language data shows that if gaps in language are targeted then progress is accelerated. Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	3 and 5

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

Budgeted cost: £12,510

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Rigorous systems in place to ensure improved attendance:</p> <ul style="list-style-type: none"> ● Tracking and identification ● First-day calling ● Welfare checks ● Welfare meetings ● Specialist support 	<p>Attendance data</p> <p>Data shows pupils with highest attendance make the most progress due to increased opportunities for overlearning and access to a personalised curriculum.</p> <p>Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>1 and 5</p>
<p>TPP is embedded across the school with in-depth training for staff through INSET.</p> <p>Practice is monitored to ensure a deep understanding of pupils' needs.</p> <p>Support for children and families through Early help, CIN or CP meetings</p>	<p>Children struggle less coming into school as emotional needs are being met.</p> <p>Less absence.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>1, 2 and 4</p>

Total budgeted cost: £ 36,810

Part B: Review of outcomes 2021 to 2022 relating to this Pupil Premium Statement

Pupil premium strategy outcomes

This details the impact that our pupil premium activity as detailed in this statement had on pupils in the 2021 to 2022 academic year:

Challenge 1 – Attendance amongst disadvantaged pupils for the 2021 – 2022 year was 93.98% compared to 94.95% for non-disadvantaged. However, persistent absence remains an issue, particularly for those pupils who are disadvantaged. Therefore, attendance will be a key priority for 2022- 2023.

Challenge 2 – Additional support has been provided to pupils for emotional well-being. This includes counselling from a Tier 2 mental health worker and internal support by the inclusion lead and the health and well-being coach. Of the disadvantaged pupils who received counselling, both no longer need this support anymore. The counsellor will continue to provide support for disadvantaged pupils next year and the health and well-being coach will enhance the internal support being provided including further sourcing early help. Therefore, emotional support and well-being remains a priority for 2022 -2023.

Challenge 3 – Due to mobility in reception (as the school had spaces in this year group), many children entered the school mid-year without having formal schooling previously. Intensive support in speaking and listening ensured that overall 81.6% of children reached the expected level in 'Speaking' at the end of EYFS which includes both of the disadvantaged pupils. Speaking and language and phonic interventions for all pupils not at the expected standard continue into year 1.

Challenge 4 – Following no school closures in the 2021 – 2022 academic year, the issue of engagement with home learning has not been an issue. Staff have developed a good understanding of barriers to learning through the TPP training and have increased engagement in homework for those pupils who have needed support. Communication is good between school and families on various levels through a range of routes.

Challenge 5 – Outcomes for combined RWM at the end of KS2 has increased to 60% for disadvantaged pupils and 76% for non-disadvantaged pupils. For both groups of pupils this is above the Essex and the national averages. Progress data, however, shows that disadvantaged pupils' progress is lower than their peers nationally and below that of non-disadvantaged pupils. Progress and attainment (including at the greater depth standard) is a key priority for 2022-2023.

Challenge 6 – A new phonics scheme was purchased and all staff received extensive training and support in the delivery of phonics. Through rigorous monitoring, interventions and high-quality teaching, outcomes are above NA for the school. All 7 disadvantaged pupils in year one passed the phonics screening check this year.

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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 School
Number of pupils in school	295
Proportion (%) of pupil premium eligible pupils	12.2% (national 22.4%)
Academic year/years that our current pupil premium strategy plan covers	2022 to 2023 (following analysis from the three-year 2021-2024 statement)
Date this statement was published	Autumn 2022
Date on which it will be reviewed	Autumn 2023
Statement authorised by	Maggie Elfenich
Pupil premium lead	Maggie Elfenich
Governor / Trustee lead	Dave Faulkner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,860
Recovery premium funding allocation this academic year	£ 5,220
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	£55,080

Statement of intent

Our intention is that pupils at Grange Primary will make expected progress in reading, writing and maths, through quality first teaching and increased opportunities for reinforcement of learning at home. We aim for disadvantaged pupils to have access to a wide range of interventions in schools to meet their academic, mental wellbeing and/or SEND needs, including progress for those who are already high attainers.

Our approach will be rooted in robust diagnostic assessment. The approaches we have adopted will be evidenced based and complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point 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

We will also consider the challenges faced by educationally disadvantaged and vulnerable pupils, such as those who are looked after, have a social worker, are young carers and have additional needs. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are classified as "pupil premium" or not.

Quality-first teaching is integral to our approach, ensuring that areas in which disadvantaged pupils require support are a key focus. This ensures that all pupils, disadvantaged and non-disadvantaged, benefit from high-quality teaching. It is our intention to close the attainment gap for all pupils.

We will provide an intensive pastoral support service for pupils and parents, identified by school as vulnerable or in need. We will aim for disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experience at Grange Primary.

We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data shows that attendance amongst disadvantaged pupils overall is lower due to a higher level of persistent absence. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress and attainment.
2	The emotional wellbeing of many of our disadvantaged pupils is not only negatively affecting their attendance at school but also engagement in learning and the wider opportunities provided at school. External agencies, counselling, Early Help and internal support are all integral as part of the school's provision.
3	Pupil attainment for disadvantaged pupils is still below that of non-disadvantaged pupils for combined RWM at the end of both KS1 and KS2. Progress data for KS1 to KS2 also shows slower progress for disadvantaged pupils.
4	With year 1 and reception under capacity there is a significant amount of new intake within the year. Of pupils who have joined the school during or after reception or mid-year, 33% are disadvantaged pupils. It is important that a clear understanding is gained of pupil needs, potential barriers to and gaps in learning and that these are rapidly and rigorously addressed.

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 of disadvantaged pupils increases.	Improved attendance including persistent absentees to at least in line with the national average or better. (96% attendance and less than 13.6% persistent absence).
Pupils' emotional wellbeing is fully supported to ensure it does not become a barrier to learning.	Systems are in place to identify pupils' needs. Appropriate tailored provision is in place so that pupils' attainment, progress and attendance is in line with national average.
Pupils make at least expected progress in reading, writing and maths. All disadvantaged pupils without SEND to attain in line with their peers.	85% of all pupils make expected progress. All pupils without SEND attain the national average for all subjects
Provision in place for early intervention for pupils joining the school late or mid-year.	Attainment, progress and attendance in-line with their peers. Pupils are supported emotionally,

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: £ 17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement and effectively use PiXL across the school as an assessment tool to analyse data, identify gaps and set targeted interventions.	A partnership of thousands of schools and colleges to improve life chances and outcomes, influence school leaders and to help equip leaders to be agents of change. https://www.pixl.org.uk/ PiXL	3, 4
Mentoring and Coaching of teaching staff to ensure all pupils have access to Quality First Teaching – led by Deputy Head and Assistant Head	The overwhelming body of research finds that the most important factor in improving student outcomes is good teaching. https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F	3,4
Professional development of all staff through bespoke in-house CPD, subscription to the National College, facilitating engagement with learning partnerships – Phonics, English and Maths	Great Teaching Toolkit Evidence Review – Evidence Based Education High Quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teacher quality and enhance children’s outcomes in the classroom. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development Effective Professional Development – EEF	3, 4
Subscription to effective pupil learning packages to enhance learning and pupil engagement both in and out of school. Subscription to effective teaching packages to supplement classroom provision	Technology has the potential to increase the quality and quantity of practice that pupils undertake both inside and outside the classroom. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216 Guidance Report – Using digital technology to improve learning – EEF Resources to support Quality First Teaching	3, 4

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

Budgeted cost: £ 13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted and structured interventions in English Maths, Reading, Phonics and Speech and Language	Targeted deployment where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	3, 4
HLTA focused learning support within phases.	Teaching and Learning Toolkit – Teaching Assistant Interventions - EEF	3, 4
Reading and Phonic intervention groups	Phonics has a positive impact (overall +5 months) with very extensive evidence and it is important in the development of early reading skills, particularly for children from disadvantaged backgrounds. Targeted interventions have shown to be more effective when delivered as a regular session. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Teaching and Learning Toolkit – Phonics - EEF	3, 4
Maths mastery focused support in years 3 and 4. Lead and developed by Maths lead and supported by the Maths Hub.	The impact of mastery learning approaches is an additional five months progress, over the course of the year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning Teaching and Learning Toolkit – Mastery Learning - EEF	3, 4

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitored and managed by a dedicated person to support pupils and families in engaging with school effectively	Analysis of attendance data for pupil groups and the impact on their outcomes. Communication with parents about the importance of attendance is crucial. For this communication to work effectively, leaders and other staff need to have built positive working relationships with parents, so that parents trust them. At the same time, these relationships	1

	<p>need to be built on honesty, so that parents accept tough messages about attendance when they need to</p> <p>https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence</p> <p>Securing good attendance and tackling persistent absence – DFE</p>	
<p>Introduce and subsidise a wider range of after school clubs, activities and trips.</p>	<p>Extra- curricular activities give pupils the chance to explore sports, music and arts. These opportunities are particularly valuable for children who are less likely to be able to access them elsewhere.</p> <p>https://cpag.org.uk/news-blogs/news-listings/case-and-after-school-clubs</p> <p>The case for before and after school clubs - CPAG</p>	1, 2
<p>Subsidise breakfast club</p>	<p>In addition to positive attainment, independent evaluation has also found both improved attendance and behaviour in schools.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-statement-republication-of-the-evaluation-of-school-breakfast-clubs</p> <p>Evaluation of school breakfast clubs - EEF</p>	1, 2, 3 and 4
<p>Tier 2 mental health worker to provide counselling</p>	<p>School counselling is an effective form of early intervention. Counselling has a positive effect on young people’s confidence, resilience, sense of self-worth, family relationships, friendships, school attendance and academic achievement.</p> <p>https://www.bacp.co.uk/news/campaigns/school-counselling/</p> <p>Counselling changes lives - Bacp</p>	1 and 2
<p>Sports, Health and Wellbeing coach to provide inhouse pupil support and mentoring.</p> <p>To also work with parents in a pastoral role and further seek Early Help interventions and support from external agencies.</p>	<p>Strong pastoral care is a foundation of a successful strategy to address disadvantage. It is a stepping stone to academic achievement and happens both in and out of the classroom. A key priority should be to work in partnership with families rooted in mutual.</p> <p>Addressing Educational Disadvantage in Schools and Colleges – The Essex Way – Marc Rowland</p>	1, 2, 3 and 4

Total budgeted cost: £ 55,080

Part B: Review of outcomes

Pupil premium strategy outcomes

This details the impact that our pupil premium activity as detailed in this statement had on pupils in the 2022 to 2023 academic year:

Challenge 1 – Attendance amongst disadvantaged pupils for the 2022 to 2023 year was 92.7% compared to 94.4% for non-disadvantaged. Attendance for disadvantaged pupils is better than the national average for disadvantaged pupils of 89.3%. Persistent absence remains an issue, particularly for those pupils who are disadvantaged, though at 27.8 % is better than the national average of 34.6 % for disadvantaged pupils. Attendance and persistent absence is a whole school priority as part of the school development plan so will remain a priority for 2023 to 2024.

Challenge 2 – Additional support has been provided to pupils for emotional well-being. This includes counselling from a Tier 2 mental health worker and internal support by the inclusion lead and the pastoral mentor. Four disadvantaged pupils were successfully supported by the school counsellor. The counsellor will continue to provide support for disadvantaged pupils next year and the inclusion lead and pastoral mentor will enhance the internal support being provided including further sourcing early help. Therefore, emotional support and well-being remains a priority for 2023 to 2024 with a key focus on Young Carers and Youth support work 'Smart Minds'.

Challenge 3 – Outcomes for combined RWM at the end of KS2 has increased to 100% for disadvantaged pupils (3 pupils) and 82.5% for non-disadvantaged pupils. For both groups of pupils this is above the Essex and the national averages. Progress data shows that disadvantaged pupils' progress is significantly higher than their peers nationally and better than that of non-disadvantaged pupils. Due to changes in cohorts, progress and attainment (including at the greater depth standard) remains a priority for 2023 to 2024.

Challenge 4 – Due to reception and year 1 being below capacity for the last 3 years, there has been a lot of mobility. For the 2022 to 2023 academic year, year 1 is now full but reception remains low at 33 children. There was a new SENCo in post from January 2023 who has, with support from LA consultancy, reviewed all school systems and procedures. This ensures early identification of pupils with additional needs or gaps in learning. Targeted support is now in place with intervention groups, speaking and listening, and phonic support. 100% of disadvantaged pupils passed the phonics screening. Outcomes in RWM at the end of KS1 is higher than national for disadvantaged pupils.

Pupil premium strategy statement – Grange Primary



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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 School
Number of pupils in school	305
Proportion (%) of pupil premium eligible pupils	14.7% (national 23.8%)
Academic year/years that our current pupil premium strategy plan covers	2023 to 2024 (following analysis from the three-year 2021-2024 statement)
Date this statement was published	Autumn 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Maggie Elfenich
Pupil premium lead	Maggie Elfenich
Governor / Trustee lead	Dave Faulkner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,475
Recovery premium funding allocation this academic year	£6,525
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	£65,475

Statement of intent

Our intention is that pupils at Grange Primary will make expected progress in reading, writing and maths, through quality first teaching and increased opportunities for reinforcement of learning at home. We aim for disadvantaged pupils to have access to a wide range of interventions in schools to meet their academic, mental wellbeing and/or SEND needs, including progress for those who are already high attainers.

Our approach will be rooted in robust diagnostic assessment. The approaches we have adopted will be evidenced based and complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point 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

We will also consider the challenges faced by educationally disadvantaged and vulnerable pupils, such as those who are looked after, have a social worker, are young carers and have additional needs. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are classified as "pupil premium" or not.

Quality-first teaching is integral to our approach, ensuring that areas in which disadvantaged pupils require support are a key focus. This ensures that all pupils, disadvantaged and non-disadvantaged, benefit from high-quality teaching. It is our intention to close the attainment gap for all pupils.

We will provide an intensive pastoral support service for pupils and parents, identified by school as vulnerable or in need. We will aim for disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experience at Grange Primary.

We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data shows that attendance amongst disadvantaged pupils overall is lower than pupils who are not disadvantaged due to a higher level of persistent absence. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress, attainment and well-being.
2	The emotional wellbeing of many of our disadvantaged pupils is not only negatively affecting their attendance at school but also engagement in learning and the wider opportunities provided at school. External agencies, counselling, Early Help and internal support are all integral as part of the school's provision with a focus this year on Young Carers and Youth Support.
3	Pupil attainment and progress is cohort specific. For 2022 to 2023 pupil attainment and progress for disadvantaged pupils is strong and better than national and local averages. However, this is due to the strong systems and procedures in place and the level of extra classroom support, interventions and tuition being provided which needs to be maintained.
4	Some pupils are too dependent on adult support and need to become more independent in their learning. This can be addressed through ensuring effective scaffolding of learning activities.
5	Pupils who are disadvantaged may not have the same or as many opportunities outside of school to take part in clubs, events and activities. Therefore, it is important that pupils' experiences are broadened and supported within school.

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 of disadvantaged pupils increases.	Improved attendance including persistent absentees to at least in line with the national average or better. (96% attendance and less than 13.6% persistent absence).
Pupils' emotional wellbeing is fully supported to ensure it does not become a barrier to learning.	Systems are in place to identify pupils' needs. Appropriate tailored provision is in place so that pupils' attainment, progress and attendance is in line with national average.
Pupils make at least expected progress in reading, writing and maths. All disadvantaged pupils without SEND to attain in line with their peers.	85% of all pupils make expected progress. All pupils without SEND attain the national average for all subjects

Pupils access their learning independently as activities are appropriately scaffolded.	Activities are matched appropriately to pupils' learning needs and abilities. Progress within lessons and series of lessons is evident leading to good outcomes for all groups of learners.
Up-take of clubs and extra-curricular activities for disadvantaged pupils is increased. A wide range of opportunities are provided within school.	100% of disadvantaged pupils take part in at least one extra-curricular activity (subsidised by the school). All pupils have access to a wide range of opportunities within 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

Budgeted cost: £ 17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD in effective scaffolding of all subjects lead by the SENCo and subject leaders. Monitoring and support to ensure effective provision in class.	Adaptations, supports and scaffolds used to adapt teaching to respond to the strengths and needs of all pupils https://schools.essex.gov.uk/pupils/SEND/Documents/Ordinarily%20Available%20Inclusive%20Teaching%20Framework%20Sept.%202023%20(all%20pupils).pdf Ordinarily Available: Inclusive Teaching Framework	3, 4
Embed the use of PiXL across the school as an assessment tool to analyse data, identify gaps and set targeted interventions.	A partnership of thousands of schools and colleges to improve life chances and outcomes, influence school leaders and to help equip leaders to be agents of change. https://www.pixl.org.uk/ PiXL	3, 4
Mentoring and Coaching of teaching staff to ensure all pupils have access to Quality First Teaching – led by Deputy Head and Assistant Head.	The overwhelming body of research finds that the most important factor in improving student outcomes is good teaching. https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F Great Teaching Toolkit Evidence Review – Evidence Based Education	3,4

<p>Professional development of all staff through bespoke in-house CPD, subscription to the National College, facilitating engagement with learning partnerships – Phonics, English and Maths</p>	<p>High Quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teacher quality and enhance children’s outcomes in the classroom.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>Effective Professional Development – EEF</p>	<p>3, 4</p>
<p>Subscription to effective pupil learning packages to enhance learning and pupil engagement both in and out of school.</p> <p>Subscription to effective teaching packages to supplement classroom provision</p>	<p>Technology has the potential to increase the quality and quantity of practice that pupils undertake both inside and outside the classroom.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216</p> <p>Guidance Report – Using digital technology to improve learning – EEF</p> <p>Resources to support Quality First Teaching</p>	<p>3, 4</p>

Targeted academic support

Budgeted cost: £18,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted and structured interventions in English Maths, Reading, Phonics and Speech and Language</p>	<p>Targeted deployment where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>3, 44</p>
<p>HLTA focused learning support within phases.</p>	<p>Teaching and Learning Toolkit – Teaching Assistant Interventions - EEF</p>	<p>3, 4</p>
<p>Reading and Phonic intervention groups</p>	<p>Phonics has a positive impact (overall +5 months) with very extensive evidence and it is important in the development of early reading skills, particularly for children from disadvantaged backgrounds. Targeted interventions have shown to be more effective when delivered as a regular session.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Teaching and Learning Toolkit – Phonics - EEF</p>	<p>3, 4</p>
<p>Maths mastery focused support across the whole school which is lead and developed by Maths leader and supported by the Maths Hub.</p>	<p>The impact of mastery learning approaches is an additional five months progress, over the course of the year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>Teaching and Learning Toolkit – Mastery Learning - EEF</p>	<p>3, 4</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance monitored and managed by a dedicated person to support pupils and families in engaging with school effectively</p> <p>Subscription to FFT aspire attendance tracker to allow for a detailed analysis of real-time attendance data and comparisons to local and national data</p>	<p>Communication with parents about the importance of attendance is crucial. For this communication to work effectively, leaders and other staff need to have built positive working relationships with parents, so that parents trust them. At the same time, these relationships need to be built on honesty, so that parents accept tough messages about attendance when they need to</p> <p>https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence</p> <p>Securing good attendance and tackling persistent absence – DFE</p> <p>Analysis of real-time attendance data for pupil groups (school, locally and nationally) and the impact on their outcomes.</p> <p>https://ffteducationdatalab.org.uk/2023/11/persistent-absence-by-pupil-group/</p> <p>Reasons for persist absence by disadvantage: FFT education datalab</p>	<p>1</p>
<p>Introduce and subsidise a wider range of after school clubs, activities and trips.</p>	<p>Extra- curricular activities give pupils the chance to explore sports, music and arts. These opportunities are particularly valuable for children who are less likely to be able to access them elsewhere.</p> <p>https://cpag.org.uk/news-blogs/news-listings/case-and-after-school-clubs</p> <p>The case for before and after school clubs - CPAG</p>	<p>1, 2, 5</p>
<p>Subsidise breakfast club and after school club (wrap-around care)</p>	<p>In addition to positive attainment, independent evaluation has also found both improved attendance and behaviour in schools.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-statement-republication-of-the-evaluation-of-school-breakfast-clubs</p> <p>Evaluation of school breakfast clubs – EEF</p>	<p>1, 2 and 3</p>
<p>Tier 2 mental health worker to provide counselling</p>	<p>School counselling is an effective form of early intervention. Counselling has a positive effect on young people’s confidence, resilience, sense of self-worth, family relationships, friendships, school attendance and academic achievement.</p> <p>https://www.bacp.co.uk/news/campaigns/school-counselling/</p> <p>Counselling changes lives – Bacp</p>	<p>1 and 2</p>

<p>Inclusion lead and pastoral mentor to provide inhouse pupil support and mentoring with a focus on Young Carers.</p> <p>To also work with parents in a pastoral role and further seek Early Help interventions and support from external agencies.</p>	<p>Strong pastoral care is a foundation of a successful strategy to address disadvantage. It is a stepping stone to academic achievement and happens both in and out of the classroom. A key priority should be to work in partnership with families rooted in mutual.</p> <p><i>Addressing Educational Disadvantage in Schools and Colleges – The Essex Way – Marc Rowland</i></p> <p>Providing timely support is vital. Identifying and addressing a child or family’s needs early on can increase protective factors that positively influence a child’s wellbeing, and decrease risk factors that might be impacting a child’s life negatively.</p> <p>https://learning.nspcc.org.uk/safeguarding-child-protection/early-help-and-early-intervention#:~:text=Why%20are%20early%20help%20and,impacting%20a%20child's%20life%20negatively.</p> <p><i>Early Help and early intervention – NSPCC Learning</i></p> <p>By identifying and supporting young carers can make sure that no child or young person’s education, wellbeing and potential is affected by their caring role.</p> <p>https://carers.org/resources/all-resources/15-supporting-young-carers-in-schools-a-step-by-step-guide-for-leaders-teachers-and-non-teaching-staff-</p> <p><i>Supporting Young Carers in Schools: A Step-by-step Guide for Leaders, Teachers and Non-teaching Staff – Carers Trust</i></p>	<p>1, 2, 3 and 5</p>
<p>External Youth Worker support for pupils with emotional and behavioural needs.</p>	<p>Youth work delivered with schools significantly improves engagement with learning and attendance, as well as boosts young people’s mental wellbeing and confidence.</p> <p>https://s3.eu-west-1.amazonaws.com/assets.nya2.joltrouter.net/wp-content/uploads/2023/06/20121018/NYA_Publications-2023_Youth-Work-With-Schools_pdf_for_upload_REV-1.pdf</p> <p><i>Better together: Youth work with schools – National Youth Agency</i></p>	<p>1, 2 and 3</p>

Total budgeted cost: £ 65,500

Part B: Review of outcomes

This details the impact that our pupil premium activity as detailed in this statement had on pupils in the 2023 to 2024 academic year:

Challenge 1 – Attendance amongst disadvantaged pupils for the 2023 to 2024 year was 93.06% compared to 95.29% for non-disadvantaged. Attendance for disadvantaged pupils is better than the national average for disadvantaged pupils of 88.9% and the gap between disadvantaged and non-disadvantaged is lower than the national gap. Persistent absence for pupils who are disadvantaged is 28.8 % which is better than the national average of 35.7 % for disadvantaged pupils. The gap between disadvantaged and non-disadvantaged pupils is also lower than the national gap. Despite this, attendance and persistent absence remains a whole school focus for next year's pupil premium strategy.

Challenge 2 – Additional support has been provided to pupils for emotional well-being both in and out of school. A key focus for this year has been to identify and support Young Carers within the school. 15 disadvantaged pupils who are Young Carers have been supported with provision being considerably and further enhanced through securing an extra Grant to supplement the pupil premium funding. This year a Youth Support worker supported 2 pupils, with this support continuing into secondary school. The school counsellor – Tier 2 mental health worker - also supported 3 pupils successfully. Emotional well-being remains a key priority for next year with a bespoke model of support being sourced to include counselling, play therapy and youth support.

Challenge 3 – Pupil attainment and progress data is cohort specific, with this year's 6 outcomes being significantly below National Average for phonics in year 1 (which was the last formal data for this cohort). For the whole cohort in year 1, attainment was 31% below national average, whereas for RWM in year 6, attainment was equal to national average. Whilst attainment for disadvantaged pupils is still below the national average for disadvantaged pupils, this gap has closed from 21% to 8% difference. There were 5 disadvantaged children in year 6, with 4 of them starting mid-way through KS2. Supporting disadvantaged pupils through classroom support, interventions and tuition remains a key priority.

Challenge 4 – Training and development has taken place over the year on scaffolding approaches within class. Strategies and methods have been developed in English and Maths which can now be applied in foundation subjects. Outcomes for the end of KS2 in reading, writing and maths for pupils with SEND are better than the national average for pupils with SEND. There has also been a 33% increase in outcomes since phonics data in year 1.

Challenge 5 – Opportunities for children who are disadvantaged have been provided to enable children to attend clubs, tuition and events such as Young Voices, trips and the residential, subsidising where necessary. Next year a broader range of clubs will be provided to further enhance experiences on offer.