



Grange Primary School Pupil Premium Impact Statement

What is Pupil Premium?

The Pupil Premium is additional funding provided by the Government to enhance the education of key groups. It is paid to schools for each student who:

- Is recorded as being eligible for Free School Meals in the last 6 years (Ever6 FSM)
- Is looked after (CLA)
- Has a parent serving in the armed forces (SC).

Schools have the responsibility of deciding the most effective use of the funding, in order to provide additional support, which will have an impact on the progress of all disadvantaged students.

Our Aim:

At Grange, we are committed to ensuring that students who are in receipt of the Pupil Premium achieve at least as well as their peers. The funding we receive is used for initiatives, which are designed to overcome barriers to learning and further close the attainment gap, which currently exists.

The school received £80,000 pupil premium funding in the year 2020-2021. Alongside funding from the school budget, this money is used to provide additional provision for children in receipt of pupil premium funding. The table below shows how pupil premium funding was spent during the 2020-2021 year.

Pupil Premium Funding Allocation 2020-2021				
Pupils in School		201		
Proportion of disadvantaged pupils		28.36%		
Pupil Premium authorised by		Headteacher: Mrs D Smith		
Pupil Premium Governor		Chair of Governors		
Activity	Rationale	Impact	Measure	Budget
Additional teacher in Year 6 to support learning	<ul style="list-style-type: none"> • A significant number of our Pupil premium children are underperforming in comparison to national data regarding achievement and progress. • An additional teacher will be provided targeted in class support to ensure pupil premium groups have improved progress and attainment in maths and English reading by the end of the key stage. • Targeted intervention in English reading and maths to ensure that a greater number of pupils achieve greater depth 	<p>Gaps quickly identified and teaching of targeted groups' focuses on closing the gap.</p> <p>Teacher can immediately identify the barriers to learning and how to plan precise interventions to identify and address barriers.</p> <p>Children taught in small groups will make accelerated progress in English and maths.</p> <p>Greater number of children achieving a scaled score of at least 106 in English reading and maths.</p> <p>Between 33 -35% of pupils attaining greater depth in English reading and maths.</p>	<ul style="list-style-type: none"> • Improvement in performance and progress at the end of key stage. • Consistent improvement in scaled scores during mock exams • Greater % of children achieving a scaled score of >110 	£24,220

		Progress seen in all mock tests. Booster groups to be run by teacher and start in autumn 2		
Extra intervention teacher support for Year 2	<ul style="list-style-type: none"> Pupil premium children are underperforming in comparison to national data about achievement and progress. Additional teacher support is targeted to ensure pupil premium groups are targeted to improve progress and attainment by the end of the key stage. Key focus group is greater depth 	<ul style="list-style-type: none"> Lower pupil ratio for teaching groups. Smaller teaching groups providing more focused attention. Raised standards in English and Mathematics. Raised achievements in English and Mathematics. Increase the % of pupils attaining greater depth 	<ul style="list-style-type: none"> Improvement in performance of pupil premium groups identified in end of key stage 1 data. External moderation confirms improved outcomes at the end of the key stage % of pupils attaining greater depth in English and maths increases to 35% 	£12,369
Teacher dedicated intervention replaced by Accelerated Maths and Support staff intervention	<ul style="list-style-type: none"> Teachers identify children for 1:1/1:2 catch-up and consolidation interventions. Focus on maths – specifically number and times tables. Support staff used to provide additional support to underperforming groups to ensure gaps are closed and rapid progress is made. 	<ul style="list-style-type: none"> Lower pupil ratio for teaching groups. Smaller teaching groups providing more focused attention. Raised standards in English and Mathematics. Raised achievements in English and Mathematics. 	<ul style="list-style-type: none"> Improvement in performance of pupil premium groups across all year groups. Teacher intervention in direct response to pupil misconception (diagnostic at the point of difficulty) to ensure gaps narrow. 	£6000
Study guides provided free of charge to Year 2 and Year 6 pupils	<ul style="list-style-type: none"> Revision guides and workbooks support pupil premium children with their learning outside of school. Pupils are given the opportunity to compile questions about new topics before they are taught, thus deepening their understanding. 	<ul style="list-style-type: none"> Raised achievements in English and Mathematics. Pupils are supported to meet end of key stage expectations through home learning. 	<ul style="list-style-type: none"> Improvement in performance of pupil premium groups identified in end of key stage data. 	£700
1:1 and small group targeted support for RWI (Reception & year 1)	<ul style="list-style-type: none"> Pupil premium children need additional support either within lessons or outside of lessons to ensure they gain full access to the curriculum to support their progress and achievement. 	<ul style="list-style-type: none"> Key pupils identified to have been falling behind for a variety of reasons. Pupils given 1:1 support or small group intervention (i.e. RWI or Colourful Semantics times tables and basic number skills). Support staff are trained to deliver support in the classroom. 	<ul style="list-style-type: none"> Pupil premium children receive the required support to ensure progress through termly data collection. 	£20,000
Speech and language therapy support	<ul style="list-style-type: none"> Identified pupil premium children who are struggling to access the curriculum through speech and language barriers. Support is targeted to specific groups and to train 	<ul style="list-style-type: none"> To meet the needs of pupils with speech and language needs across the school through a range of support for pupils and families. 	<ul style="list-style-type: none"> Pupil premium children that have speech and language barriers make at least good progress based on their starting points, 	£14,836

	all staff in overcoming these barriers.	<ul style="list-style-type: none"> To support staff in their understanding of how to support their pupils in the classroom. 	evidenced through termly tracking.	
Enrichment of the curriculum including subsidised virtual educational trips, focus curriculum weeks	<ul style="list-style-type: none"> Identified pupil premium children that do not have access to the wider community will access this through educational visits to build on their learning, motivation and raise aspirations. 	<ul style="list-style-type: none"> To enhance the curriculum and life experiences of children linked to the units of work, giving them opportunities that they might not have had access to. To give the children a 'hook' to their learning. To give the children residential opportunities to develop social skills including team work, collaboration and cooperation and the opportunity to excel at activities. To raise aspirations in the classroom To work with local schools to aid transition. 	<ul style="list-style-type: none"> Engagement in learning, attendance and punctuality improvements. Positive attitudes to learning. 	£1100
Nurture groups and sessions	<ul style="list-style-type: none"> Identified pupil premium children that have turbulent home backgrounds that affect their ability to form friendships, develop positive self-esteem, and form positive attitudes and engagement within their learning. 	<ul style="list-style-type: none"> Nurture group to support the most vulnerable with sports coach. Work with individuals/small groups of vulnerable children Attendance officer follows up absences with a rigorous approach to home visits and checks on attendance. Lunchtime sports activities. 	<ul style="list-style-type: none"> Engagement in learning. Fewer behaviour incidents. Lunchtime sports activities supports behaviour and cooperative play. Chn SEMH development improved. Attendance is improving. 	£12,000
Extended school support	<ul style="list-style-type: none"> Wider school provision to ensure identified pupil premium children have focused support outside of school hours through after school clubs. 	<ul style="list-style-type: none"> The Sports coach in collaboration with the Office Manager organises after school activities including targeted opportunities for booster sessions and extension activities for pupils that are more able. Children have the opportunity to engage in an extensive range of clubs providing a breadth of opportunities both in school and in the community. 	<ul style="list-style-type: none"> Improved attendance. Improved engagement in learning. 	£1,260
Milk/fruit	<ul style="list-style-type: none"> Identified pupil premium children lacking in a healthy diet, which affects their engagement in learning. 	<ul style="list-style-type: none"> Children have the opportunity to drink milk and have a piece of fruit daily. 	<ul style="list-style-type: none"> Improved engagement in learning. Improved concentration. 	£420

We will continue to use pupil premium funding to enrich experience and support pupils in becoming confident in all areas of learning. This includes the development of social and life skills. In addition, the funding will be used to raise achievement and narrow the gap between those who are free school meals and those who are not.

Impact

- Due to the Corona virus pandemic there was no National SATS testing and subsequently no KS2 data
- Reading for development and intervention groups focused on closing the gap
- Monitoring of Google classroom shows raised engagement & attendance with reading, writing & maths work being submitted frequently and mostly in line with classroom practice.
- Books show that the gaps in writing are narrowing. The pandemic has prevented additional enrichment/culture capital opportunities.
- There is no KS1 data due to the absence of National SATs testing
- Internal tracking data shows the gap between PP and non-PP is narrowing
- Teacher intervention carried out during MFL release time. Progress limited due to school closure.
- Study guides provided to all pp groups. Unable to precisely measure the impact due to COVID disruptions
- 1:1 & small group intervention for RWI. Progress limited due to school closure. Progress made when school re-opened more widely
- Enrichment/educational visits disrupted due to COVID
- Zero tolerance on disruptive behaviour adopted and with parental support. Staggered break & lunchtimes enabled greater staff: pupil interaction with fewer incidents of disruptive behaviour reported as evidenced on behaviour tracking sheets.
- Range of clubs available suspended during the pandemic.