

# Pupil Premium Strategy Statement

This statement details Grange Primary School's use of pupil premium funding for the academic year 2021 to 2022 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	193
Proportion (%) of pupil premium eligible pupils	23% (44 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 and 2022/2023
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Dellis Smith, Headteacher
Pupil premium Lead	Angela Charles, Deputy Headteacher
Governor Lead	David Elim

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

# Part A: Pupil premium strategy plan

## Statement of intent

- At Grange Primary School, we have high aspirations for our children and firmly believe that teaching pupils to be thinkers, who are resilient independent learners, will support them in achieving their goals.
- Our motto, growing the Seeds of Lifelong Learning means that all pupils, irrespective of their background or the challenges they face, can make good progress and achieve well across all subject areas.
- The focus of our pupil premium strategy is to support disadvantaged pupils to achieve and exceed their goals, including progress for those who are already high attainers.
- Quality-first teaching is at the heart of our approach, as 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.
- We will adopt a robust approach to assessment to ensure that the challenges faced by our pupils are quickly identified and immediately addressed.  
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.

In addition to the above, we aim to provide our pupils with a range of exciting opportunities that will give them rich experiences outside of the classroom.

## Challenges

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

Challenge number	Detail of challenge
1	Low attainment and slow progress made by pupil premium/disadvantaged children. They have processing, cognition & concentration challenges. Difficulty with retention & recall as well as gaps & misconceptions and some show low confidence/self-esteem/engagement
2	Pupils and their families have social & emotional including mental health and bereavement challenges.

3	Lack of Culture Capital due to the Pandemic – children have not had the opportunities they would have to experience learning outside of the classroom in a variety of ways.
4	Low attendance and some persistent absenteeism of PP/disadvantaged pupils.

## 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>PP children identified as able learners maintain and improve upon recorded attainment. Children who have ‘fallen behind’ make accelerated progress and catch-up or exceed prior attainment.</p> <p>Ensure that assessment is used robustly during quality first teaching, to identify and target children for intervention – who need to catch-up</p> <p>Interventions are rigorously monitored by intervention lead</p>	<p>Lesson observations and book monitoring are shown to have a direct impact on improving outcomes for PP groups</p> <p>Intervention data is analysed and is shown to have a positive impact on accelerating pupil progress and closing the attainment gaps.</p> <p>There will be an increase in the number of pupil premium children who make the expected or better than expected progress in summer 2022 and summer 2023</p> <p>There will be an increase in the number of pupils from disadvantage backgrounds making accelerated progress.</p> <p>School’s data report shows the gap between PP and non-PP groups is narrowing across all subjects</p>
<p>Identified staff work with pupils and families to reduce or alleviate these barriers</p>	<p>Headteacher working with SENCo &amp; Learning Mentor to identify and support families.</p> <p>Identified children access art therapy,</p> <p>1:1 sessions with learning mentor to provide support for their emotional needs.</p> <p>SENCo signposts and/or meets with parents to advice of services available to support in addition to in school support. Questionnaires used to check how well parents/carers feel the level of support meets their needs.</p>
<p>The curriculum is carefully designed to</p>	<p>Children are engaged and motivated to learn. Pupil voice will show that children are enthusiastic about learning.</p>

<p>teach pupils what they need to know.</p> <p>There are opportunities to provide and enrich learning experiences</p>	<p>Teachers add enrichment to lessons through drama, film clips and activities that provide a 'hook' for learning.</p> <p>Children receive opportunities to enrich their experiences with a range of culture capital activities including sports.</p>
<p>To ensure that the attendance level for disadvantaged children is at least in line with local authority guidelines</p>	<p>Improved and sustained good attendance from 2021/22 and beyond as demonstrated by:</p> <ul style="list-style-type: none"> <li>• The gap between the attendance of pp and non-pp children narrows.</li> <li>• The robust monitoring of the Headteacher and attendance officer sees a decrease in persistent absences.</li> </ul>

### 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: **£50.000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Headteacher works with SLT to provide quality CPD to teachers and support staff</p> <p>Deputy Headteacher to work with Assistant Headteacher and subject leaders to develop and improve teaching and learning in all subjects</p> <p>Deputy Headteacher to work with intervention lead, teachers and support staff to develop and improve the quality of interventions delivered to disadvantaged children</p> <p>Funds set aside for High quality Continuing Profession Development. Impact to be monitored &amp; recorded.</p>	<p>EEF - <a href="https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</a></p> <p>Gov.uk publications on PP spending.</p> <p>EEF</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/Professional-Development-Summary.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/Professional-Development-Summary.pdf</a></p>	<p>1, 2, 3, 4</p>

<p>CGP books for reading, writing and maths purchased subscriptions to support learning. Quality texts used across the school</p> <p>Teachers with exemplary practice, share with their knowledge and provide support to less experienced staff.</p>	<p>Education Endowment Foundation – Teaching &amp; Learning Toolkit.</p> <p>The Key CPD Resources for School Leaders</p> <p>Teaching in all classes is at least good every day. Time allocated for teachers to work with PP children up to twice weekly in small intervention groups.</p> <p>Government Publication on how schools should spend PP funding successfully</p>	
<p>Teach First Teachers recruited to enable experienced teachers to work across KS2 to close the gaps and provide high quality teaching &amp; provide interventions to ensure that children have achieved the learning objectives from the morning session.</p>	<p>Teachers with exemplary practice, share with their knowledge and provide support to less experienced staff. Take groups for catch-up in English &amp; maths</p> <p>EEF – evidence T&amp;L Toolkit</p>	All
<p>Purchase of RWI phonics teaching for all pupils.</p>	<p>Phonics training for teachers and support staff.</p> <p>1:1 phonics intervention by trained staff.</p> <p>Acquisition of new vocabulary through the teaching of early reading.</p> <p>Improved accuracy of word reading</p> <p>Support for phonics from local English Hub</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2
<p>Learning Mentor &amp; Sports Coach to work with small groups to develop key social skills. Impact to be monitored.</p>	<p>Children have the opportunity to be part of a social emotional group to discuss wellbeing needs and barriers to learning as well as raising self-esteem and confidence.</p> <p><a href="#">Education Endowment Foundation (SEL Toolkit)</a></p>	2,3

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

Budgeted cost: **£28,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide targeted, carefully structured interventions to PP children and all those identified as needing catch-up</p> <p>Interventions carried out by experienced teachers</p> <p>Teachers providing 1:1 targeted support during assembly, MFL and once weekly through reading club</p> <p>Experienced intervention teacher</p>	<p>Quality First Teaching</p> <p>Challenge from the onset</p> <p>Workshops and educational visits to enrich learning experiences.</p> <p>Gov.uk – how schools successfully spend pupil premium money</p>	<p>1, 3</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>Elmhurst English Hub</p> <p>Research based phonics intervention</p> <p>1:1 phonics intervention to narrow the gaps and support early reading.</p> <p>Daily teaching of phonics by experienced staff</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2</p>

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

Budgeted cost: **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Headteacher/SENCo identify and support families, children, and work to alleviate barriers to learning.</p> <p>Learning mentor to provide 1:1 mentoring support to help alleviate barriers to learning by meeting regularly throughout the year.</p> <p>Social &amp; emotional groups helps to raise the self-esteem and confidence of vulnerable children so they can access learning independently.</p> <p>Art therapy to support the emotional wellbeing of the vulnerable PP children</p> <p>Weekly celebration assembly for attendance and behaviour.</p> <p>100% attendance assembly with certificates and rewards</p> <p>Headteacher &amp; attendance officer engage with families to overcome attendance barriers and improve attendance.</p> <p>Attendance officer liaises with LA for advice in enforcement.</p> <p>Purchase of CGP books to support learning</p> <p>All PP children provided with a schoolbook bag and jumper to help alleviate financial barriers to children attending school.</p> <p>Purchase of CGP books to support learning</p> <p>Identified vulnerable children provided with a book bag and jumper to help alleviate financial barriers to children attending school.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice</p>	<p>2,3,4</p>

Culture Capital - children to be given the opportunity to participate in activities, to broaden and enrich their learning experiences, access to after school clubs & access to subsidized residential trips (Yr. 6 PP)	Gov.uk/publications/the-pupilpremium-how-schools-are-spending-funding-successfully. Education Endowment Toolkit	
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This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

<p>Summary of the impact of COVID-19 on the school's plans to support PP/disadvantaged children.</p> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• Due to the Corona virus pandemic there was no National SATS testing and subsequently no KS2 data</li> <li>• Reading for development and intervention groups focused on closing the gap</li> <li>• Google Classroom activities monitored. Evidence of raised engagement &amp; attendance with reading, writing &amp; maths work being submitted frequently and mostly in line with classroom practice.</li> <li>• Books show that the gaps in writing are narrowing. The pandemic has prevented additional enrichment/culture capital opportunities.</li> <li>• There is no KS1 data due to the absence of National SATs testing</li> <li>• Internal tracking data shows the gap between PP and non-PP is narrowing</li> <li>• Teacher intervention carried out during MFL release time. Progress limited due to school closure.</li> <li>• Study guides provided to all pp groups. Unable to precisely measure the impact due to COVID disruptions</li> <li>• 1:1 &amp; small group intervention for RWI. Progress limited due to school closure. Progress made when school re-opened more widely</li> <li>• Enrichment/educational visits disrupted due to COVID</li> <li>• Zero tolerance on disruptive behaviour adopted and with parental support. Staggered break &amp; lunchtimes enabled greater staff: pupil interaction with fewer incidents of disruptive behaviour reported as evidenced on behaviour tracking sheets.</li> <li>• Range of clubs available suspended during the pandemic.</li> </ul> <p>Despite children having access to Google Classroom and Home Learning packs, the impact of Covid-19 was such that it disrupted many of the school's plans for some of the PP funding, such as enrichment, QFT &amp; interventions. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources. E.g. Oak Academy, BBC, Hamilton Trust etc.</p>
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Attendance online and in school during the pandemic was sporadic by many PP/disadvantaged children, which is why it is included as a focus of our current plan.

We recognise that pupil wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

We are building on that approach with the activities detailed in this plan.