

Grange Primary School Pupil Premium Strategy Statement

This statement details Grange Primary 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	201
Proportion (%) of pupil premium eligible pupils	30% (60 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Dellis Smith, Headteacher
Pupil premium Lead	Angela Charles, Deputy Headteacher
Governor Lead	Sarah Ruiz

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,000
Recovery premium funding allocation this academic year	£7,975
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	£83,975

Part A: Pupil premium strategy plan

Statement of intent

Growing the Seeds for Lifelong Learning underpins everything that we do at Grange Primary School. Our aim is to develop the whole child so that they become thinking, independent, resilient learners who are ready for the next phase of their educational journey. We believe that all pupils irrespective of their background or the challenges they face can make good progress and achieve well across all subject areas.

We also recognise that for some children, additional support is required to enable them to make progress and achieve at least as well as their less disadvantaged peers. The focus of our pupil premium strategy this year, is to continue to build on the successes of the past to support our most 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 continue to 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
- Further, develop the curriculum to provide our pupils with access to exciting opportunities that will give them rich experiences outside of the classroom.
- further develop oracy and early reading

Challenges

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

Challenge number	Detail of challenge
1	Gap in attainment that continues despite an end to the pandemic
2	Development of oracy/speech & language particularly in the early years and KS1
3	Further develop early reading so that all children can access the curriculum
4	Further develop the curriculum to enable pupils to have new experiences beyond the classroom
5	Improve the attendance of disadvantaged pupils at school so that it is in line with local authority guidelines or above

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>Ensure Pupil Premium children achieve the age related attainment by the end of the academic year</p> <p>To achieve at least national averages progress scores in KS2 reading, writing & maths</p>	<p>The quality of all teaching across the school is good or better</p> <p>Pupil Premium children are quickly identified where gaps/misconceptions are seen and these gaps are addressed</p> <p>To resource an additional teacher to facilitate the teaching of groups</p> <p>To purchase CGP books for PP groups</p> <p>PP children make more than expected progress in order to diminish any differences by continuing to deliver quality first teaching.</p> <p>End of key stage data</p>
<p>Improved oral language skills and opportunities to develop vocabulary</p>	<p>Planning for language acquisition</p> <p>Reading to children every day</p> <p>Adults being a model of good standard English</p>

<p>among disadvantaged pupils, starting in EYFS</p>	<p>Employment of a Speech & Language Therapist</p> <p>Children are borrowing book and learned language and using it in speech and writing</p> <p>Percentage of children passing the phonics screening check increases to at least 75%</p> <p>Observations</p> <p>Engagement in lessons</p>
<p>Improved reading attainment among disadvantaged pupils.</p>	<p>Interventions & booster classes for reading</p> <p>Improved KS1 results</p> <p>Increase in the % of disadvantaged pupils attaining the expected standard, with the most able attaining greater depth at the end of KS2</p> <p>Purchase of CGP books (reading)</p> <p>Resources for pretend play in the early years</p> <p>Whole school RWI training</p> <p>Whole school PM Benchmarking training</p> <p>Online reading resources</p> <p>Teacher reading at the end of the day</p> <p>Graphic novels & newspapers</p> <p>Improvements to the library to encourage children to read for pleasure (new books, chairs, floor cushions, library passes issued daily) etc.</p>
<p>Improved maths attainment for disadvantaged pupils including at the end of KS1 & KS2. (ongoing from 2021-2022)</p>	<p>Purchase of concrete resources for maths</p> <p>Use of concrete resources for maths particularly in the early years and KS1</p> <p>KS2 maths outcomes in 2022/23 show that the percentage of disadvantaged pupils who meet the expected standard has increased from last year</p> <p>Purchase of CGP books (maths)</p> <p>Online resources to develop maths fluency</p> <p>Online resources to develop multiplication fluency</p> <p>Purchase of maths scheme</p>
<p>To provide pupils with a balanced and rich curriculum that, inspires, engages and challenges, specifically focussing on learning beyond the classroom</p>	<p>Increased opportunities to develop culture capital</p> <p>Children to have at least one visit or workshop per half term</p> <p>Provide opportunities for children to experience a residential visit</p> <p>employment of a learning mentor to support pupil wellbeing</p>

<p>To achieve and sustain improved attendance for disadvantaged pupils so that it is at least in line with local authority guidelines.(ongoing from 2021-2022)</p>	<p>Pupil Premium children to achieve 97% attendance for the academic year.</p>
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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: £59,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of an experienced teacher to facilitate teaching groups. PP children make more than expected progress to diminish the difference in learning through WAVE1</p> <p>(£45,000)</p> <p>Purchase of subscription for quality CPD (The Key) to enable staff to receive training targeted at securing improve pupil outcomes</p>	<p>Providing an additional teacher to facilitate teaching groups to enable PP children to make better than expected progress in order to close the learning gaps by continuing to deliver quality first teaching</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<p>Develop the library to support reading development including reading for pleasure</p> <p>(£10,000)</p>	<p>Quality texts read aloud by teachers purchase of high quality texts for the library training for librarians https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.</p>	<p>1,2 & 3</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school (ongoing from 2021-22)</p> <p>(£4,200)</p>	<p>Improved outcomes for KS1 maths Improved outcomes for KS2 maths Teaching of maths is consistently good or better Concrete resources used to support early maths The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2</p>	<p>1&3</p>

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

Budgeted cost: £24,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Service level agreement for a speech and language therapist one day a week. (15,000)</p> <p>Training for support staff (Box Clever) (£1,110)</p> <p>Purchase of resources to support early language acquisition and development</p> <p>Purchase of quality reading materials (£1,320)</p>	<p>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>1, 2 &3</p>
<p>Purchase of a DfE Phonics Programme (RWI)</p> <p>Training for all staff in the delivery of phonics (£5000)</p> <p>Release time for reading lead to receive training in RWI</p> <p>Identifying children who need 1:1 or small group intervention and targeting them over a 12 week period</p> <p>Access support from the local English Hub</p>	<p>Increase in the percentage of children passing the phonics screening check Improvement in the percentage of pupils able to master the basics of reading by the end of KS1 Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2 &3</p>
<p>To provide pupils with a balanced and enriched</p>	<p>Improved understanding and engagement in the curriculum Learning life skills</p>	<p>1-5</p>

curriculum to promote culture capital (2,000)	Developing social and emotional wellbeing improved behaviour and attendance	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To maintain high attendance levels.	PP to achieve the local authority target and above Attendance assemblies & rewards for 100% attendance Attendance officer to monitor attendance LM to liaise with parents Parental engagement sessions The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving School Attendance	5

Total budgeted cost: £84,630

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 2021 to 2022 academic year.

End of KS2 data shows that % of children attaining the expected standard was in line with national with number achieving greater depth in reading up from 2019

Release time for attendance on reading for pleasure and the promotion of reading at the end of the day by teachers has had a significant impact on the number of children who purchased books for World Book Day

Reading & phonics workshops well attended, story packs distributed to EYFS & KS1 increased number of Increased number of pupils attaining greater depth in reading

Speech and language therapist training to develop oracy and early language acquisition has positively impacted impact on children in Reception

Support staff training to develop language and vocabulary continues to support those with attention, listening, speaking and listening challenges

CGP books used to pre-teach and consolidate enabled children to embed classroom teaching and an increase in the number of children attaining the expected standard in reading at the end of KS2

Release time for attendance on reading for pleasure course has had a positive impact on children's engagement in reading and talking about books.

Despite an end to the Pandemic, school closure was most detrimental to our disadvantaged pupils, and the impact of this is still being felt particularly at Grange particularly within KS1. Small group interventions have affected this group positively and they will be robustly tracked as they move through KS2 to ensure the gaps continue to be narrowed and their outcomes at the end of KS2 are in line with national.

There has been an improvement in the attendance of PP children from 88% in autumn 2021 to 93.8% in autumn 2022, which is an increase of 5.8%. Attendance continues to be an area that we will monitor.