

# 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 CP School
Number of pupils in school	305
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	October 21
Date on which it will be reviewed	October 22
Statement authorised by	B Boswell
Pupil premium lead	B Boswell
Governor / Trustee lead	A Badger

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,765.49
Recovery premium funding allocation this academic year	£10,700
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	£66,465.49

# Part A: Pupil premium strategy plan

## Statement of intent

- The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium is aimed at addressing the inequalities which exist between children from disadvantaged backgrounds and their peers. The percentage of our pupils eligible for pupil premium (14%) is lower than the national average (20.8%\*) for primary schools. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel. It is our intent at The Grange Community Primary School to erase the gap between disadvantaged pupils and their non-disadvantaged peers.
- All members of staff and the governing body at The Grange Community Primary School accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We encourage each child to develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential.
- Overcoming identified barriers to learning is central to our Pupil Premium use. We identify barriers that need to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. We provide quality first teaching, targeted academic support for pupils who are not making the expected progress, as well as addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital. Through our reporting, we demonstrate how and why, this funding has been spent, using research to guide our decisions. We ensure robust monitoring and evaluation takes place in order to account for the use of the Pupil Premium, by the school and governing board throughout the year and allows us to be critical and confident that pupils are being given opportunities to excel.
- At The Grange Community Primary School, we recognise the vital role that parents, and carers play in the lives of their children. Working with parents of disadvantaged children is essential to our pupil progress, and so we ensure that they understand that they can make a positive contribution to their children's achievement in school by engaging in school processes and recognising that parent involvement can make a difference. We actively encourage the take up of FSM by working proactively with parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM.

\*Figures from DfE January 2021

## Challenges

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

Challenge number	Detail of challenge
1	Lower attainment and slow progress rates made by pupil premium/disadvantaged children at their starting point. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge.
2	Pupils and their families have social & emotional difficulties, including medical and mental health issues.
3	Pupils have limited experiences beyond their home life and immediate community.
4	Lower attendance and persistent absenteeism of PP/disadvantaged children.
5	Pupils are subject to Social Care support and involvement

## 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>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards.</p> <p>To ensure fallen behind children receive targeted high-quality intervention monitored by senior leaders.</p>	<p>End of summer 2022 and 2023 data will show that 95 – 100% of disadvantaged children have made expected progress from the previous summer.</p> <p>End of summer data will also show that 10% – 20% of disadvantaged children will have made accelerated progress.</p> <p>Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.</p> <p>DA data will show accelerated progress.</p> <p>DA provision is reviewed as a result of regular assessment.</p>

	<p>Staff meeting schedule includes one DA meeting per term.</p> <p>DA governor is fully informed on teaching and learning of DA.</p> <p>Standards committee have a good understanding of DA data.</p> <p>High attaining DA pupils make and or exceed expected progress in all subjects.</p> <p>Targeted training for all staff based on closing the gap for DA pupils.</p> <p>DA pupil Lead meets with SENDCo to discuss pupils in both cohorts.</p> <p>DA Lead/SENDCo to weekly visit classes to monitor and offer advice related to specific pupils/groups.</p>
<p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p>	<p>CAFO/SENCo and Head teacher identify and support families and children and work to alleviate barriers to learning.</p> <p>Identified children are invited to Wrap Around Care, Lunch Clubs, ELSA, additional nurture, positive play and collaboration (PE Interventions), Play therapy and Lego Therapy sessions with support staff and teachers.</p> <p>Identified children are given whole school responsibilities and mentors, buddies, councillors.</p> <p>Vulnerable disadvantaged children are also allocated a PP mentor (SLT), who will meet with them regularly and provide support/alleviate barriers.</p> <p>Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.</p> <p>Regular CAFO support of families/parents/carers.</p>

	<p>MHST referrals and intervention have taken place for identified pupils and families.</p>
<p>Pupils have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum.</p>	<p>The Grange Curriculum will provide pupils with exciting, varied and breadth of learning.</p> <p>Pupil questionnaires will show that children enjoy school and are enthused to learn more.</p> <p>We will have instilled a love of learning in all children.</p> <p>Teachers and support staff will plan a wide range of visits/WOW events/experiences to inspire/enhance learning and make it memorable.</p> <p>Each year group will spend allocated funding on providing WOW days and events which excite and enthuse children to learn across all subjects.</p> <p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.</p>
<p>All disadvantaged pupils will meet national expectations for attendance/persistent absence.</p>	<p>Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%).</p> <p>Monitoring of attendance by Head teacher brings about an increase in PP pupils' attendance and a decrease in persistent absence.</p>
<p>Disadvantaged pupils who are known and or supported by outside agencies will be supported in school as per their plans.</p>	<p>Teachers seek advice from Disadvantaged Lead relating to any specific concerns related to specific Disadvantaged pupils.</p> <p>School proactive in delivering the outside agency plans</p> <p>Regular CAFO support of families/parents/carers.</p>



## 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: £16386

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Headteacher and Deputy Head teacher to run a whole school coaching programme for teachers and Teaching assistants.</p> <p>Headteacher and Deputy head to work with subject leaders to improve/enhance the teaching and learning within every subject.</p> <p><b>£5793</b></p>	<ul style="list-style-type: none"> <li>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Teaching Mastery (+ 5months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></li> <li>Evidence from Education Endowment Foundation – Maximising Learning. <a href="https://educationendowmentfoundation.org.uk/high-quality-teaching-1-eeef">1. High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a></li> </ul>	1
<p>Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school.</p> <p><b>£3500</b></p> <p>Impact of each CPD event to be recorded and monitored.</p> <p>Allocation of funds for reading, writing and maths initiatives, subscriptions and high-quality texts for EYFS, KS1 and KS2.</p> <p><b>£2800</b></p>	<p>Quality /at least good teaching in all classes every day. Provision of interventions and challenge teaching for children identified as needing to catchup – see <a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a>.</p> <ul style="list-style-type: none"> <li>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Teaching Mastery (+ 5months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></li> <li>Evidence from Education Endowment Foundation – Maximising Learning. <a href="https://educationendowmentfoundation.org.uk/high-quality-teaching-1-eeef">1. High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a></li> </ul>	
<p>Funding to hire additional TA to work in FS</p> <p>Headteacher /DHT will work with existing teachers to team teach and work independently with groups for maths and English.</p> <p>Teachers will also provide interventions to ensure all children</p>	<ul style="list-style-type: none"> <li>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Small group tuition (4+ months) <a href="https://educationendowmentfoundation.org.uk/small-group-tuition-1-eeef">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></li> <li>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Small group tuition (4+ months)</li> </ul>	

have achieved learning objectives from the morning session. <b>£4293</b>	<a href="http://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 25,575

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide targeted, structured interventions to children across whole school using catch up funding and Pupil premium funding.</p> <p>Interventions to be monitored and evaluated by HT and deputy head.</p> <p>Interventions to be carried out by experienced teachers Assistants within school.</p> <p>Teachers to provide small group tuition to targeted pupils after end of Autumn assessments.</p> <p>Teachers to provide small group tuition to targeted pupils after end of Autumn assessments before and after school.</p> <p><b>£17825</b></p>	<p>Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up – see <a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www. Gov.uk/publications/the-pupil-premium-how schools are-spending-the funding successfully</a>.</p> <ul style="list-style-type: none"> <li>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Small group tuition (4+ months) <a href="http://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></li> <li>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Teaching Assistant Interventions <a href="http://educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></li> </ul>	1
<p>Funding to cover Forest schools teacher and provide training and resources for forest schools teacher.</p> <p><b>£2375</b></p> <p>Forest schools teacher to support Pupil Premium children during forest schools' sessions.</p> <p><b>£1500</b></p>	<p><a href="https://www.forestresearch.gov.uk/documents/805/fr0112forestschoosreport.pdf">https://www.forestresearch.gov.uk/documents/805/fr0112forestschoosreport.pdf</a> <a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a></p>	3
<p>Funding to cover specialist sports teacher and provide training and resources for said teacher to support self-</p>	<ul style="list-style-type: none"> <li>Evidence from Education Endowment Foundation – Metacognition and Self- Regulation (+7months)</li> </ul>	3

<p>regulation and build teamwork skills. <b>£2375</b></p> <p>Specialist Sports Teachers to support Pupil Premium children. <b>£1500</b></p>	<p><a href="https://www.educationendowmentfoundation.org.uk">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 24,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Release time for SEN leader, Mentors and CAFO to support families with high need SEN and Pupil Premium children <b>£15,000</b></p>	<p>CAFO/SENCo and Head teacher identify and support families and children and work to alleviate barriers to learning.</p> <p>Vulnerable children to be highlighted and supported through Nurture sessions, positive play sessions, and Lego Therapy sessions.</p> <p>All vulnerable PP children to be allocated a PP Mentor who will support them in alleviating barriers to learning by meeting regularly throughout the year.</p> <p>PP children are provided with uniform, food parcels, out of school club subscription finance e.g., swimming, ballet, gymnastics, cubs, Rainbows etc to alleviate any potential financial barrier to children attending school.</p> <ul style="list-style-type: none"> <li>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement (+ 4 Months.)</li> </ul> <p><a href="https://www.educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2 5</p>
<p>All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences.</p>	<ul style="list-style-type: none"> <li>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending</li> </ul> <p><a href="https://www.educationendowmentfoundation.org.uk">Guide to the pupil premium   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3</p>

<p>This will be achieved through WOW funding for each year group to plan enriching experiences and activities, after school club funding for pupil premium children – WAC and paid clubs throughout the year and free access to the residential for year 6 PP children <b>£6000</b></p>		
<p>Head teacher to ensure that parents are made aware of expected attendance levels when they fall below 90%. - Partnership working with parents and OCC re pupils <b>£3500</b></p>	<p>Deployment of staff to support families to improve attendance and eradicate persistent absenteeism see <a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p> <ul style="list-style-type: none"> <li>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement (+ 4 Months.) <a href="http://educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></li> </ul>	4

**Total budgeted cost: £ 66,461.00**

## 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.

During an unpredictable year, we ensured that pupil's wellbeing and social skills were at the forefront of our planning. Pupils were able to communicate in year group bubbles; collaborative working was prioritised and communication and language opportunities were built into the curriculum. Our holistic, three-phase approach to the curriculum allowed teachers to firstly prioritise physical activity, well-being and problem solving before moving through our 'bounce back' curriculum of growth mindset and learning behaviours. Pupils used these strategies and came in confidently and settled well into school.

Ensuring that pupil's and families were prepared for potential bubble closures as a result of COVID-19 was another priority of the year. Senior staff had regular contact with families who were isolating, ensuring that laptops were set up and collected for work to be done at home. Remote learning was carefully planned with levels of support should pupils request it. As a result, all pupils had access to remote learning throughout closures and therefore were able to continue to make progress against starting points. Targeted pupils also benefitted from additional pastoral support and interventions when back at school.

Gaps in learning were identified after National Lockdown and were prioritised in order to support pupil's making progress from their starting points. Long term plans were adapted to fill gaps in learning, as well as build on prior learning. Most Pupil Premium children made at least expected progress from their individual starting points because of a carefully planned curriculum and additional interventions.

Aim	Outcome
<p>High quality teaching and learning opportunities help disadvantaged pupils diminish the gaps between them and their peers.</p>	<p>Our recovery curriculum was adapted during the year based on assessment outcomes. All staff agreed on key performance indicators in phase teams to plan learning to address gaps.</p> <p>Early help assessments have led to external support for individual children, including assessment, diagnosis and specialist placements.</p> <p>Despite Covid guidance we have carried out as many assessments as usual, completing 4 assessments this year which led to more targeted support for children.</p> <p>SENCO/PPG lead has worked with KS2/Maths lead monitoring provision and progress, as well as evaluating impact of interventions.</p> <p>The average scaled score for Pupil Premium children for reading was 105.</p> <p>The average scaled score for Pupil Premium children for writing was 107.</p> <p>The average scaled score for Pupil Premium children for Maths was 105.</p> <p>85% of Pupil Premium children achieved EXS/ EXS+ Although there is a gap of -2.7 between Non Pupil Premium students, ASS is high and above NA for All Pupils (2/7 students are SEND)</p>
<p>Pupils across the school make good progress in all year groups from baseline due to the high level of targeted support.</p>	<p>2020 -21</p> <p>100% of target pupils in Year 6 made expected progress from KS1 in reading, writing and maths.</p> <p>Within the targeted groups 14% made accelerated progress from KS1 in Reading and 29% exceeding progress in writing</p> <p>80% (4/5) of pupil premium children achieved the expected standard in the phonics screening test</p>
<p>To support social and emotional development through enhanced opportunities for interaction and communication.</p>	<p>Increased levels of engagement seen in the classroom, and children involved have been more settled in school.</p> <p>Children have made either good or exceeding progress in reading, writing and maths. The intervention has supported their ability to learn and emotionally regulate.</p> <p>Support in school with a highly adapted individualised curriculum has ensured that there have been no exclusions and social skills have been developed to improve peer relationships.</p>

