

Pupil premium strategy statement – Grange Park Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|---|
| Number of pupils in school | 435 |
| Proportion (%) of pupil premium eligible pupils | 38.3% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022/2023 to 2024/2025 |
| Date this statement was published | Autumn 2022 |
| Date on which it will be reviewed | Autumn 2023 |
| Statement authorised by | Richard Thorpe Headteacher |
| Pupil premium lead | Rebecca Marshall Assistant Headteacher |
| Governor / Trustee lead | Carl Bowman Chair of the School Standards Committee |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £213,806 |
| Recovery premium funding allocation this academic year | £21,605 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024. | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £235,411 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, including expected or better progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, or who are young carers. This statement is intended to support the needs of both our vulnerable pupils as well as pupils who are identified as being disadvantaged.

High-quality teaching is at the heart of our approach. Our main areas of focus have been identified through evaluating where our disadvantaged pupils require the most support. There is proof to suggest that having a strategic plan for addressing the area of greatest need will have the biggest impact on closing the disadvantage attainment gap. Not only this, but there is also evidence to suggest that the non-disadvantaged pupils in our school will reap some benefits of this plan. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to both the common challenges and individual needs of pupils, which is rooted in a robust diagnostic assessment of impact. The approaches we have adopted complement each other to help pupils to achieve their learning potential or better. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they have been set
- act early to intervene at the point need is identified (precision interventions, pre-tutoring or longer term intervention program put in place)
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p>Level of language acquisition on entry into school and it's ongoing impact</p> <p>Pre-school visits with Nursery providers, Baseline assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These gaps are evident from Reception and continues to have an impact through KS2. These underdeveloped oral and language skills and vocabulary gaps, are more prevalent among our disadvantaged pupils than their peers.</p> |
| 2 | <p>Phonetic abilities</p> <p>Assessments, observations, and discussions with pupils suggest that it is a greater proportion of our disadvantaged pupils have the more difficulties with phonics than their peers. This negatively impacts their development as readers.</p> |
| 3 | <p>Stamina for learning and desire to learn / Resilience when faced with learning challenges</p> <p>Our internal school assessments alongside classroom observations and pupil voice show that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in some knowledge gaps resulting in pupils falling further behind age-related expectations, especially in writing.</p> |
| 4 | <p>Emotional intelligence / regulation</p> <p>Our most recent school mental health curriculum review, observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for ELSA support and the Mental Health practitioner have markedly increased post pandemic.</p> <p>24 pupils (14 of whom are disadvantaged and 4 of whom are vulnerable) currently receive additional support with social and emotional needs, either through ELSA support, support from the Mental health practitioner through BeeU or those who have had access to Play Therapy. We have a further 12 children who are on waiting lists awaiting some form of emotional support.</p> |
| 5 | <p>Attendance</p> <p>Our attendance data over the last year indicates that attendance among disadvantaged pupils was 2% lower than for non-disadvantaged pupils.</p> <p>40% of disadvantaged pupils have been 'persistently absent' compared to 26% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> |

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 |
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| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations will indicate improved oral language among disadvantaged pupils. This is evident through disadvantaged pupils engagement and active participation in lessons, book looks as part of curriculum reviews, ongoing formative assessment and summative assessments. |
| Improved reading attainment among disadvantaged pupils. | 85% of disadvantaged children will have passed their phonics screening by the end of Y2 in 2024/25 The need for Phonics catch-up in KS2 for disadvantaged children will be minimal and will instead be used to support children with SEND needs. By the end of Y6, reading outcomes in 2024/25 will show that more than 62% (current national average) of disadvantaged pupils met the expected standard. |
| Improved writing attainment for disadvantaged pupils at the end of KS2. | KS2 writing outcomes in 2024/25 show that more than 68% (current national average) of disadvantaged pupils met the expected standard. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> a reduction in the number of children being referred by staff for additional wellbeing and emotional support Through the development of a whole school enrichment 'cultural capital' entitlement we will ensure that all pupils take part in a variety of enrichment experiences each school year. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | An improving attendance picture (in line or closely in line with National average percentages) being demonstrated year on year up to 2024/25. This will be measured by: |

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| | <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being no more than 5%. the percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 5% lower than their peers. |
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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: £6,517

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Purchase of 'Little Wandle' Phonics scheme.</p> <p><i>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</i></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: Phonics Toolkit Strand Education Endowment Foundation EEF</p> | 1 & 2 |
| <p>Annual subscription for 'Phonics tracker'</p> <p>Staff release time to administer internal assessments every 8 weeks.</p> <p>Phonics tracker to review the progress of individuals and any trends. Any intense intervention needs</p> | <p>Assessing every 8 weeks using 'Phonics Tracker' enables us to monitor the effectiveness of our phonics provision which provides us with 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: Standardised tests Assessing and Monitoring Pupil Progress </p> | 1 & 2 |

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| identified and planned for. | Education Endowment Foundation EEF | |
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £213,988

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>In school (school led tutoring) to support gaps in Reading, Writing and Maths (Y6) Two terms, five mornings a week.</p> <p>Small, targeted groups accessing tuition to plug knowledge gaps to support children in maintaining prior attainment levels or better</p> <p><i>Engaging with the National Tutoring Pro-gramme to provide school-led small group tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</i></p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | 1, 3, 4 |
| <p>After school (school led tutoring) focusing on reading (Y6)</p> <p><i>Engaging with the National Tutoring Pro-gramme to provide school-led small group tutoring for pupils whose</i></p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | 1, 4 |

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| <i>education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</i> | | |
| <p>After school (school led tutoring) focusing on Writing (Y3)</p> <p><i>Engaging with the National Tutoring Pro-gramme to provide school-led small group tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</i></p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | 3, 4 |
| <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p><i>TA employed 5 afternoons a week to work with specific children delivering phonic interventions and ensure that all reading interventions take place on a regular basis.</i></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> | 1 & 2 |
| <p>Delivery of speech and language interventions and Talk Boost interventions</p> <p><i>Two TA's employed to deliver Speech & Language and Talk</i></p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | 1 |

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| <i>boost interventions. One to focus specifically on EYFS children (4 days a week) and one to support children in KS1 and KS2</i> | | |
| <p>Base 1 Provision and TA support in Y3 and Y6</p> <p>Base 1 (nurture room) to support 20 Pupil Premium and Vulnerable children with their emotion regulation and resilience to be able to access learning.</p> | <p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> | 3 & 4 |

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

Budgeted cost: £30,216

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Employment of ELSA TA (full time) | <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</p> <p>educationendowmentfoundation.org.uk</p> | 4 |
| Employment of Mental Health practitioner (1 day a week) | | 4 |
| Employment of Play Therapist (1 day a week) | | 4 |
| <p>Introduction of perfect punctuality weeks (one per term) and Amazing Attendance week (one per term). Whole class rewards for best class</p> <p>Attendance officer and support officer attend regular meetings with</p> | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 5 |

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| <p>our EWO to review attendance (3 weekly)</p> <p>Appointed attendance officer (Zoe Meredith) and support officer (Georgie Feder)</p> <p>All non-attendance (when no reason is provided) receive a telephone call from the support officer.</p> | | |
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Total budgeted cost: £ 250,721

Part B: Review of the previous academic year (2022-2023)

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Improved oral language skills and vocabulary among disadvantaged pupils.

Over the last 12 months additional support has been provided to support our children to increase their oral language skills and vocabulary. These include the use of a piece of software called 'Inprint' which is used to scaffold learning and provide visuals to support new vocabulary. All EAL children (some of which are also classed as being disadvantaged) access 'Flash Academy' several times a week to improve vocabulary and oral language. Pre-tutoring opportunities have been promoted in all year groups to support disadvantaged children to gain an understanding of subject specific vocabulary linked to our themes.

In EYFS the children who are at risk of falling behind have extra catch up and keep up extra sessions in phonics. All disadvantaged children have an extra reading session where staff promote the language needed to talk about books, answer questions which assess their comprehension of the book as well as developing their children own prosody skills. In January 2023 EYFS also introduced 'Drawing Club' which is intervention delivered to the whole class (5 minutes a day) to develop and enhance language and vocabulary has been particularly successful.

Where children have been identified as having specific language needs they are referred to one of our two school Speech and Language TA's for assessment, where specific barriers are identified and then a planned targeted intervention is put in place.

Assessments and observations will indicate improved oral language among disadvantaged pupils. This is evident through disadvantaged pupils engagement and active participation in lessons, book looks as part of curriculum reviews, ongoing formative assessment and summative assessments.

Improved reading attainment among disadvantaged pupils.

By the end of Year 1, 79.66% of all our children passed their phonics screening. This is an increase of 9.66% from the previous year. 58.33% of disadvantaged children passed the phonics screening, and 94.29% of non-disadvantaged children passed. The percentage of non-disadvantaged children passing their phonic screening by the end of Year 1 increased by 20% from the previous year. There was a decrease of

10% in the percentage of disadvantaged children who passed the screening. However, 50% of the disadvantaged children in this cohort are also on our SEN register. Of the children in Year 2 who retook their phonics screening, 84.38% passed; with 81.48% of disadvantaged children passing and 86.49% of non-disadvantaged children passing. This is an increase of 3% on the previous year for all children who passed their screening in Year 2, with an increase of 10.65% of disadvantaged children passing. This is allowing us to focus more on 'catch up' sessions in KS2 for our SEN children rather than our disadvantaged children.

The percentage of students that achieved the expected standard in reading by the end of KS2 was 73% (progress measure 5.4). 85% of our disadvantaged children achieved the expected standard (progress measure 7.5) and 60% of our non-disadvantaged children achieved the expected standard (progress measure 2.9). By the end of the first year of this plan we are 2% lower than our target at the end of the three year plan.

85% of disadvantaged children will have passed their phonics screening by the end of Y2 in 2024/25. The need for Phonics catch-up in KS2 for disadvantaged children will be minimal and will instead be used to support children with SEND needs. By the end of Y6, reading outcomes in 2024/25 will show that more than 62% (current national average) of disadvantaged pupils met the expected standard.

Improved writing attainment for disadvantaged pupils at the end of KS2.

The percentage of students that achieved the expected standard in writing by the end of KS2 was 55% (progress measure 2.8). 56% of our disadvantaged children achieved the expected standard (progress measure 3.8) and 53% of our non-disadvantaged children achieved the expected standard (progress measure 1.6). Writing remains a key priority on our whole school LIP (learning improvement plan).

KS2 writing outcomes in 2024/25 show that more than 68% (current national average) of disadvantaged pupils met the expected standard

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

All PSHE lessons address mental health with time to be mindful as well as direct teaching about mental health and feelings / emotions in the 'Being Me' unit. We promote 'World Mental Health' day. Adaptations are made to the school day / environment to support children's well-being. A sensory room was developed this year and specific children have a timetabled slot where they access this room to help them to regulate. We have a nurture room where identified children are timetables to access this provi-

sion to support with wellbeing where being in the classroom full time can become overwhelming. Other children are supported with ear defenders and fiddle items, doodle books and other resources in conjunction with our ELSA TA. Less children are needing a second ELSA intervention block and are managing with regular check in as apposed to needing another planned intervention. Children are also referred to the school nurse, mental health practitioner and play therapist where we feel this would be of benefit.

Over this academic year we have developed a whole school enhancement provision of opportunities similar to the Telford and Wrekin 10 by 10. Each year has a number of opportunities (the number relates to the age the children will be in year group). There experiences range from visiting places such as a farm, a Gurdwara, museum to Arthog outreach and walking up the Wrekin to name a few. A record of these experiences will be shared with parents at the end of the next academic year and form part of the children's end of year school report.

Sustained high levels of wellbeing from 2024/25 demonstrated by:

- a reduction in the number of children being referred by staff for additional wellbeing and emotional support

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Over the academic year the attendance figure for all of our children was 94.6%. Attendance for our disadvantaged children was 92.77% and 94.95 for our non-disadvantaged children. In the first year of this plan attendance for all pupils is 0.4 lower than our target of 95% and the difference between our disadvantaged children and non-disadvantaged children was 2.18%, less than half of our target of 5%

The percentage of children who were persistently absent (90%) was 16.83%. This is 1.83% higher than our target of 15% by the end of this plan (July 2025). Within this 22.77% were disadvantaged and 12.87% were non disadvantaged. The difference between persistent absence for our disadvantaged and non-disadvantaged children is around 10%. Moving into Year 2 of this plan, we will be treating persistent absence in the same way as we do safeguarding and it will be recorded and monitored in the same way.

Our school attendance lead meeting every six weeks with our EWO to discuss absences. We work with families to support them in ensuring their children are attending school; families are invited to an initial meeting with a member of SLT see

what support can be put in place to support improved attendance. Within these meetings different levels of support have been offered including Early Help Support plans, breakfast at school and earning rewards for their class if a child's attendance improves.

An improving attendance picture (in line or closely in line with National average percentages) being demonstrated year on year up to 2024/25. This will be measured by: the overall absence rate for all pupils being no more than 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being

- no more than 5%.
- the percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 5% lower than their peers

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
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Service pupil premium funding

(Grange Park does not current have any children eligible for this funding)

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| <i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i> |
| |
| The impact of that spending on service pupil premium eligible pupils |
| |

Further information (optional)