

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	424
Proportion (%) of pupil premium eligible pupils	38.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	2022/2023 to 2024/2025 Year 3 2024/25
Date this statement was published	Autumn 2022
Date on which it will be reviewed	Autumn 2025
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	£240,745
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£240,745

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 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	Level of language acquisition on entry into school and it's ongoing impact 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 the intake of children in our Nursery provision and in our Reception cohort 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.
2	Phonetic abilities 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.
3	Stamina for learning and desire to learn / Resilience when faced with learning challenges Our internal school assessments alongside classroom observations and pupil voice show some of our disadvantaged children have gaps in their knowledge, which if left, leads to children falling further behind age related expectations year on year.
4	Emotional intelligence / regulation 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 limited experiences of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for ELSA support remain high.
5	Attendance Last academic year (2023-24) our attendance figures were above national for all children at 95.19% and 93.67% for our disadvantaged children. Attendance remains in our pupil premium statement for this academic year as we want to ensure that this good level of attendance, though strategies that have been implemented become embedded across the school and remains part of the school culture for all our families.

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
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: • 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.

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: £11,233.06

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of 'Little Wandle' Phonics scheme and phonics resources. <i>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</i>	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	1 & 2
Staff release time to administer internal assessments every 8 weeks. Phonics tracker to review the progress of individuals and any trends. Any intense intervention needs identified and planned for.	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 Education Endowment Foundation EEF	1 & 2
To provide children with knowledge of the wider world and provide experiences (Now Press Play) to hear sounds and aid the children to 'experience' learning to gain a better understanding & gain empathy.	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1 & 4
Implementation of Project Evolve	Social and emotional learning (SEL) interventions seek to improve pupils'	4

	decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	
Reception and Year 1; 10 minute daily interventions to develop language	Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
Introduction of PVGP across the whole school from Y1 to Y6 building up children's knowledge of the elements that make a sentence in order to develop independent writing.	Mastery learning outcomes are kept constant but the time needed for pupils to become proficient or competent at these objectives is varied. Subject matter is broken into blocks or units with predetermined objectives and specified outcomes. Learners must demonstrate mastery on unit tests, typically 80%, before moving on to new material. Mastery learning EEF (educationendowmentfoundation.org.uk)	3
To develop the children's developing each child's emotional literacy, social skills, well-being and uniqueness, at the same time as enhancing the 'whole school community' ethos	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3 & 4
A small step approach to Maths mastery with number sense being at the heart in our maths provision.	Mastery learning outcomes are kept constant but the time needed for pupils to become proficient or competent at these objectives is varied. Subject matter is broken into blocks or units with predetermined objectives and	3

	specified outcomes. Learners must demonstrate mastery on unit tests, typically 80%, before moving on to new material. Mastery learning EEF (educationendowmentfoundation.org.uk)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £253,997.34

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher to support in the teaching of Reading, Writing and Maths (Y6) JF Two terms, four mornings a week. Small, targeted groups accessing tuition to plug knowledge gaps to support children in maintaining prior attainment levels or better Y6 reading, writing and maths sessions to be split across 3 groups, each with a teaching assistant to provide targeted, adaptive learning opportunities.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small group tuition Toolkit Strand Education Endowment Foundation EEF Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1, 3, 4
After school school tutoring focusing on Times tables – Y4 12, 1 hour session weekly for children who were identified as having gaps in their expected times table knowledge by the end of Y2. Timestable Rock Star log-in's for all pupils in KS2 to further deepen Times Tables facts and quick recall of facts.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small group tuition Toolkit Strand Education Endowment Foundation EEF	3 & 4

After school – Y6 Before and after school small group (1:2, 1:3) tuition to plug gaps in learning.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. 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. Every 8 weeks, any child identified as being at risk of falling behind will receive additional phonics sessions, plugging any learning gaps providing children the best opportunity to ‘keep up’.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1 & 2
Delivery of speech and language interventions and Listen with Lucy intervention delivered daily in Nursery. Two TA’s employed to deliver Speech & Language and Listen with Lucy intervention. One to focus specifically on EYFS children (4 days a week) and one to support children in KS1 and KS2	Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. Oral language interventions EEF (educationendowmentfoundation.org.uk) Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small group tuition Toolkit Strand Education Endowment Foundation EEF	1
Base 1 Nurture Provision and TA support for children who access the Nurture room to be successful in class.	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3 & 4

Base 1 (nurture room) to support Disadvantaged and Vulnerable children with their emotion regulation and resilience to be able to access learning. Base 1 to support children within the nurture room provision as well as TA's from the nurture room to support children in accessing class based learning with this additional support. Children having a dual placement between class and the nurture room allows us to support more children. Afternoon groups with a Base 1 TA to develop social interactions, engagement and emotional regulation.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £45,427.54

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of ELSA TA (full time)	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): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	4
Introduction of perfect punctuality weeks (one per term) and Amazing Attendance week (one per term). Whole class rewards for best class. Attendance officer and support officer attend regular meetings with our EWO to review attendance (3 weekly) do we pay for this? SLA? All non-attendance (when no reason is provided) receive a	The DfE guidance has been informed that where there is engagement by families with schools this has significantly reduced levels of absence and persistent absence.	5

telephone call from the support officer. Non-attendance and persistence non-attendance is being treated in the same way as any safeguarding concerns. EHA's being offered to families where there is persistent absence. School are following the local authorities 'children missing from education' policy and 'children absent from education'		
Play leaders, Grange Park Guardians, School Council Y6 play leaders to support with positive play during break and lunch times. School safeguarding board (Grange Park Guardians) made up of Y4 and Y5 pupils to promote safeguarding across the school. Children to be empowered to support in making decisions in school and have an active role in supporting peers to behave positively during free 'unstructured time'. Children to support each other with safeguarding issues so that these can be addressed in a timely manner.	Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	4
Established and consistently implemented behaviour policy, focusing on positive behaviour and opportunities for children to make a positive change to their behaviour choices. Consistent approach across school by all staff. Monitoring of	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.	4

behaviour by behaviour lead and regularly checking in which children who have a high level of behaviour logs to support them to make changes. Positive behaviours rewarded – prizes as incentives Team Teach level 2 training for members of the SLT and Nurture room staff to develop positive de-escalation approaches to develop the building of positive relationships and behaviour management strategies.	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	
School engagement - Bagel breakfast provision At breaktime all children are provided with a portion of bagel to bridge the gap to lunchtime, especially for those children who don't eat breakfast before school.	There is a significant amount of research showing a positive link between children having breakfast and improved learning outcomes compared to those that do not eat before school.	5 & 4
School engagement – Attendance Sport - Lunchtime football, representing the school in different sports competitions and tournaments Children want to be at school so that they get an opportunity to represent the school and the qudos that brings.	School attendance is above National – 95.19% for the academic year 2023/24 Several years of success in a variety of sporting events has lead to others wanting to be 'chosen' to represent school. Children wanting to be seen in a positive light by sports lead – behaving well, achieving well. Children attend when they know it's their day playing football at lunchtime.	5, 4, 3
Cultural Capital entitlement A robust cultural capital provision, year on year has been developed to provide all children with experiences and knowledge.	Cultural capital means ensuring all children have the same opportunities in life. It is about opening new worlds and helping them learn about the wider world. Cultural capital in primary schools is what pupils acquire alongside traditional academic knowledge. The concept	5, 4, 3

	relates back to the social theory of French philosopher Pierre Bourdieu. The theory states that social success of a person depends on his or her accumulated life experiences (cultural capital). In primary schools this translates into the importance of bringing extra curricular activities such as outdoor learning, travel, music and the arts.	
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Total budgeted cost: £ 310,657.94

Part B: Review of the previous academic year

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.

Level of language acquisition on entry into school and it's ongoing impact

20% of our children were identified as being ARE in our EYFS baseline assessments for the academic year 2023-24. 30% of our disadvantaged children were assessed as being ARE in reading and writing. By the end of their reception year 65% of all pupils achieved GLD. 54.55% of our disadvantaged pupils achieved GLD by the end of their reception year.

Phonetic abilities

Our Phonics data for the academic year of 2023-24 was 75%, 5% below national. 69.57% of our disadvantaged children passed the phonics screening. Our focus on developing good levels of understanding and application of phonics remains a priority.

Stamina for learning and desire to learn / Resilience when faced with learning challenges

During the academic year of 2023-24 our focus was on providing children with 'keep up' sessions rather than 'catch up' sessions. There were 'keep up' sessions provided for Maths and English, provided in the afternoons by TA's who picked up children with misconceptions and children who had struggled within the lessons. Successes of all sizes are celebrated so that children see themselves as learners who can achieve and recognise the progress they are making on their learning journey.

Emotional intelligence / regulation

Out of the 23 children, who access either time in Base 1 (Nurture Room support) or afternoon nurture group support, with 17 of these children being pupil premium. All the children have additional SEMH needs. 26 children received regular ELSA support, 10 of which are pupil premium. 10 children received support from a mental health practitioner; 7 out of the 10 children receiving this support are pupil premium children. There is also 1 child who received play therapy. All of this additional support that enabled children to improve their attendance, access learning and enables them to see themselves as learners.

Attendance

Last academic year (2023-24) our attendance figures were above national for all children at 95.19% and 93.67% for our disadvantaged children.

Attendance remains in our Pupil premium statement for this academic year as we want to ensure that this good level of attendance, through strategies that have been

implemented become embedded across the school and remains part of the school culture for all our families.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)