



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	Grange Park Primary School
Number of pupils in school	425 (467 including nursery)
Proportion (%) of pupil premium eligible pupils	36
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2024-2025
Date this statement was published	Autumn 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Richard Thorpe, Headteacher
Pupil premium lead	Lisa Millington, Deputy Headteacher
Governor / Trustee lead	Carl Bowman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£203,095
Recovery premium funding allocation this academic year	£35,040
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	£238,135

Part A: Pupil premium strategy plan

Statement of intent

At Grange Park Primary School, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Our context:

- IDACI Decile 2 indicates the School is in the highest 20% level of deprivation.
- 36% of pupils are eligible for Pupil Premium Funding in comparison to 20.8% national.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social,

emotional and mental health needs will access high quality provision from appropriately trained adults.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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

Challenges

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

Challenge number	Detail of challenge
1	Observations indicate that parental engagement of our disadvantaged pupils is below that of non-disadvantaged pupils.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with communication and language at EYFS and KS1.
3	<p>Our assessments observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due a lack of social engagement and a lack of enrichment opportunities during school closure. Within our community, our children have had very different experiences of the pandemic and lockdown. For some children it has been a positive experience – getting to spend more time with family members and spending time doing things as a family – for others it has had a detrimental impact on their own and family members mental health – family covid related bereavements, significant declines in the mental health of our children and their families. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 62 pupils (22 of whom are disadvantaged) currently require additional support with social and emotional needs, with 27 (16 of whom are disadvantaged) receiving small group interventions.</p>
4	<p>KS2 survey has identified that:</p> <p>88 pupils (34 of whom are disadvantaged) do not have somewhere quiet to do homework at home;</p> <p>32 pupils (15 of whom are disadvantaged) do not have someone who helps them with homework at home;</p> <p>38 pupils (17 of whom are disadvantaged) do not have the equipment needed to complete homework at home.</p>
5	<p>Writing -The opportunity to develop and practise writing skills. During lockdown learning we supported children to continue to develop their knowledge of age-appropriate grammar. Those children who evidently didn't write much during lockdown have struggled with their resilience and stamina for writing as well as their fluency to write applying the elements of grammar taught through lockdown.</p>

6	Maths - Specific content has been missed. Recall of basic skills has suffered children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies.
7	KS2 survey has identified that 24 pupils (11 of whom are disadvantaged) have never attended an after-school club. 87 pupils (34 of whom are disadvantaged) have not attended a school club this year but have attended one in the past.
8	Our attendance data over the last 4 years indicates that attendance among disadvantaged pupils has been between 0.6-4.37% lower than for non-disadvantaged pupils. 7.56 – 31.03% of disadvantaged pupils have been ‘persistently absent’ compared to 7.88 – 25.17% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.
9	Assessment, observations and monitoring show that specific content has been missed. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies.
10	KS1 phonic data and KS2 spelling, reading and writing data shows that early phonics and reading skills have not been fully consolidated. Observations show that this gap is greater in our disadvantaged cohort of children. This gap was greater in 2020-21 which has been impacted by Covid 19.

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
The difference between disadvantaged and non-disadvantaged pupils diminishes.	<ul style="list-style-type: none"> • The percentage of pupils working at ARE in reading, writing and maths is in line with national outcomes. • Pupils in care, who do not have specific SEND needs, are working at ARE. • Disadvantaged pupils are motivated to learn and attend school at least 95% of the time. • Disadvantaged pupils have access to a range of experiences to enable them to fully participate in learning opportunities and activities. • Disadvantaged pupils make at least sufficient progress. • Where pupils are below ARE, they will make more than sufficient progress.
All pupils have equal access to experiences that enhance the broad curriculum.	<ul style="list-style-type: none"> • All disadvantaged children have the opportunity to take part in extracurricular activities. • All disadvantaged children have the opportunity to attend residential visits. • Pupil resilience, resourcefulness, sense of belonging and community will be developed. • Pupils will be highly motivated and engaged in their learning.

<p>Improved levels of behaviour, and emotional well-being</p>	<ul style="list-style-type: none"> • All pupils are able to access the curriculum. • Emotional health does not impact on the curriculum. • Reduced levels of fixed term exclusions. • Reduced levels of recorded behavioural and emotional incidents. • Pupils accessing the nurture provision are able to function effectively in a mainstream class. <ul style="list-style-type: none"> • Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> - qualitative data from student voice, student and parent surveys and teacher observations - a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>Disadvantaged pupils' levels of phonics and spelling, and their breadth of language, is in-line with ARE expectations.</p>	<ul style="list-style-type: none"> • Increase in percentage of pupils achieving ARE in spelling and the phonics • Monitoring and assessment will show that pupils' spoken vocabulary will be extended
<p>Attendance</p>	<ul style="list-style-type: none"> • Ensure attendance of disadvantaged pupils is at least 96% • Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> - the overall absence rate for all pupils being no more than X%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by X%. - the percentage of all pupils who are persistently absent being below X% and the figure among disadvantaged pupils being no more than X% lower than their peers.

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: £174,332

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for Little Wandle both for staff and for parents.	NFER 3 – High quality teaching for all. NFER 7 – Clear, responsive leadership	1, 2, 10
Targeted phonics and spelling teaching across KS1 and KS2, including additional staff providing keep up sessions. Reading materials that support these to be accessible at home for parents to read with the children.	+5 – Phonics - EEF Teaching and Learning Toolkit +4 – Early Literacy approaches - EEF Teaching and Learning Toolkit NFER 4 – Meeting individual learners' needs. NFER 5 – Deploying staff effectively.	1, 2, 10
The foundation curriculum will be planned with increasing detail and consideration for how prerequisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced. Cornerstones Curriculum Maestro	+5 Mastery Learning – EEF Teaching and Learning Toolkit	11
Quality first teaching ensures all children are challenged and reach their potential. White Rose Maths revised small steps planning White Rose Premium resources purchased. Quality resources (including manipulatives in maths) are used to support quality first teaching / small group interventions. Maths manipulatives redistributed so that individual sets were created. Use wipeable screens so that reading books can still be shared.	+5 Mastery Learning – EEF Teaching and Learning Toolkit	6, 9
To provide subsidised – Residential visits Music lessons Educational visits Sports clubs Pupils will receive a free club place for one half term each academic year.	+3 – Arts participation - EEF Teaching and Learning Toolkit +1 – Physical activity - EEF Teaching and Learning Toolkit NFER 2 – providing financial, plus social and emotional support for families	1, 3, 7, 11
Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning. Cornerstones tests to be completed and gap analysis used to inform future planning.	+5 Mastery Learning – EEF Teaching and Learning Toolkit	2, 5, 6, 8, 9, 11

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

Budgeted cost: £ 37,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide nurture small group provision for targeted pupils.	+7 Metacognition and self-regulation– EEF Teaching and Learning Toolkit NFER 2 – addressing behaviour – effective behaviour strategies are in place +4 – EEF Social and Emotional Learning Toolkit – effective SEMH support is in place.	3, 8
Specialist language support TAs in Foundation Stage	+6 Oral language interventions – EEF Teaching and Learning Toolkit +6 Communication and Language approaches	2, 5, 10
Pupils will have access to resources that will support work at home and life in school in order to support parental engagement	+3 – EEF Teaching and Learning Toolkit NFER 2 – addressing behaviour – effective behaviour strategies are in place	1, 4, 7
Additional tutor employed through the NTP to support identified children in Year 3 to close gaps caused by lockdown. Children to receive 15 hours of tutoring (2 hours a week delivered in 30-minute sessions over 5 weeks) to support either Maths or Writing in groups of 1 to 3. NTP tutor employed through ABC supply agency	+6 – Reading comprehension strategies - EEF Teaching and Learning Toolkit +6 – Oral language interventions – EEF Teaching and Learning Toolkit +4 – small group tuition – EEF Teaching and Learning Toolkit	5, 6, 9, 10, 11
White Rose Maths. Teaching Assistants to use White Rose Maths revised small step unit plans to support the coverage of any objectives that have not have been fully covered during lockdown.	+4 – Teaching assistant interventions – EEF Teaching and Learning Toolkit	6, 9

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

Budgeted cost: £26,713

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support worker to work with identified families to provide social, emotional and behaviour support. Family Support Worker to also run a Family Support group supporting issues such as engagement, attendance, wellbeing, behaviour.	+4 – Parental Engagement – EEF Teaching and Learning Toolkit	1, 3, 4, 8

<p>Emotional Literacy Support Assistant to provide additional support for social and emotional needs for identified pupils. Children with increased anxiety due to COVID and / or school closures have access to ELSA All classes to complete daily wellbeing (ELSA) check in with children first thing in the morning so that any worries / anxieties can be addressed quickly and flagged up with the appropriate staff if further support is needed.</p> <p>ELSA TA to complete both daily check in's and check out's with children identified as needing this support. Full time ELSA TA to support children 1to1 and small groups prioritising anxieties linked to the pandemic.</p>	<p>+4 – Social and emotional learning - EEF Learning Toolkit</p>	<p>3, 8</p>
<p>Mental Health Worker to provide additional SEMH support for identified pupils.</p>	<p>+4 – EEF Social and Emotional Learning Toolkit – effective SEMH support is in place.</p>	<p>3, 8</p>
<p>Additional support staff to support with wellbeing and behaviour needs of pupils.</p>	<p>+4 – EEF Teaching and Learning Toolkit NFER number 5 – deploying staff effectively NFER Number 4 – meeting individual learning needs NFER 7 – Clear, responsive leadership</p>	<p>3, 8</p>
<p>Supporting Parents and carers Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home learning. Stationary packs provided for those who don't have access to these resources at home. Bug Club, Collins Big Cat reading. Story Park for EYFS.</p>	<p>+4 – Parental Engagement – EEF Teaching and Learning Toolkit</p>	<p>1, 2, 3, 4, 5, 6, 8, 9, 10, 11</p>
<p>Support with resources at home to ensure pupils have equipment required to complete homework.</p>	<p>+5 Homework - – EEF Teaching and Learning Toolkit</p>	<p>12, 3, 4, 5, 6, 9, 10, 11</p>

Total budgeted cost: £ 238,135

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.

Staff have improved their cross curricular links to enable pupils to see how their learning flows. Maths deep dive showed that, where children were able to use manipulatives, fluency improved. English deep dive showed that reading was being prioritised and children who had read less whilst during lockdown were closing the gap.

Pupils who worked with our tutor all became more confident learners and closed some of their gaps in learning.

End of year maths assessment clearly showed which children had engaged and used the resources provided during lockdown.

Daily wellbeing check ins meant that we were able to offer rapid support to any pupils who were identified with a need.

Referrals were made to our mental health support worker and support is being given.

Through Purple Mash, we were able to add our own content, so all our remote learning content was accessible from one platform. It also supported pupils in completing some activities independently across the full curriculum. Engagement in activities on Purple Mash was good and staff were able to provide feedback to pupils on their submitted work. Staff could also monitor who was / wasn't completing work set.

My Maths supported the 'teaching' of a lesson. My Maths was the closest online content we could provide which complemented My Maths, especially for families without printers who couldn't print the White Rose lesson activities.

Through story Park EYFS staff were able to keep in regular contact with parents and carers and were able to share resources and ideas to support children's learning and development.

All families who were identified as needing support with laptop devices to access remote learning were loaned one during lockdown. For some families were able to support by providing a device for all pupils within the household from our school with a device. At one point we had over 60 laptops out on loan.

No parents requested support in accessing free data upgrades.

All pupils had a school jumper resulting in a sense of belonging. Pupils were also provided with equipment to support their homework and learning at home.

All children who wished to attend a residential trip were able to do so.

More pupils have access to emotional wellbeing support with a marked improvement in outcome for many of these children.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Curriculum - Maestro	Cornerstones
Phonics - Little Wandle	Collins Big Cat
Maths curriculum – school and home learning	My Maths
Maths curriculum - school	White Rose
Times Table Rockstars	Maths Circle Ltd

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Access to nurture and wellbeing provision with a modified curriculum.
What was the impact of that spending on service pupil premium eligible pupils?	Pupils were able to continue to attend mainstream school until the end of primary. They were able to access a modified curriculum that met their individual needs.

Further information (optional)

Attachment and Trauma training for all staff to understand the impact of ACEs and the additional support that will be required for these pupils - Challenges 1, 3, 8

Raising Attainment Disadvantaged Years training so all teachers have a full understanding of learned helplessness and other issues impacting disadvantaged youngsters and strategies to provide equity of learning opportunities and outcomes – Challenges - 1, 2, 3, 4, 5, 6,7, 8, 9, 10, 11