

Pupil premium strategy statement – Grange Primary School

This statement details our school's use of pupil 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 | 309 |
| Proportion (%) of pupil premium eligible pupils | 16.5% |
| Academic year/years that our current pupil premium strategy plan covers | 2024 – 2027 (To be review at the end of each year) |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | Mrs Maggie Elfenich |
| Pupil premium lead | Mrs Maggie Elfenich |
| Governor / Trustee lead | Mr David Faulkner |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £ 77,265 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 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> | £ 77,265 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that pupils at Grange Primary will make expected progress in reading, writing and maths, through quality first teaching and increased opportunities for reinforcement of learning at home. We aim for disadvantaged pupils to have access to a wide range of interventions in schools to meet their academic, mental wellbeing and/or SEND needs, including progress for those who are already high attainers.

Our approach will be rooted in robust diagnostic assessment. The approaches we have adopted will be evidenced based and complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

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

Quality-first teaching is integral to our approach, ensuring that areas in which disadvantaged pupils require support are a key focus. This is alongside high-quality targeted interventions and tuition. Through this approach, it ensures that all pupils, disadvantaged and non-disadvantaged, benefit from high-quality teaching. It is our intention to close the attainment gap for all pupils.

We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and wellbeing.

We will provide an intensive pastoral support service for pupils and parents, identified by school as vulnerable or in need. We will aim for disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experience at Grange Primary.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Pupil attainment and progress of our disadvantaged pupils is cohort specific. Strong systems and procedures need to be maintained and adapted where necessary. This includes extra classroom support, interventions and tuition being provided. |
| 2 | Levels of spelling within KS2 for all groups of pupils are lower than the National Average. This is impacting negatively on their writing, reading and GPS attainment and progress. |
| 3 | Speech and Language difficulties amongst our disadvantaged children, particularly in EYFS and KS1 are having a negative impact on pupils' progress and attainment as well as their social interactions. |
| 4 | Our attendance data shows that attendance amongst disadvantaged pupils overall is lower than pupils who are not disadvantaged due to a higher level of persistent absence. Although these levels are better than the national averages, our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress, attainment and well-being. |
| 5 | Pupils who are disadvantaged may not have the same or as many opportunities outside of school to take part in clubs, events and activities. Therefore, it is important that pupils' experiences are further-broadened and supported within school. |
| 6 | The emotional wellbeing of many of our disadvantaged pupils is affecting their engagement in learning, attendance and the wider opportunities provided at school as well as having a negative impact on their behaviour in some instances. External agencies, counselling, Early Help and internal support are all integral as part of the school's provision with a focus this year on play therapy, self-regulation and sensory support. |

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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| Pupils make at least expected progress in reading, writing and maths. All disadvantaged | High-quality support, intervention and tuition is provided. All pupils without SEND attain the national average for all subjects. |

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| pupils without SEND to attain in line with their peers. | |
| Spelling / phonics (KS2) outcomes have improved across the school | A whole school spelling intervention is in place and is having a positive impact on reading, writing and GPS outcomes. |
| Pupils are being supported through speech and language support and interventions. | Speech and language training has been successfully completed and interventions are taking place for targeted pupils, improving attainment and social interactions. |
| Attendance of disadvantaged pupils improves further. | Attendance and persistent absence continue to be better than the National Average for disadvantaged pupils and improves further. |
| A wide range of opportunities are provided within school – before and after school clubs and extra-curricular activities. Pupils are supported in attending clubs and extra-curricular activities | All pupils have access to a wide range of opportunities within school. 100% of disadvantaged pupils take part in at least one extra-curricular activity (subsidised by the school). |
| Pupils' emotional wellbeing is fully supported to ensure it does not become a barrier to learning and attendance. | A tailored approach of support is in place including Early Help, counselling, play therapy and internal pastoral support. This ensures no adverse effect to pupils' attendance and attainment. |

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 18,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Professional development of all staff through bespoke in-house CPD, subscription to the National College, facilitating engagement with learning partnerships – English, Maths and Phonics | High Quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teacher quality and enhance children's outcomes in the classroom. <u>Effective Professional Development</u> <u>EEF</u> | 1, 2,3 |

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| External CPD for staff in Spelling and Grammar | <p>An understanding about the rationale and purpose of grammar within the national curriculum will support in the teaching and use grammatical concepts and terminology.</p> <p><u>University College London</u> <u>UCL</u></p> | 1,2 |
| Specialist Speech and Language support training and support | <p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p> <p><u>Oral Language Interventions</u> <u>EEF</u></p> | 1,3 |
| Mentoring and Coaching of teaching staff to ensure all pupils have access to Quality First Teaching – led by Deputy Head, Assistant Head and Maths Mastery Specialist (in-house) | <p>The overwhelming body of research finds that the most important factor in improving student outcomes is good teaching.</p> <p><u>Great Teaching Toolkit Evidence Review</u> <u>Evidence Based Education</u></p> | 1,2 |
| Continued use of PiXL across the school as an assessment tool to analyse data, identify gaps and set targeted interventions. Training for Raising Standards Leaders for assessment. | <p>A partnership of thousands of schools and colleges to improve life chances and outcomes, influence school leaders and to help equip leaders to be agents of change.</p> <p><u>https://www.pixl.org.uk/</u> <u>PiXL</u></p> | 1,2 |
| Subscription to effective pupil learning packages to enhance learning and pupil engagement both in and out of school. Subscription to effective teaching packages to supplement classroom provision | <p>Technology has the potential to increase the quality and quantity of practice that pupils undertake both inside and outside the classroom.</p> <p><u>Guidance Report – Using digital technology to improve learning</u> <u>EEF</u></p> <p>Resources to support Quality First Teaching</p> | 1,2,3 |

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

Budgeted cost: £ 28,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Introduction of Little Wandle spelling -catch up across KS2 | <p>Spelling lessons follow the familiar structure of Little Wandle phonics lessons, supporting children to make links to their phonics learning. Lessons build on prior knowledge to ensure children always start from a point of secure understanding.</p> <p>Little Wandle – Spelling Little Wandle</p> | 1,2 |
| Reading and phonic intervention groups (Little Wandle scheme) for all EYFS and KS1 pupils and for targeted KS2 pupils | <p>Phonics has a positive impact (overall +5 months) with very extensive evidence and it is important in the development of early reading skills, particularly for children from disadvantaged backgrounds. Targeted interventions have shown to be more effective when delivered as a regular session.</p> <p>Teaching and Learning Toolkit – Phonics EEF</p> | 1 |
| Speech and Language Interventions | <p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Oral Language Interventions EEF</p> | 1,3 |
| Group tuition in English and Maths (now that the NTP has ended) | <p>Strong evidence suggests that the model of targeted academic support, through trained tutors working with small groups and individuals, can make several months' difference to academic progress.</p> <p>National Tutoring Programme: guidance for schools – 2024 DFE</p> | 1,2 |
| Targeted and structured interventions in English and Maths | <p>Targeted deployment where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p>Teaching and Learning Toolkit – Teaching Assistant Interventions EEF</p> | 1,2 |

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

Budgeted cost: £ 31,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Counselling and play therapy | <p>School counselling is an effective form of early intervention. Counselling has a positive effect on young people's confidence, resilience, sense of self-worth, family relationships, friendships, school attendance and academic achievement.</p> <p><u>Counselling changes lives</u> Bacp</p> <p>Play is children's primary form of communication. Children tell us about their inner world through play long before they are able to link words to their experiences through language. Through play, children can experiment with, process and master different skills and experiences. They form a sense of who they are, whilst learning to understand that other people can be different from them. Relationship skills, such as being able to trust, respect, empathise, share and co-operate with people, can be developed through play. Play Therapy, therefore, is a form of counselling for children that builds on this developmentally appropriate form of communication through play. It enables children to explore difficult experiences in a safe environment.</p> <p><u>Play Therapy</u> British Association of Play Therapists</p> | 5,6 |
| Introduction of zones of regulation across the whole school to support pupils with self-regulation | <p>A proactive, skills-based approach using simple and common language to understand, talk about and teach regulation. When using the zones of regulation it has a positive impact on overall equity and inclusion for students with social emotional challenges.</p> <p><u>Schoolwide impact</u> The Zones of Regulation</p> | 6 |
| Work stations introduced to support pupils' sensory needs introduced | <p>A workstation is part of the TEACCH approach which has been used successfully for many years, to teach children with autism. The approach focuses on individual's strengths to enable them to develop independent learning skills, support weaknesses and to reduce stress. The workstation incorporates structure, routine, visual cues and limits distraction, to develop independence, organisational skills, the concept of finished and the generalisation of skills.</p> | 6 |

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| | <p><u>What is TEACCH?</u></p> <p><i>Autism Independent UK</i></p> | |
| In house pastoral support for pupils | <p>Strong pastoral care is a foundation of a successful strategy to address disadvantage. It is a stepping stone to academic achievement and happens both in and out of the classroom. A key priority should be to work in partnership with families rooted in mutual.</p> <p><i>Addressing Educational Disadvantage in Schools and Colleges – The Essex Way – Marc Rowland</i></p> | 5, 6 |
| Inclusion team to work with parents in a pastoral role and further seek Early Help interventions and support from external agencies. | <p>Providing timely support is vital. Identifying and addressing a child or family's needs early on can increase protective factors that positively influence a child's wellbeing, and decrease risk factors that might be impacting a child's life negatively.</p> <p><u>Early Help and early intervention</u> <i>NSPCC Learning</i></p> | 4,5,6 |
| Pastoral mentor to provide support for Young Carers | <p>Identifying and supporting young carers can make sure that no child or young person's education, wellbeing and potential is affected by their caring role.</p> <p><u>Supporting Young Carers in Schools: A Step-by-step Guide for Leaders, Teachers and Non-teaching Staff</u> <i>Carers Trust</i></p> | 4,5,6 |
| Expand and subsidise the range of after school clubs, activities and trips. Monitor and promote attendance for targeted pupils and groups of pupils at clubs and events. | <p>Extra- curricular activities give pupils the chance to explore sports, music and arts. These opportunities are particularly valuable for children who are less likely to be able to access them elsewhere.</p> <p><u>The case for before and after school clubs</u> <i>CPAG</i></p> | 4,5,6 |
| Subsidise breakfast club and after school club (wrap-around care) | <p>In addition to positive attainment, independent evaluation has also found both improved attendance and behaviour in schools.</p> <p><u>Evaluation of school breakfast clubs</u> <i>EEF</i></p> | 4 |

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| <p>Attendance monitored and managed by a dedicated person to support pupils and families in engaging with school effectively</p> | <p>Communication with parents about the importance of attendance is crucial. For this communication to work effectively, leaders and other staff need to have built positive working relationships with parents, so that parents trust them. At the same time, these relationships need to be built on honesty, so that parents accept tough messages about attendance when they need to.</p> <p><u>Securing good attendance and tackling persistent absence</u> DFE</p> | <p>4</p> |
| <p>Support provided to pupils with attendance needs by attendance lead and pastoral mentor</p> <p>Individual and class incentives and rewards for good attendance including personalised plans.</p> | <p>Good attendance begins with school being somewhere pupils want to be and therefore the foundation of securing good attendance is that school is a calm, orderly, safe and supportive environment where pupils are keen and ready to learn.</p> <p><u>Working Together to improve school attendance</u> DFE</p> | <p>1,4,6</p> |

Total budgeted cost: £ 77,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review for 2024 to 2025

Attainment for disadvantaged pupils from starting points in KS1 to end of KS2 shows the impact of activities and support to enhance teaching, CPD and targeted academic support such as tuition, interventions and catch-up. For the year 6 cohort, 100% of disadvantaged pupils achieved the expected standard for reading up from only 17% of them passing the phonics screening in KS1. 67% achieved the writing standard up from 33% and above the national average for disadvantaged pupils. 67% of disadvantaged pupils also achieved the maths expected standard up from 17% and also above the national average. For combined reading, writing and maths, 50% of disadvantaged pupils achieved the expected standard (above NA for disadvantaged pupils) and 59% for other pupils. Phonics data for year 1 in 2025 shows that 83% of disadvantaged pupils passed the phonics screening check showing better than national average outcomes and the impact of phonics teaching and interventions. It also demonstrates improved outcomes for disadvantaged pupils over time when comparing to the phonics outcomes for the year 6 cohort.

Additional support has been provided for pupils for emotional well-being both in and out of school. This includes, play therapy, counselling, nurture groups and young carers club in school and successful early help referrals to outside agencies. 11 disadvantaged pupils have been supported as Young Carers through enhanced provision, 4 pupils have benefitted from counselling and play therapy and 15 pupils have received nurture support.

The introduction of workstations proved successful for a small group of pupils with additional needs who were unable to access learning in the classroom. A small in-school provision for pupils unable to access the learning in KS1 has enabled personalised learning and social skills for 3 disadvantaged pupils.

Attendance is successfully managed and monitored and additional support provided for targeted families and pupils such as subsidised breakfast and twilight club etc. Attendance for disadvantaged pupils is 93.39% and for other pupils 95.6% which are both higher than the national average and show a closing of the gap.

Externally provided programmes

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

| Programme | Provider |
|---------------|-----------------------|
| Little Wandle | Wandle Learning Trust |

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|-------------------------|--------------|
| PiXL Primary | PiXL |
| Dyslexia Quest | Nessy |
| TT Rock Stars | TT Rockstars |
| Scode Spelling | Scode |
| Deepening Understanding | White Rose |
| IXL Maths | IXL |
| Mathletics | 3P Learning |
| Reading Eggs | 3P Learning |

Service pupil premium funding (optional)

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**

Less than 1% of pupils were eligible for service premium funding. For the last academic year, the funding was used to contribute towards: tuition, groups and 1-1 targeted interventions and pastoral support including attendance and young carers.

The impact of that spending on service pupil premium eligible pupils

The support the pupils received contributed towards their emotional and social wellbeing. Pupil outcomes for attainment and progress were in-line with the national average.