

Pupil premium strategy statement – Grange Primary



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 Primary School
Number of pupils in school	305
Proportion (%) of pupil premium eligible pupils	14.7% (national 23.8%)
Academic year/years that our current pupil premium strategy plan covers	2023 to 2024 (following analysis from the three-year 2021-2024 statement)
Date this statement was published	Autumn 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Maggie Elfenich
Pupil premium lead	Maggie Elfenich
Governor / Trustee lead	Dave Faulkner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,475
Recovery premium funding allocation this academic year	£ 6,525
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	£65,475

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 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 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.

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 well-being.

Challenges

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

Challenge number	Detail of challenge
1	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. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress, attainment and well-being.
2	The emotional wellbeing of many of our disadvantaged pupils is not only negatively affecting their attendance at school but also engagement in learning and the wider opportunities provided at school. External agencies, counselling, Early Help and internal support are all integral as part of the school's provision with a focus this year on Young Carers and Youth Support.
3	Pupil attainment and progress is cohort specific. For 2022 to 2023 pupil attainment and progress for disadvantaged pupils is strong and better than national and local averages. However, this is due to the strong systems and procedures in place and the level of extra classroom support, interventions and tuition being provided which needs to be maintained.
4	Some pupils are too dependent on adult support and need to become more independent in their learning. This can be addressed through ensuring effective scaffolding of learning activities.
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 broadened and supported within school.

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
Attendance of disadvantaged pupils increases.	Improved attendance including persistent absentees to at least in line with the national average or better. (96% attendance and less than 13.6% persistent absence).
Pupils' emotional wellbeing is fully supported to ensure it does not become a barrier to learning.	Systems are in place to identify pupils' needs. Appropriate tailored provision is in place so that pupils' attainment, progress and attendance is in line with national average.
Pupils make at least expected progress in reading, writing and maths. All disadvantaged pupils without SEND to attain in line with their peers.	85% of all pupils make expected progress. All pupils without SEND attain the national average for all subjects

Pupils access their learning independently as activities are appropriately scaffolded.	Activities are matched appropriately to pupils' learning needs and abilities. Progress within lessons and series of lessons is evident leading to good outcomes for all groups of learners.
Up-take of clubs and extra-curricular activities for disadvantaged pupils is increased. A wide range of opportunities are provided within school.	100% of disadvantaged pupils take part in at least one extra-curricular activity (subsidised by the school). All pupils have access to a wide range of opportunities within school.

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

Budgeted cost: £ 17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD in effective scaffolding of all subjects lead by the SENCo and subject leaders. Monitoring and support to ensure effective provision in class.	Adaptations, supports and scaffolds used to adapt teaching to respond to the strengths and needs of all pupils https://schools.essex.gov.uk/pupils/SEND/Documents/Ordinarily%20Available%20Inclusive%20Teaching%20Framework%20Sept.%202023%20(all%20pupils).pdf Ordinarily Available: Inclusive Teaching Framework	3, 4
Embed the use of PiXL across the school as an assessment tool to analyse data, identify gaps and set targeted interventions.	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. https://www.pixl.org.uk/ PiXL	3, 4
Mentoring and Coaching of teaching staff to ensure all pupils have access to Quality First Teaching – led by Deputy Head and Assistant Head.	The overwhelming body of research finds that the most important factor in improving student outcomes is good teaching. https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F Great Teaching Toolkit Evidence Review – Evidence Based Education	3,4

<p>Professional development of all staff through bespoke in-house CPD, subscription to the National College, facilitating engagement with learning partnerships – Phonics, English and Maths</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>Effective Professional Development – EEF</p>	<p>3, 4</p>
<p>Subscription to effective pupil learning packages to enhance learning and pupil engagement both in and out of school.</p> <p>Subscription to effective teaching packages to supplement classroom provision</p>	<p>Technology has the potential to increase the quality and quantity of practice that pupils undertake both inside and outside the classroom.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216</p> <p>Guidance Report – Using digital technology to improve learning – EEF</p> <p>Resources to support Quality First Teaching</p>	<p>3, 4</p>

Targeted academic support

Budgeted cost: £18,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted and structured interventions in English Maths, Reading, Phonics and Speech and Language</p>	<p>Targeted deployment where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>3, 44</p>
<p>HLTA focused learning support within phases.</p>	<p>Teaching and Learning Toolkit – Teaching Assistant Interventions - EEF</p>	<p>3, 4</p>
<p>Reading and Phonic intervention groups</p>	<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Teaching and Learning Toolkit – Phonics - EEF</p>	<p>3, 4</p>
<p>Maths mastery focused support across the whole school which is lead and developed by Maths leader and supported by the Maths Hub.</p>	<p>The impact of mastery learning approaches is an additional five months progress, over the course of the year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>Teaching and Learning Toolkit – Mastery Learning - EEF</p>	<p>3, 4</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance monitored and managed by a dedicated person to support pupils and families in engaging with school effectively</p> <p>Subscription to FFT aspire attendance tracker to allow for a detailed analysis of real-time attendance data and comparisons to local and national data</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>https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence</p> <p>Securing good attendance and tackling persistent absence – DFE</p> <p>Analysis of real-time attendance data for pupil groups (school, locally and nationally) and the impact on their outcomes.</p> <p>https://ffteducationdatalab.org.uk/2023/11/persistent-absence-by-pupil-group/</p> <p>Reasons for persist absence by disadvantage: FFT education datalab</p>	<p>1</p>
<p>Introduce and subsidise a wider range of after school clubs, activities and trips.</p>	<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>https://cpag.org.uk/news-blogs/news-listings/case-and-after-school-clubs</p> <p>The case for before and after school clubs - CPAG</p>	<p>1, 2, 5</p>
<p>Subsidise breakfast club and after school club (wrap-around care)</p>	<p>In addition to positive attainment, independent evaluation has also found both improved attendance and behaviour in schools.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-statement-republication-of-the-evaluation-of-school-breakfast-clubs</p> <p>Evaluation of school breakfast clubs – EEF</p>	<p>1, 2 and 3</p>
<p>Tier 2 mental health worker to provide counselling</p>	<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>https://www.bacp.co.uk/news/campaigns/school-counselling/</p> <p>Counselling changes lives – Bacp</p>	<p>1 and 2</p>

<p>Inclusion lead and pastoral mentor to provide inhouse pupil support and mentoring with a focus on Young Carers.</p> <p>To also work with parents in a pastoral role and further seek Early Help interventions and support from external agencies.</p>	<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> <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>https://learning.nspcc.org.uk/safeguarding-child-protection/early-help-and-early-intervention#:~:text=Why%20are%20early%20help%20and,impacting%20a%20child's%20life%20negatively.</p> <p><i>Early Help and early intervention – NSPCC Learning</i></p> <p>By 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>https://carers.org/resources/all-resources/15-supporting-young-carers-in-schools-a-step-by-step-guide-for-leaders-teachers-and-non-teaching-staff-</p> <p><i>Supporting Young Carers in Schools: A Step-by-step Guide for Leaders, Teachers and Non-teaching Staff – Carers Trust</i></p>	<p>1, 2, 3 and 5</p>
<p>External Youth Worker support for pupils with emotional and behavioural needs.</p>	<p>Youth work delivered with schools significantly improves engagement with learning and attendance, as well as boosts young people’s mental wellbeing and confidence.</p> <p>https://s3.eu-west-1.amazonaws.com/assets.nya2.joltrouter.net/wp-content/uploads/2023/06/20121018/NYA_Publications-2023_Youth-Work-With-Schools_pdf_for_upload_REV-1.pdf</p> <p><i>Better together: Youth work with schools – National Youth Agency</i></p>	<p>1, 2 and 3</p>

Total budgeted cost: £ 65,500

Part B: Review of outcomes

The outcomes for the 2023- 2024 pupil premium funding will be reviewed and the impact analysed and reviewed in the Autumn term 2024. This will be recorded below.

2022 - 2023

- A review of outcomes of the 2022 -2023 pupil premium funding can be found on the 2022 - 2023 statement.

2021 - 2021

- A review of outcomes of the 2021 -2022 pupil premium funding can be found on the 2021 - 2022 statement.