

# Pupil premium strategy statement – Grange Primary



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	295
Proportion (%) of pupil premium eligible pupils	12.2% (national 22.4%)
Academic year/years that our current pupil premium strategy plan covers	2022 to 2023  (following analysis from the three-year 2021-2024 statement)
Date this statement was published	Autumn 2022
Date on which it will be reviewed	Autumn 2023
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	£49,860
Recovery premium funding allocation this academic year	£ 5,220
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£55,080

## 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 due to a higher level of persistent absence. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress and attainment.
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.
3	Pupil attainment for disadvantaged pupils is still below that of non-disadvantaged pupils for combined RWM at the end of both KS1 and KS2. Progress data for KS1 to KS2 also shows slower progress for disadvantaged pupils.
4	With year 1 and reception under capacity there is a significant amount of new intake within the year. Of pupils who have joined the school during or after reception or mid-year, 33% are disadvantaged pupils. It is important that a clear understanding is gained of pupil needs, potential barriers to and gaps in learning and that these are rapidly and rigorously addressed.

## 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
Provision in place for early intervention for pupils joining the school late or mid-year.	Attainment, progress and attendance in-line with their peers. Pupils are supported emotionally,

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: £ 17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement and effectively use 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. <a href="https://www.pixl.org.uk/">https://www.pixl.org.uk/</a> <b>PiXL</b>	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. <a href="https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F">https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F</a>	3,4
Professional development of all staff through bespoke in-house CPD, subscription to the National College, facilitating engagement with learning partnerships – Phonics, English and Maths	<b>Great Teaching Toolkit Evidence Review – Evidence Based Education</b>  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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a> <b>Effective Professional Development – EEF</b>	3, 4
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	Technology has the potential to increase the quality and quantity of practice that pupils undertake both inside and outside the classroom. <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216</a> <b>Guidance Report – Using digital technology to improve learning – EEF</b>  Resources to support Quality First Teaching	3, 4

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

Budgeted cost: £ 13,000

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

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitored and managed by a dedicated person to support pupils and families in engaging with school effectively	Analysis of attendance data for pupil groups and the impact on their outcomes.  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	1

	<p>need to be built on honesty, so that parents accept tough messages about attendance when they need to</p> <p><a href="https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence">https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence</a></p> <p><b>Securing good attendance and tackling persistent absence – DFE</b></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><a href="https://cpag.org.uk/news-blogs/news-listings/case-and-after-school-clubs">https://cpag.org.uk/news-blogs/news-listings/case-and-after-school-clubs</a></p> <p><b>The case for before and after school clubs - CPAG</b></p>	1, 2
<p>Subsidise breakfast club</p>	<p>In addition to positive attainment, independent evaluation has also found both improved attendance and behaviour in schools.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-statement-republication-of-the-evaluation-of-school-breakfast-clubs">https://educationendowmentfoundation.org.uk/news/eef-statement-republication-of-the-evaluation-of-school-breakfast-clubs</a></p> <p><b>Evaluation of school breakfast clubs - EEF</b></p>	1, 2, 3 and 4
<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><a href="https://www.bacp.co.uk/news/campaigns/school-counselling/">https://www.bacp.co.uk/news/campaigns/school-counselling/</a></p> <p><b>Counselling changes lives - Bacp</b></p>	1 and 2
<p>Sports, Health and Wellbeing coach to provide inhouse pupil support and mentoring.</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><b>Addressing Educational Disadvantage in Schools and Colleges – The Essex Way – Marc Rowland</b></p>	1, 2, 3 and 4

**Total budgeted cost: £ 55,080**

## Part B: Review of outcomes

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity as detailed in this statement had on pupils in the 2022 to 2023 academic year:

Challenge 1 – Attendance amongst disadvantaged pupils for the 2022 to 2023 year was 92.7% compared to 94.4% for non-disadvantaged. Attendance for disadvantaged pupils is better than the national average for disadvantaged pupils of 89.3%. Persistent absence remains an issue, particularly for those pupils who are disadvantaged, though at 27.8 % is better than the national average of 34.6 % for disadvantaged pupils. Attendance and persistent absence is a whole school priority as part of the school development plan so will remain a priority for 2023 to 2024.

Challenge 2 – Additional support has been provided to pupils for emotional well-being. This includes counselling from a Tier 2 mental health worker and internal support by the inclusion lead and the pastoral mentor. Four disadvantaged pupils were successfully supported by the school counsellor. The counsellor will continue to provide support for disadvantaged pupils next year and the inclusion lead and pastoral mentor will enhance the internal support being provided including further sourcing early help. Therefore, emotional support and well-being remains a priority for 2023 to 2024 with a key focus on Young Carers and Youth support work 'Smart Minds'.

Challenge 3 – Outcomes for combined RWM at the end of KS2 has increased to 100% for disadvantaged pupils (3 pupils) and 82.5% for non-disadvantaged pupils. For both groups of pupils this is above the Essex and the national averages. Progress data shows that disadvantaged pupils' progress is significantly higher than their peers nationally and better than that of non-disadvantaged pupils. Due to changes in cohorts, progress and attainment (including at the greater depth standard) remains a priority for 2023 to 2024.

Challenge 4 – Due to reception and year 1 being below capacity for the last 3 years, there has been a lot of mobility. For the 2022 to 2023 academic year, year 1 is now full but reception remains low at 33 children. There was a new SENCo in post from January 2023 who has, with support from LA consultancy, reviewed all school systems and procedures. This ensures early identification of pupils with additional needs or gaps in learning. Targeted support is now in place with intervention groups, speaking and listening, and phonic support. 100% of disadvantaged pupils passed the phonics screening. Outcomes in RWM at the end of KS1 is higher than national for disadvantaged pupils.

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