

Pupil premium strategy statement – Grange Primary



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 Primary School
Number of pupils in school	298
Proportion (%) of pupil premium eligible pupils	7.4% (national 22.4%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Maggie Eifenich
Pupil premium lead	Rachael Hunter
Governor / Trustee lead	Dave Faulkner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,621
Recovery premium funding allocation this academic year	£3,190
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	£36,811

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. 15.6% of disadvantaged pupils have been 'persistently absent' compared to 10.8% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress and attainment.
2	The wellbeing of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. Currently 57% of our current disadvantaged children have had access to additional support from external agencies and internal support since school closures such as counselling, support with inclusion lead and interventions.
3	32% of our disadvantaged pupils require additional speech and language support when they enter school. Of last year's EYFS cohort, one third of non-disadvantaged children were below expectations in their speaking and listening skills compared to one half of disadvantaged children.
4	Homework records and engagement in home learning show that 53% of disadvantaged pupils do not consistently access the learning set compared to 14% of their non-disadvantaged peers. Therefore, having a greater awareness of the expectations of each key stage and year group is needed to encourage a partnership in learning and an understanding of the value of all learning activities.
5	End of KS2 data shows that 33% of disadvantaged pupils achieve the expected standard in reading, writing and maths compared to 77% of non-disadvantaged pupils and 71% of all pupils. 0% achieved the greater depth standard, compared to 8%. Progress data between KS1 and KS2 is expected for disadvantaged pupils; however, over 25% of non-disadvantaged pupils made accelerated progress. Attainment and progress is not as high for disadvantaged pupils.
6	Assessments, observations and discussions with pupils show that disadvantaged pupils don't perform as well in phonics as their peers. Of the current year 2 pupils, 94% of non-disadvantaged children achieved the pass score compared with 66% disadvantaged children. This negatively impacts their development as readers. Current disadvantaged children came up to year 3 with an average standardised score of 94 for reading as opposed to 99.5 for non-disadvantaged children (excluding children on the SEN register). Whilst the data shows improvements in phonics for disadvantaged pupils, it is not yet in line with their peers.

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.
Improved speech and language skills. Speech and language will be screened and difficulties will be addressed through NELI intervention or referral to Speech Therapy made.	Assessments and observations indicate significantly improved speech and language among disadvantaged pupils to bring them in line with their peers. All pupils will achieve the early learning goal in speaking. Where the early learning goal is met, early interventions are put in place and progress tracked regularly.
Pupils engage in homework/remote education/learning set out of school and there is good home/school communication	Home-school records, homework platforms and topic work show that all children are accessing learning activities set. Parent appointments and meetings are attended and collaborative work between the school and parents is taking place.
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 (65% reading, writing and maths combined).
Improved attainment and progress in phonics.	Phonics attainment is at least in line with national average for all pupils.

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: **£8,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of DfE validated phonics program.</p> <p>Little Wandle phonics scheme, training for staff, Quality of Education assistant head.</p> <p>Diagnostic test for children not achieving pass score.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Standardised tests can provide 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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>6</p>

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

Budgeted cost: **£16,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching for all pupils and access to high-quality CPD for all staff.</p> <p>Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place.</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p> <p>Sutton Trust – quality first teaching has direct impact on student outcomes.</p> <p>Training and supporting highly qualified teachers deliver targeted support.</p>	5
<p>LSAs trained to assess pupils with NELI materials. LSAs to carry out NELI interventions</p> <p>Specialist LSA to work alongside Speech and Language Therapist to target speech sound problems.</p>	<p>Speech and language are one of the main barriers to pupils progressing in reading, writing, maths and the wider curriculum.</p> <p>Speech and language data shows that if gaps in language are targeted then progress is accelerated. Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	3 and 5

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

Budgeted cost: £12,510

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Rigorous systems in place to ensure improved attendance:</p> <ul style="list-style-type: none"> ● Tracking and identification ● First-day calling ● Welfare checks ● Welfare meetings ● Specialist support 	<p>Attendance data</p> <p>Data shows pupils with highest attendance make the most progress due to increased opportunities for overlearning and access to a personalised curriculum.</p> <p>Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>1 and 5</p>
<p>TPP is embedded across the school with in-depth training for staff through INSET.</p> <p>Practice is monitored to ensure a deep understanding of pupils' needs.</p> <p>Support for children and families through Early help, CIN or CP meetings</p>	<p>Children struggle less coming into school as emotional needs are being met.</p> <p>Less absence.</p> <p>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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>1, 2 and 4</p>

Total budgeted cost: £ 36,810

Part B: Review of outcomes 2021 to 2022 relating to this Pupil Premium Statement

Pupil premium strategy outcomes

This details the impact that our pupil premium activity as detailed in this statement had on pupils in the 2021 to 2022 academic year:

Challenge 1 – Attendance amongst disadvantaged pupils for the 2021 – 2022 year was 93.98% compared to 94.95 for non-disadvantaged. However persistent absence remains an issue, particularly for those pupils who are disadvantaged. Therefore, attendance will be a key priority for 2022- 2023.

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 health and well-being coach. Of the disadvantaged pupils who received counselling, both no longer need this support anymore. The counsellor will continue to provide support for disadvantaged pupils next year and the health and well-being coach will enhance the internal support being provided including further sourcing early help. Therefore, emotional support and well-being remains a priority for 2022 -2023.

Challenge 3 – Due to mobility in reception (as the school had spaces in this year group), many children entered the school mid-year without having formal schooling previously. Intensive support in speaking and listening ensured that overall 81.6% of children reached the expected level in 'Speaking' at the end of EYFS which includes both of the disadvantaged pupils. Speaking and language and phonic interventions for all pupils not at the expected standard continue into year 1.

Challenge 4 – Following no school closures in the 2021 – 2022 academic year, the issue of engagement with home learning has not been an issue. Staff have developed a good understanding of barriers to learning through the TPP training and have increased engagement in homework for those pupils who have needed support. Communication is good between school and families on various levels through a range of routes.

Challenge 5 – Outcomes for combined RWM at the end of KS2 has increased to 60% for disadvantaged pupils and 76% for non-disadvantaged pupils. For both groups of pupils this is above the Essex and the national averages. Progress data, however, shows that disadvantaged pupils progress is lower than their peers nationally and below that of non-disadvantaged pupils. Progress and attainment (including at the greater depth standard) is a key priority for 2022-2023.

Challenge 6 – A new phonics scheme was purchased and all staff received extensive training and support in the delivery of phonics. Through rigorous monitoring, interventions and high-quality teaching, outcomes are above NA for the school. All 7 disadvantaged pupils in year one passed the phonics screening check this year.