

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Grange Primary School
Number of pupils in school	281
Proportion (%) of pupil premium eligible pupils	145 (52%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2029
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Daniel Hains, Headteacher
Pupil premium lead	Gwyn Evans Deputy Headteacher
Governor lead	Tom Grant Lead for disadvantaged children

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£196,840
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00

Total budget for this academic year	£196,840
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Part A: Pupil premium strategy plan

Statement of intent

Our School Mission Statement

‘At The Grange Primary School, we endeavour at all times, to raise standards by providing the most effective and efficient education we can in a warm, respectful and caring atmosphere within a quality learning environment.

It is our aim to develop in all children the desire to learn and the ability to apply knowledge. At the same time, we want to help each child to attain the self-esteem and confidence which are necessary for a full and happy life.

Through first hand experiences and subsequent understanding we wish to cultivate in all children not only an appreciation of the need to learn, but also a pride in their work, respect for their surroundings and good relationships with others at school and in the local and wider community.’

- Our intention is to achieve the above outcomes for all our children, regardless of their background or the challenges they face.
- Our pupil premium strategy is designed to support disadvantaged children to make good progress across all subject areas, this includes good progress for those who are already high attaining pupils.
- We aim to, year on year, reduce the gaps between the outcomes for our disadvantaged children and those who are not, in terms of both their academic achievements and in their social and emotional development.
- Our strategy is based on a comprehensive knowledge of our children and the community we serve. High quality teaching is central to our approach and we will focus our teaching on areas in which the disadvantaged children require most support as this is an approach which benefits all children.
- We will use high quality resources and an evidence-based three-tiered approach to deliver high quality teaching, targeted support and the various wider strategies aimed at improving learning outcomes for all children.
- Our strategy will be regularly monitored and reviewed (termly) and be linked closely with other school plans implemented to improve outcomes for our children (including our School Improvement Plan, Sports Premium Plan and Continuing Professional Development Plans).

Our plans will be adapted and respond to both common themes and challenges as well as individual needs. They will be evaluated in terms of robust formative assessments. To ensure they are effective we will ensure appropriate challenge for all children, respond promptly to any emerging needs and adopt a whole school approach in which all staff take responsibility for the outcomes of children who are disadvantaged.

Challenges

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

	Detail of challenge
1	Assessments, observations and discussions with children indicate lower oral language skills and reduced vocabulary among many disadvantaged children. Many children have significant communication problems and difficulty in expressing themselves and in understanding others - these are evidenced in on entry assessments to Nursery and in baseline assessments for Reception children as well as other specific assessments completed by teachers through Key Stage Two classes.
2	Assessments, observations and discussions with children indicate that disadvantaged children generally have greater difficulties with phonics than their peers. This has a significant impact on their development as readers as the children move through school.
3	Many children in school, and particularly those who are disadvantaged, have significant gaps in learning due to partial school closures and the ongoing impact of the Covid-19 pandemic. Target Tracker Assessment data across the curriculum and the outcomes of teacher administered standard assessment tests in core curriculum subjects shows that children are falling further behind age-related expectations for their class.
4	Many children in school exhibit emotional and social difficulties and, in particular, find it difficult to regulating their emotions, lack resilience in dealing with any setbacks and can struggle in relating to other pupils when resolving problems and friendship issues. This is evidenced in professional judgements and in pupil voice activities. The numbers of families in need of Early Help Support as well as school run interventions to support mental health and well-being show that these difficulties are particularly evident for children who are disadvantaged. Currently fourteen of the of the nineteen children (74%) accessing mental health and wellbeing support sessions are disadvantaged. A further thirteen families are supported through Early Help Plans, of which, nine families are disadvantaged (Autumn Term 2024).
5	A significant number of children have limited support with reading, spelling or homework. They do not take part in trips or visits outside school which to enable them to develop a wider general knowledge or develop wider language and vocabulary. This is evidenced by professional judgements, pupil voice and reflected in learning outcomes across the curriculum.
6	Our overall attendance data for 2023-24 was 91.1%. It also shows that the attendance of disadvantaged children as 7.1% lower.

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
<p>Improved oral language skills and vocabulary among skills among disadvantaged pupils</p> <p>This will be measured by teacher assessments and objective screening processes.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is demonstrated in many sources of evidence including lesson observations, book scrutiny and ongoing teacher assessments.</p>
<p>Improved phonics skills and early reading outcomes for disadvantaged children.</p> <p>This will be measured by phonics screening checks.</p>	<p>Phonics screening tests in Year One and Year Two show a sustained increase in the overall percentage of children meeting the expected standard, as well as the percentage of disadvantaged children meeting the expected standard increasing year on year.</p>
<p>Improved reading attainment for disadvantaged children at the end of KS2.</p> <p>This will be measured by regular standardised assessments.</p>	<p>KS2 reading outcomes in 2028/29 show that more than 75% of children met the expected standard.</p>
<p>Improved mathematics attainment for disadvantaged children at the end of KS2.</p> <p>This will be measured by regular standardised assessments.</p>	<p>KS2 mathematics outcomes for 2028/29 show that more than 75% of children met the expected standard.</p>
<p>Improved writing attainment for disadvantaged children at the end of KS2.</p> <p>This will be measured by regular standardised assessments.</p>	<p>KS2 writing outcomes for 2028/29 show that more than 75% of children met the expected standard.</p>
<p>Improved social, emotional skills and wellbeing for all pupils and particularly for our disadvantaged children.</p> <p>This will be measured by pupil questionnaire, staff observations and learning walks.</p>	<p>Improved and sustained levels of wellbeing in 2028/29 evidenced by:</p> <p>Qualitative data from pupil voice questionnaires and in ongoing observations in school.</p> <p>A significant increase in organised trips, visits and curriculum enrichment activities.</p>

Improved levels of attendance for all children and in particularly for our disadvantaged children.	Sustained levels of high attendance from 2024/25 demonstrated by: An overall absence rate of no more than 4%
This will be measured by regular analysis of attendance data and tracking of identified pupils.	with the attendance gap between disadvantaged and non-disadvantaged children reducing year on year to no more than 1%. The percentage of all pupils who are persistently absent reducing year on year and the absence figure among disadvantaged no more than 1% 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: **£171,673.50 (75%)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Voice 21 Oracy Project</p> <p>Specific training and support for relevant staff to improve speaking and listening skills across the curriculum.</p> <p>Focussed work with hub schools to develop good practice.</p> <p>Purchase and development of resources in school.</p> <p>See SIP for further details of activities during 2024-25</p> <p>Embedding of Equals Curriculum for children in Class 7, 8 and 11 (specific focus on communication skills) including CPD (see</p>	<p>Voice-21-Impact-Report-2016-2021.pdf</p> <p>EEF - Oral Language Interventions</p>	<p>1,2,3,5</p>

SIP for details of activities during 2024-25		
<p>Specific training for phonics leads and other staff to ensure the chosen phonics programme (RWInc) is implemented and reviewed effectively.</p> <p>Ongoing training for all relevant staff to ensure they are delivering the programme effectively and efficiently.</p> <p>Additional staff (teachers and TAs available to support groups daily)</p> <p>Purchase of additional resources to include Fresh Start and additional books for lower groups.</p> <p>Ongoing training for all teachers led by Maddy Barnes</p> <p>Purchase of resources to support writing development.</p>	<p>Advice received from English Hub (Blackpool) regarding phonics.</p> <p>“Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.” (EEF)</p>	1,2,3
<p>Purchase of additional class sets of chrome books to ensure all children have access to up to date technology to support learning across the curriculum.</p> <p>Continued update and replacement of ICT equipment to support learning.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	1,2,3,5

Implementation of White Rose Mathematics Scheme throughout the school including training for teachers and purchase of additional resources required.	https://whiterosemaths.com/latest-news/eefttrial-early-years-professional-development	3
Continued development of 'Choose to Use' areas.		

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

Budgeted cost: £29,526 (15%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
School led tutoring to deliver 'Catch Up' teaching sessions for targeted children in Reading, Writing and Mathematics.	<p>Small group tuition has an impact of four months of additional progress over the year.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</p> <p>Significant focus on writing this year (see SIP for further details)</p>	1,2,3,
Additional phonics sessions targeted at children who require additional phonics support.	<p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</p>	1,2,3
Additional one to one reading sessions for targeted children within and beyond the school day.	<p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition</p>	1,2,3

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

Budgeted cost: £19,684 (10%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
After school clubs and activities and subsidised trips and visits, including residential visits for children.	Trips and visits ensure disadvantaged children access a rich and stimulating curriculum and develop other interests and skills beyond those necessarily linked to academic achievements. Whilst EEF research has a focus on interventions linked to academic achievement, they recognise that real life experiences linked to the arts curriculum and, those linked to outdoor and adventurous activities, can have a positive impact on self-efficacy, motivation and teamwork. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/outdoor-adventurelearning	4,5
Listening and Support Service sessions (after school one to one intervention to support mental health and wellbeing).	Social and emotional skills are essential for children's development. They support effective learning and are linked to positive outcomes in later life. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning	4,5
Consistent challenge and support from our Parent Liaison Officer to promote punctuality and attendance. Embedding principles of good practice in relation to attendance which will involve training for appropriate staff in developing and implementing new procedures.	DFE guidance - Improving School Attendance https://www.gov.uk/government/publications/schoolattendance/framework-for-securing-full-attendanceactions-for-schools	6
Contingency fund to address specific issue as they arise.	We have identified a need to set aside some funding to respond promptly and appropriately to the needs of disadvantaged children as they arise.	All

Total budgeted cost: £ 196,840.00

Part B: Review of outcomes in the previous academic year

Funding overview

Detail	Amount
Pupil premium funding allocation 2023 - 2024	£198,886.00
Recovery premium funding allocation 2023 - 2024	£30,0125.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for 2022- 2023	£228,898.00

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Internal assessments completed in 2023 to 2024 showed that all children made good progress from their relative starting points during the course of the year.

Outcomes of National Assessments, 2023-24, were as follows (results below are for mainstream pupils only):

EYFS - Reception Class

- Summer 2 - 64% GLD

Phonics Screening Check - Class One

- Summer 2 - 70% of children passed phonics screening check.

Phonics Screening Check - Class Two

- Autumn 2 - 100% passed PSC
- 100% of total cohort passed PSC by the end of the year

Key Stage One National Tests:

- Reading: 71% of children at Expected or better of which 14% achieved Greater Depth Standard
- Mathematics: 71% of children at Expected or better of which 11% achieved Greater Depth Standard

- GPS: 61% of children at Expected or better of which 5% achieved Greater Depth Standard
- Writing: 55% of children at Expected Standard or better of which 7% achieved Greater Depth Standard
- RWM Combined: 57% of children at Expected Standard or better

Key Stage Two National Tests:

- Reading: 63% of children Achieved Standard or higher
- Mathematics: 67% of children Achieved Standard or
- GPS: 73% of children passed Achieved Standard or higher
- Writing: 68% of children Achieved Standard or higher
- RWM: 70% of children Achieved Standard or higher

Overall absence in 2022/23 remained high at 8.1%. Targeted support for disadvantaged children will maintained during the new academic year as part of our ongoing strategy to improve attendance for those families who need additional support.

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
Read Write Inc	Ruth Miskin Ltd / Oxford University Press
Purple Mash	2Simple
Times Tables Rockstars	Maths Circle
White Rose Mathematics	Trinity MAT
WellComm	GL Assessments
Spelling Shed	Ed Shed
Voice 21 Oracy Project	Voice 21
Espresso	Discovery Education
Health and Relationships	Discovery Education

SPAG.com	Ed Shed
Developing Experts - Science	Developing Experts