

# Grange Primary School



## Pupil Premium Strategy

2021 / 2022

## Pupil premium strategy statement

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

Metric	Data
School name	Grange Primary School
Number of pupils in school	359
Proportion of disadvantaged pupils	184 (based on October 2021 Census) 51%
Pupil premium allocation this academic year	£230.720,00
Academic year or years covered by statement	2021-2022
Publish date	01 November 2021
Review date	01 September 2022
Statement authorised by	Rebecca Benjamins (Headteacher)
Pupil premium lead	Lorram Black (Deputy Headteacher)
Governor lead	Mr Earl Legister

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£230 720,00
Recovery premium funding allocation this academic year	£6 380.00
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	£237 100.00

## Introduction

We are committed to 'closing the attainment gap' between vulnerable pupils and the Pupil Premium forms a vital part of that process. Our chosen approaches are research based from the Education Endowment Foundation (EEF) with good teaching being the most important lever to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all pupils and has a particular positive effect on children eligible for Pupil Premium.

What does it mean to be 'disadvantaged,' and how does being disadvantaged play out in an educational context? Definitions of disadvantage vary across the literature - a comprehensive understanding encompasses not only income poverty, but also a lack of social and cultural capital and control over decisions that affect life outcomes.

Disadvantaged children start school behind their more advantaged peers, and the gap in performance widens as they progress through the education system.

The relationship between disadvantage and attainment is highly complex. First, the gap is not actually a gap, but a gradient: the highest test scores are achieved by the most advantaged pupils, and the lowest by those living in the most disadvantaged conditions.

Second, disadvantaged children are not a homogenous group: outcomes and experiences of education vary by many factors, including gender, ethnicity, first language, special educational needs and disability (SEND) status, young carer, family history of disadvantage (including having a social worker), and geography, and depend on what performance measure is used.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

## Statement of intent

The challenges are varied and there is no "one size fits all". Children at Grange Primary School (disadvantaged and not) will be in receipt of high quality learning which is carefully planned and sequenced and delivered with thoughtful pedagogy based upon strong educational research and knowledge of how children learn. Through quality first teaching and increased opportunities for reinforcement of learning both within school and in partnership with home, children will make strong progress in reading, writing and maths as well as the wider curriculum. We acknowledge the direct link between our Pupil Premium children and those children with SEND needs.

- All members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment.
- All teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.
- Teaching and learning opportunities meet the needs of all of our pupils.
- Appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are

adequately assessed and addressed.

- All our work funded through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations and ensuring access to a rich, broad and balanced curriculum.
- Pupil Premium resources will be used to target able children receiving the pupil premium grant to achieve end of year expectations, particularly at the end of key stages, thus further supporting their transition to the next phase in their education.
- To facilitate a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement, cultural capital and well-being.

Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time. Our aim is that over their time at Grange appropriate additional learning will be put in place to ensure we have closed the attainment gap for individual children.

## Challenges

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

Challenge number	Detail of challenge
1	Many disadvantaged pupils at our school start their education at a lower level of achievement in reading, writing, speaking and listening and mathematics combined.
2	Many disadvantaged pupils at our school start their education at a lower level of oracy than other pupils.
3	Due to a lower exposure to a wide vocabulary at home many of our pupils in receipt of PPG find reading comprehension challenging and perform less well than their peers. They have had less exposure to a wide vocabulary and familiarity with reading.
4	Many disadvantaged pupils at our school start their education at a lower level in maths and with limited experience of numbers.
5	The impact of COVID 19 and loss of direct teaching has had a significant impact on the academic attainment of pupils across school, particularly at higher standards.
6	Some of the parents of our disadvantaged pupils lack the confidence to support their children with learning at home.
7	Some of our most able disadvantaged pupils do not have aspirational home backgrounds. Some of our disadvantaged pupils have limited opportunities for social, cultural or educational experiences beyond their immediate environment.
8	51% of our children (2021) fall into a disadvantaged category which

	include (LAC, FSM, SEND, EAL)
9	A high proportion of disadvantaged children are not meeting expected or high level standards when compared to the rest of the school.
10	Pupils often lack metacognitive approaches. Poor memory skills and the inability to transfer knowledge to long term memory can impact pupil progress and attainment.
11	Research shows that disadvantaged children who are on track in the primary phase do not always continue the positive attitude to learning once in secondary school to reach the required level to gain GCSE results. We need to foster a love for lifelong learning to ensure they are able to experience excellent chances in life.

## 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	Evaluation:
To ensure that disadvantaged pupils achieve at least as well as all pupils nationally in the phonics check, times table check, at the end of KS1 in reading, writing and mathematics and by the end of KS2 in reading, writing, mathematics and SPAG.	<ul style="list-style-type: none"> <li>● Achievement of disadvantaged pupils across school is inline with non disadvantaged pupils nationally for all standardised assessment points: <ul style="list-style-type: none"> <li>○ Y1 Phonics Check</li> <li>○ KS1 SATs</li> <li>○ Y4 Multiplication check</li> <li>○ KS2 SATs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Pending end of year KS2 SATS/ Multiplication Tables Check results</li> <li>● Leaders have analysed the outcomes for disadvantaged pupils across the school and have a good understanding of where gaps exist and in which aspect of their school life.</li> <li>● Adaptations have been made to the English curriculum for reading to provide opportunity to access high quality texts in whole class reading and develop comprehension skills.</li> </ul>
To ensure that disadvantaged pupils in EYFS close the gap between baseline and the end of their Reception year.	<ul style="list-style-type: none"> <li>● Data collection points in December, March and June show progress in disadvantaged pupils closing the gap and reaching EYFS GLD at the end of the academic year.</li> </ul>	<ul style="list-style-type: none"> <li>● Disadvantaged pupils' attainment is in line with 'other' pupils.</li> <li>● Accelerated progress for children in receipt of interventions and other targeted support including</li> </ul>

		NTP.
To increase the number of disadvantaged pupils who achieve at a greater depth at the end of KS1 and KS2 across reading, writing, mathematics.	<ul style="list-style-type: none"> <li>Data collection points in December, March and June show progress in disadvantaged pupils attaining the higher standard.</li> <li>Year 2 and Year 6 pupil progress meetings demonstrate progress for key pupils through gap analysis.</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring on a termly basis through data collection and Pupil Progress reviews.</li> <li>Monitor and review pre and post assessments for individual intervention programmes</li> </ul>
<p>To address the gap in cultural capital through enrichment experiences to enable structured opportunities to develop knowledge, language, and communication.</p> <p>To ensure high degree of engagement and opportunity for parents through coffee morning workshops, enrichment and school oracy/social projects.</p>	<ul style="list-style-type: none"> <li>Experiences and visitors planned for all pupils across the year.</li> <li>Provision of a wide range of extra-curricular activities accessed by disadvantaged pupils at subsidised cost to allow children to participate experiences that are not provided within the home environment.</li> <li>Parental engagement activities are strategically planned and numbers/ feedback demonstrate sustained access.</li> </ul>	<ul style="list-style-type: none"> <li>Maintained and increased access and participation in wider curriculum opportunities.</li> <li>Educational visits planned in advance.</li> <li>Termly monitoring of wider curriculum provision across year groups.</li> <li>Lesson observations and learning environment reviews show learning is linked back to the classroom e.g. vocabulary.</li> <li>Evidence in book scrutiny of children drawing on broader experiences and related language.</li> </ul>
To ensure the individual needs of disadvantaged children with additional barriers to learning are addressed appropriately and make good progress.	<p>There will be systematic approach to the for individual pupils who:</p> <ul style="list-style-type: none"> <li>have a SEN/D</li> <li>are P/LAC</li> <li>are subject to a CIN/CP plan</li> </ul> <p>and are in receipt of PPG to ensure steps in progress can be more readily measured in Pupil Progress Meetings – careful delineation of “SEND, PLAC and other disadvantage barriers”</p> <p>This could include</p> <ul style="list-style-type: none"> <li>Nurture/Sensory provision</li> <li>Assess, Do, Review plans</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring on a termly basis through data collection and Pupil Progress reviews.</li> <li>Monitor and review pre and post assessments for individual intervention programmes</li> </ul>

<p>For all disadvantaged pupils to attend school regularly and on time, PA inline with national and attendance in line with all pupils.</p>	<ul style="list-style-type: none"> <li>● A consistently sharp focus by teachers on the attendance and punctuality of disadvantaged pupils.</li> <li>● Attendance officer, Headteacher, FEH and EWO identify families quickly and early intervention is implemented</li> </ul>	<ul style="list-style-type: none"> <li>● Overall attendance for disadvantaged pupils, including EYFS, is at/greater than 96%.</li> </ul>
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, formative assessment.</p> <p>Teachers to embed a word-rich approach in classroom and across the school.</p> <p>Embed oracy in Reading through INSET.</p>	<ul style="list-style-type: none"> <li>● Significantly improved oral language and vocabulary among disadvantaged pupils is observed in lessons, books and through ongoing assessments.</li> <li>● Recent Deep Dive in Reading showed good progress in Children's language acquisition and oracy.</li> </ul>

## 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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. PUMA and PIRA	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: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1, 4, 5, 9
Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3, 5, 6
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Literacy Tree Funding Reading Leaves English Hub	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: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	3, 6
Ensure staff understand the key Reading principles and the way reading is taught at the school CPD for subject leads regarding best practice	A systematic and consistent approach to reading based on strong theoretical research ensured the best outcomes for pupils <a href="#">Reading Framework</a>	1, 3, 5, 9
Training to support Quality First Teaching across the school to support all groups of children but particularly those disadvantaged, SEN and More Able Training to develop teacher knowledge	<a href="#">Supporting the Attainment of Disadvantaged Pupils</a> identifies high quality teaching as a key aspect of successful schools. DfE, 2015. “Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key	1, 2, 3, 4, 5, 9, 10, 11

of the most effective ways to ensure children remember more and make good or better progress from starting points.	ingredient of a successful school and should rightly be top priority for any pupil premium spend.” (Sutton Trust Report, 2011).	
<p>Release time for</p> <ul style="list-style-type: none"> <li>all staff to observe practice</li> <li>middle leaders and SLT to provide additional coaching/mentoring support for Early Career,</li> <li>Recently Qualified Teachers</li> <li>new to school induction</li> </ul> <p>in order to improve Teaching &amp; Learning, to ensure all children receive quality first teaching and the children’s offer is consistent across the school</p>	<p><u>Coaching for teaching and learning:</u> a practical guide for schools identifies that teachers’ learning and development underpins school improvement and provides a vehicle for raising achievement and attainment. When teachers’ learning is based on their genuine assessment and understanding of pupils’ learning they can start to make adaptations to their practice which can lead to real differences in outcomes. (National College, 2010).</p>	1, 2, 3, 4, 5, 9, 10, 11
Teaching Assistant training to enable targeted interventions within the classroom to ensure effective challenge.	<p><u>Making Best Use of Teaching Assistants</u> identifies that research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment. Within the school context, training, development and evaluation of intervention undertaken by teaching assistants is in place to ensure identified pupils catch up quickly.</p>	1, 2, 3, 4, 5, 9, 11

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support by Children’s Family Support and Welfare Officer and EVOLVE Health Mentor for pupils, to help them address barriers (and potential barriers) to learning	CFSWO and EVOLVE Health Mentor provide support and guidance to children and young people who are experiencing difficulties in learning due to social, emotional or behavioural problems or other issues. CFSWO and EVOLVE Health Mentor help pupils overcome behavioural, social or emotional problems that are affecting their learning.	2, 5, 6
Online mathematics programmes including:	<u>Digital technology</u> can add up to +4 months progress (EEF, 2019). Technology has the	1, 2, 3, 4, 5, 9, 11

Mathletics home learning access (across the school)	potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.	
Targeted small group session developing independent learning skills in reading – Nessy.	Use TAs to help pupils develop independent learning skills and manage their own learning - <a href="#">EEF Making Best Use of Teaching Assistants Recommendation 3</a>	1, 2, 3, 4, 5, 9, 11
Termly pupil progress meetings with teachers & Headteacher/ DHT	EEF guide to pupil premium - tiered approach - teaching is top priority, including <a href="#">CPD Sutton trust - quality first teaching has direct impact on student outcomes</a>	1, 2, 3, 4, 5, 9, 11
Additional sessions targeted at disadvantaged pupils based on their need: <ul style="list-style-type: none"> <li>• phonics</li> <li>• reading</li> <li>• maths</li> </ul>	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a> EEF guide to pupil premium - tiered approach - teaching is top priority, including CPD Sutton trust - quality first teaching has a direct impact on student outcomes.	1, 2, 3, 4, 5, 9, 11
Individual 1:1; tuition	Action Tutoring	

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Aspiration and Achievement week To expose possible aspirations to all children, impacting on their future decisions.	<u>Key drivers of the disadvantage gap:</u> 'the gap in cognitive and 'non-cognitive' skills, attitudes and aspirations.'	7, 11
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice, working closely with <a href="#">SEAAS</a> . This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	Pupils need to be in school to learn and achieve. There is a direct link between pupil achievement at KS2 and KS4 and attendance. Pupils with no absence are 1.6 times more likely to achieve age expected, and 4.7 times more likely to achieve more than expected, than pupils that missed 15-20 percent of all sessions, (NFER, 2015). The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Embedding enrichment opportunities throughout the curriculum including: Curriculum wow days, big outcomes, Aspiration and achievement week,	The EEF, consider evidence based research unpicking <u>the 'enriching' of education</u> and the intrinsic benefits to ensure all children,	7

<p>visiting workshops i.e. portals to the past residential trips for Y6 (subsidised for PP children)</p>	<p>including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. Within the school context, systems of evaluation, analysis and forward planning ensure an effective spending model.</p>	
<p>Subsidised extended day including ASC, BC and curriculum club offer for disadvantaged pupils</p>	<p>Planning to get the most from any <u>extra time</u> is important. It should meet pupils' needs and build on their capabilities. Where additional time is voluntary, it is important to monitor attendance to ensure pupils who need additional support can benefit. Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision (EEF, 2021). A revised strategy for wider opening of club provision and ASC provision post COVID 19 is in place to ensure provision accessibility to disadvantaged pupils.</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</p>

**Total budgeted cost: £**

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID 19 end of year attainment for 2020 - 2021 is not available. The changes to educational provision caused by the COVID-19 means our use of the funding has been adapted to meet pupil need whilst maintaining, where possible, the principles outlined in the plan.

During the partial closure, the following key steps were taken to ensure that barriers to learning continued to be a focus including vulnerable pupils attending school, ensuring accessibility to home learning resources and family support through:

- twice weekly contact for those identified as highly vulnerable from a designated pastoral team
- Disadvantaged families who were struggling with home learning where offered a place in the in school provision during lockdowns
- doorstep visits for families to offer support
- hard copies of learning and resources shared with families
- loaning of technology to support home learning - chromebooks, sim cards
- food parcels and vouchers for our disadvantaged families
- additional food supplies for identified families

Internal assessments during 2020/21 showed that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Attendance for the year was below the national expected average at 94.9% for the year.

## Externally provided programmes

Programme	Provider

