

# Grange Primary School

## Pupil Premium Strategy Statement 2022-2023

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

Metric	Data
School name	Grange Primary School
Number of pupils in school	322 (inc nursery)
Proportion of disadvantaged pupils	171 (based on October 2022 Census) 53%
Pupil premium allocation this academic year	£230,835
Academic year or years covered by statement	2022-2023
Publish date	01 November 2022
Review date	01 September 2023
Statement authorised by	Rebecca Benjamins (Headteacher)
Pupil premium lead	Farhana Sultana (Deputy Headteacher)
Governor lead	Gareth Sykes (finance)

### Funding overview:

Pupil premium allocation this academic year	£230,835
Recovery premium funding allocation this academic year	£12,688
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	£243,523

## Part A: Pupil premium strategy plan

### Statement of Intent

Our aim at Grange Primary School is to ensure that our pupils are not disadvantaged as a result of their socio-economic context. We believe that with the correct support all pupils can achieve their full potential, as long as the provision meets their needs.

We employ strategies and interventions to remove barriers which can be caused by personal circumstances or learning gaps. We promote all students having full access to extra-curricular provision on offer at Grange Primary School. This ensures we develop well-rounded individuals who achieve their ambitions and flourish in life.

Common barriers to learning for disadvantaged pupils may include:

- less support at home
- weak language and communication skills
- lack of confidence
- more frequent behaviour difficulties
- attendance and punctuality issues

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all” plan for support.

#### **Our ultimate objectives are to:**

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

#### **Our Context:**

**Local area:** We are a diverse community with a wonderful mixture of different nationalities, cultures and faiths. Our school is a maintained primary school for mixed pupils aged from 3 to 11 years, currently with 322 pupils on roll. The majority of pupils (86%) are from minority ethnic groups, which is well above the national averages. More than half of our pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is 54%, which is well above the national average. The proportion of pupils with special educational needs and/or disabilities is above the national averages. The proportion of pupils who join the school at various points throughout the year is above the national average. The school deprivation indicator is 0.4, which is much higher than the national average of 0.2. Continuing regeneration in Bermondsey appears to have reduced the amount of social housing and family accommodation available. We have seen many of our families being relocated to cheaper accommodation and some have been rendered homeless by rising rents. Approximately 4% of pupils have No Recourse to Public Funds (11 children).

In order to achieve our objectives and overcome identified barriers to learning, we aim to do this through:

- Providing all teachers with high quality CPD to ensure that pupils access effective Quality First Teaching
- Providing targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition

- Targeting funding to ensure that all pupils have access to trips, residentials, first hand learning experiences
- Providing opportunities for all pupils to participate in enrichment activities including sport and music
- Providing appropriate nurture support to support pupils in their emotional and social development.
- frequent monitoring of qualitative and quantitative data to ensure accurate and timely identification of pupils in need of support
- ensuring that teaching and learning opportunities meet the needs of all the pupils and that where pupils have specific needs that these are addressed through high quality, evidence based interventions led by appropriately trained staff
- ensuring all vulnerable learners are ready to learn through access to a breakfast club, equipment and uniform provision and a homework club
- close monitoring of attendance at extracurricular provisions along with promotion and support to increase the attendance of vulnerable learners
- ensuring that vulnerable learners have access to high quality pastoral and mental health support
- when making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

### **Achieving these objectives:**

The range of provisions available at Grange Primary School include but are not limited to:

- frequent monitoring and intervention of progress and needs from Phase Leaders, Middle Leaders and SLT
- literacy and numeracy support which includes in class support and small group withdrawal
- providing support with escorting pupils to school to promote attendance
- running a Breakfast Club and Wake and Shake to ensure vulnerable learners are prepared for the day
- tracking and monitoring attendance to provide intervention and support where a need is identified
- frequent contact and support with parents regarding supporting pupils at home, uniform, equipment, extra-curricular activities, trips and additional resources
- providing laptops to support with access to homework and remote learning
- allocating high quality teaching assistants to support learning and wellbeing

### **Key Principles:**

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Our Pupil Premium Plan aims to address the main barriers our children face and through

rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success.

### Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	100%
Writing	100%
Maths	100%

### Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	14/24 = 50%
Achieving high standard at KS2	6/24 = 25%

### Challenges

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

Challenge number:	Detail of challenge:
1	Pupils entering the EYFS with language and listening skills well below their developmental age and stage. A lack of early language skills within the early years impacts on pupils' ability to hear sounds when practising blending and segmenting. Thus impacting on early reading and fluency.
2	Pupils vocabulary is limited due to a lack of exposure to the wider world, this in turn impacts on their ability to comprehend and read fluently
3	Pupils attendance is not in line with national and persistent absence is above national data for PP children.
4	Limited parental engagement in school and learning resulting in reduced homework completion, a lack of readiness for school and, for some, reduced ambition.
5	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils.
6	Pupils unable to self-regulate and manage emotions in an age appropriate way.

### 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
Improved oral language skills and vocabulary among disadvantaged pupils.	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 and ongoing formative assessment. This is done through reading with children 1-1, speech and language sessions for identified pupils and phonics tacking.
Embed the Little Wandle scheme will show an increase in pupils passing the Phonics Screening Test in Y1.	Three year increase in the Y1 pass rate with pupils achieving above national expectations by the third year of implementation. 2022 data 71%
All pupils without other complicating factors are confident readers by the end of KS1.	In house tracking data indicates that pupils are successfully moving through the book bands and are working on ARE books. 2022 data shows that good progress is made throughout the year but children are still below attainment average. July 2022 Read 67%, Writing 57%, Maths 52%

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 90%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 30%.</li> <li>• the percentage of all pupils who are persistently absent being below 50% and the figure among disadvantaged pupils being no more than 30% lower than their peers.</li> </ul>
<p>Pupils are able to self regulate and manage emotions in appropriate way.</p>	<p>In house ScholarPack progress data a reduction in inappropriate behaviour, reduced incidents at playtimes</p>
<p>Pupils achievement in wider curriculum subjects is inline with non PP pupils and cultural capital is developed and sustained.</p>	<p>RAG data shows the PP pupils perform broadly inline with PP children. Pupil voice shows a greater understanding of the world around them.</p>

## 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: **£72,909**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. £730</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: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1, 2</p>
<p>Purchase of additional Little Wandle phonics scheme books to aid interventions and reading at home £3579</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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). £3000</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a> The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>3</p>
<p>Improve the quality of social and emotional (SEL) learning.  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. £600</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): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>5</p>
<p>CPD provided for staff £65,000</p>	<p>Staff training to be implemented where needs are identified for attainment for pupils for reading, writing, maths and wider curriculum. Training courses and cover needed for teachers to observe good practise in other settings.</p>	

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

Budgeted cost: **£120,336**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. £8130	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: <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub. £450	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. £22,800	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	4
Tuition and interventions to be run for identified pupils to raise attainment £88,956	Teaching assistants and SEND TA's to run interventions. Private tutors to be hired to run interventions for pupils identified.	

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

Budgeted cost: **£37,590**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF</a>	5

behaviour across school. £2700	<a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a>	
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Contingency fund for acute issues. £34,890	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £230,835**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

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

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous X 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.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Although overall attendance in 2020/21 was lower than in the preceding X years at X%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was X% higher than their peers and persistent absence X% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

#### Externally provided programmes

Programme	Provider

## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.