

Grange Primary School



Pupil Premium Strategy

2023/24

School overview

Detail	Data
Number of pupils in school	313 (inc nursery)
Proportion (%) of pupil premium eligible pupils	161 (based on October 2022 Census) 53%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	1 st December 2023
Date on which it will be reviewed	1 st December 2024
Statement authorised by	Rebecca Benjamins (Headteacher)
Pupil premium lead	D Bucknall (SENCo) J Graham (AH)
Governor / Trustee lead	Emma Mack

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£222,615
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£222,615

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. 86% of our children are EAL (English as an alternative 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 (26%) 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 4 rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success.

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
1) Improve language and listening skills within the EYFS setting	<ul style="list-style-type: none"> ✓ Children to build on their language and listening skills ✓ Observations of children to show more interaction between children ✓ Children to grow in confidence in communication with others
2) Increase pupil vocabulary	<ul style="list-style-type: none"> ✓ Children to be confident in using vocabulary and topic-specific vocabulary within their work ✓ Children to retain vocabulary and be able to use it across subjects
3) Raise attendance of all our learners	<ul style="list-style-type: none"> ✓ Increase the attendance of our learners across the school ✓ In 2021/22 attendance for Pupil Premium learners was 93% ✓ Headteacher and safeguarding team to work with families of persistent absentees
4) Increase Parent engagement in school	<ul style="list-style-type: none"> ✓ Parents to be more engaged within the school's community ✓ Growing community feel at the school ✓ Increased engagement in homework ✓ Parents to support their children in completing homework ✓ More interactive resources to be used for children to be supported with their learning
5) Improve wellbeing of our disadvantaged pupils	<ul style="list-style-type: none"> ✓ School to be fully open in 2022/23 after the pandemic ✓ Children to be more confident in identifying methods to improve their well being
6) Pupils to build on their ability to regulate their emotions	<ul style="list-style-type: none"> ✓ Children to use taught strategies to regulate their emotions

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

Budgeted cost: £80,000

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. £730	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,2
Purchase of additional Little Wandle phonics scheme books to aid interventions and reading at home £3579	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2
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). And support from Literacy Tree . £3000	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: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
Improve the quality of social and	There is extensive evidence associating childhood social and emotional skills with improved outcomes at	5

<p>emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.£600</p>	<p>school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>The school continues to invest in curriculum ideas such as PSEHE Jigsaw and in afterschool clubs aimed at improving the welfare of all our learners.</p>	
<p>CPD provided for staff £65,000</p>	<p>Included in this training is:</p> <ul style="list-style-type: none"> • Mental health training delivered by Groundworks • Trauma training • Anxiety training • Subscription to the National College where training has been delivered for supporting our learners • Individual training for personal needs including shadowing other teachers from different schools so cover needed • TA training on the running of intervention 	<p>1,2,3</p>

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

Budgeted cost: £118,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions Include internally run and Speech and Language Therapy sessions from Unlocking language) 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>1,4</p>

<p>£8130<i>needed.</i></p>	<p>The school also uses a program entitled Speech Bubbles to support our children's language and interaction skills.</p>	
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub. £450</p>	<p>The school uses Little Wandle scheme. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Sessions are run multi times during the week and throughout the school including whole class teaching in EYFS, KS1 and TA-led interventions across all 3 phases including KS2. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Engaging with the National Tutoring Programme 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</p>	<p>Grange has actively engaged in recruiting a tutor to work with specific year groups and in Action Tutoring for children in our Upper Key Stage 2 in providing them with interventions to help fill the gaps missed due to the pandemic. The data from this tutoring can be seen below:</p> <p>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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Tuition and interventions to be run for identified pupils to raise attainment £88,956</p>	<p>Teaching assistants and SEND TA's to run monitor and carry out interventions.</p> <p>Overall data for this can be seen in the following section.</p>	

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

Budgeted cost: £24,615

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 £2700	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF Training has included: behaviour management for emotions, anxiety training and managing need of SEN pupils.	5
Embedding principles of good practice set out in the DfE's Improving School Attendance 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: £222,615

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Below is a table outlining our progress towards the school's targets:

Intended outcome	Success criteria and steps to success
1) <i>Improve language and listening skills within the EYFS setting</i>	<ul style="list-style-type: none"> ✓ Further training and refresher courses for all staff on Little Wandle ✓ Speech and Language Therapist working with targeted children and providing CPD for staff ✓ Targeted interventions for those in EYFS who are identified with having language difficulties (4 ASD children in particular) ✓ Additional SALT working half a day week for Spring and Summer term with a focus of EYFS ✓ All staff have access to Widgit inprint to make communication easier ✓ Curriculum adapted to meet the needs, interests and backgrounds of the pupils
2) Increase pupil vocabulary	<ul style="list-style-type: none"> ✓ More vocabulary rich curriculum as per our new topics and Literacy Tree ✓ Use of Nessy to improve vocabulary, spellings and reading ✓ Visual wordbanks using Inprint now available to all staff ✓ Vocabulary displayed in classrooms to make knowledge stickier ✓ TA led interventions to support vocabulary, spellings and reading ✓ New books added to the library ✓ Tutor programme to carry on this year new tutor Mathew ✓ Curriculum focus on vocabulary ✓ New techniques to promote use of vocabulary ✓ Knowledge organisers sent home every year for a new topic
3) Raise attendance of all our learners	<ul style="list-style-type: none"> ✓ Meetings with HT for persistent absentees ✓ Fines issued for children who miss significant amount of learning time
4) Increase Parent engagement in school	<ul style="list-style-type: none"> ✓ Coffee parent morning already held by SLT on Reading, Maths, Key Stages and SEN ✓ Successful launch in EYFS and KS1 of read with your child for parents to come and read with their child in the mornings

	<ul style="list-style-type: none"> ✓ Winter Fair and Carnival encourage parents to come to school ✓ Celebration of homework in weekly newsletter through Mathletics and Reading Eggs ✓ More online approach to homework ✓ Homework project books sent home termly with projects being brought back in as evidence of work between parent and child
<p>5)Improve wellbeing of our disadvantaged pupils</p>	<ul style="list-style-type: none"> ✓ PSHE Jigasw program used to help improve children’s well-being at school ✓ After school clubs used to improve children’s well-being at school and exposure to different interests and hobbies ✓ Achieved the Healthy School Bronze Award and on track for Silver Award ✓ Play therapist employed from Spring 2024 seeing 3 pupil premium children
<p>Pupils unable to regulate their emotions</p>	<ul style="list-style-type: none"> ✓ Zones of Regulation used across the school to help children regulate their emotions ✓ Therapeutic Writing intervention run to support our more anxious writers ✓ Sensory Room to help build children’s tolerance of their senses but also used a room to regulate their emotions ✓ Play therapist used to target most vulnerable learners