

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

Detail	Data
School name	Grange Park Primary School
Number of pupils in school	811
Proportion (%) of pupil premium eligible pupils	15.43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Tijen Hasan Headteacher
Pupil premium lead	Tracy Murray
Governor / Trustee lead	Julie Rayson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£168,125
Recovery premium funding allocation this academic year	£18,560
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	£186,685

Part A: Pupil premium strategy plan

Statement of intent

Grange Park Primary School is committed to helping all children, no matter their experience, become successful learners who are confident individuals and have the strength of character to contribute positively to society.

Our curriculum aims to improve the life chances of all pupils by ensuring each child becomes:

A successful learner who enjoys learning, makes good progress, achieves well and has a clear understanding of how learning happens.

A confident individual with a body of knowledge which enables them to live a safe, healthy and fulfilling life.

A responsible, respectful and active citizen who is emphatic and has the strength of character to contribute positively to society including on a range of community and global issues.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted 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

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2. Limited speech and language skills including gaps in phonics, which

	<p>negatively impacts their development as readers, writing and development of vocabulary acquisition, in a language rich environment.</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers.</p>
2	<p>Analysis from our learning coach caseload (42% of current caseload are eligible for pupil premium) and discussions with teachers indicate that many disadvantaged pupils experience social, emotional and mental health difficulties, which impacts on self-esteem, behaviour and attainment. Further analysis shows that 21 pupils in our school are newly vulnerable as a result of school closures. These pupils do not meet the threshold for pupil premium but are disadvantaged and experience the social, emotional and mental health difficulties above.</p>
3	<p>Our assessments and observations evidence that the education of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils (this is supported by national studies). This has resulted in significant gaps in learning (behind age-related expectations). Our National Tutoring program shows that 26% disadvantaged pupils have been identified by teachers to benefit from this catch up.</p>
4	<p>Target setting meetings, progress meetings, gap tasks for achievement leaders and subject leader moderations show a lack of fluency, reasoning and problem-solving skills in maths, including opportunities for greater depth. Our maths data also shows a gap in attainment in EYFS, KS1 and KS2 as a 3 year trend between advantaged and disadvantaged pupils. 2019 KS1 data shows 68% expected attainment in maths of disadvantaged pupils versus 89% expected attainment in maths for non disadvantaged pupils. In KS2 our maths middle attainers progress score (-1.23) is lower than national.</p>
5	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 93% - 95%, lower than for non-disadvantaged pupils between 96% - 98%.</p> <p>15 - 23% of disadvantaged pupils have been 'persistently absent' compared to 3 - 8% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
6	<p>Our observations and discussions support our analysis that the pupils in our community have a degree of insularity that is caused by their lack of broad and balanced academic experiences, specifically our disadvantaged pupils. There is a noted lack of cultural capital among our disadvantaged pupils.</p>
7	<p>Our observations show a lack of parental engagement among our cohort of disadvantaged pupils. Research shows that parent engagement in schools is closely linked to better student behaviour, higher academic achievement, and enhanced social skills, encompassing the challenges detailed in 1-6.</p>

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>Pupils have developed speech and language skills including gaps in phonics which impacts reading and writing development of vocabulary acquisition.</p>	<p>To narrow the attainment gap between disadvantaged pupils and their peers in reading and writing to ensure that each child maximises their potential.</p> <p>Increase the number of disadvantaged pupils achieving combined EXS in all year groups.</p> <p>Maintain the high attainment in the Y1 phonics test.</p> <p>Pupils acquire an extensive range of vocabulary from a language rich environment that can be used in context.</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 and ongoing formative assessment.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <p>The learning coach caseload will include a less than 40% disadvantaged cohort across the academic year.</p> <p>Our newly vulnerable families will feel supported and report this.</p> <p>Quantitative data collected from an analysis of serious behaviour incidents will show a decrease in the % of disadvantaged pupils.</p> <p>Qualitative data from student voice, student and parent surveys and teacher observations.</p> <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 maths outcomes in 2024/25 show:</p> <p>The attainment gap between disadvantaged pupils and their peers is narrowed in maths to ensure that each child maximises their potential</p> <p>An increase in the number of disadvantaged pupils achieving combined EXS in all year groups.</p> <p>An increase in the number of disadvantaged pupils achieving GDS in maths.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <p>The overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by at least 5%.</p> <p>The percentage of all pupils who are persistently absent being below 6% and the figure among disadvantaged pupils being no more than 3% higher than their peers.</p>
<p>Cultural capital</p>	<p>Pupils to have access to resources, such as books, libraries, clubs and life experiences.</p> <p>Pupils to attend/visit places they would not usually be exposed to as part of the school curriculum, with their peers.</p> <p>Each disadvantaged pupil will attend at least one after school enrichment club each year. This is tracked.</p> <p>Pupils have access to books and maths resources at home.</p>
<p>Parental engagement</p>	<p>Parents have positive experiences with the school.</p>

	<p>More parents attending learning conversations, class assemblies, concerts, parent workshops, volunteering and come learn with me events.</p> <p>Pupils engage more with home learning.</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: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD	High quality staff CPD is essential to follow EEF principles.	1, 2, 4
Leaders released to support staff	All staff to lead effectively are released weekly/twice a term	1, 4
Staff recruitment	Additional support staff to support the teaching of reading across the school.	1, 4

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

Budgeted cost: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	<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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 3, 4
Additional booster sessions led by teachers in statutory assessment years to support progress at a high level.		1, 4
Learning Mentor.	More frequent behaviour and mental health difficulties for disadvantaged pupils versus non disadvantaged pupils impacts on their academic progress.	2, 5, 7
Structured intervention delivered by an LSA – additional hours.	Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.	1, 4

	<p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>(EEF)</p>	
--	---	--

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

Budgeted cost: £ 6,685

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Mental health plans and individual risk assessments in place when necessary and targeted support available as and when needed.	EEF toolkit identifies that the following all have a positive impact. Behaviour intervention (+ 3months) Social and emotional learning (+ 4 months) Metacognition and Self regulation strategies (+ 7 months).	2
Curriculum focuses on growth mindset, resilience and mental health of pupils.		2, 4
Experiences and visitors planned for all pupils across the year with financial support given to disadvantaged pupils.	EEF toolkit - Social and Emotional Development (Average impact +4 months) Arts participation (+2 months) Behaviour interventions- (moderate impact +3 months)	2, 6, 7
A varied program of Parent workshops.		2, 5, 6, 7

Total budgeted cost: £ 186,685

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.

As evidenced across the country, school closures were most detrimental to disadvantaged pupils and therefore to the majority of our school cohort. The impact of this was mitigated by our efforts to provide a high quality remote curriculum and extensive support to pupils.

EYFS Evaluation

1. Context: 14% of the cohort (13 pupils) is DA. 31% of DA pupils are also EAL and 8% are also SEN.
2. In school attainment: The gap between DA and NDA is widest in writing at the expected standard (16%) and narrowest in writing at exceeding (5%). In maths at the exceeding standard, the attainment of DA exceeds that of NDA by 8%. Over the 3 years 2017-2019, the gap between DA and NDA has increased at the expected standard in reading, writing and maths by between 6% and 16%. For GLD, the gap between DA and NDA has increased by 5%.
3. School attainment compared with National: Over the 3 years 2017-2019, the gap in attainment between school DA and National All has been narrowed by between 1% and 2% across all subjects and GLD. For 2019 the attainment of school DA is in line with National All in reading at the expected standard and significantly above National All in reading at the exceeding standard by 19%. The attainment of school DA is below that of National All by between 3% and 5% in all other areas.
4. Overall: The gap between DA and National NDA has narrowed in GLD, reading, writing and maths expected. The gap between reading, writing and maths exceeding has narrowed.

KS1 Evaluation

1. Context: Over the 3 years 2017-2019, the number of DA pupils has fluctuated. For 2019, 14% of the Year 2 cohort (16 pupils) are DA, with 16% in 2018 and 11% in 2017. For 2019, 13% of DA pupils are also SEN and 13% are also EAL. One DA SEN pupil with an EHCP was disappplied from the SATs and is now educated at a special school. 6% of DA pupils are both SEN and EAL.
2. In school attainment: The gap between DA and NDA is narrowest at EXS in maths (17%) and reading at GDS (17%) and widest in reading at EXS (22%). Over the 3 years 2017-2019, the gap between DA and NDA has narrowed by 13% in writing at EXS and by 6% in maths at EXS. The gap in reading at EXS has increased by 3%.
3. School attainment compared with National: Over the 3 years 2017-2019, the gap in attainment between school DA and National NDA has increased at the EXS by 15% in reading, 4% in writing and 1% in maths. For 2019 the attainment of school DA is below that of National NDA in all subjects at both EXS and GDS, with the narrowest margins in writing at EXS (10%) and maths at EXS (10%) and the widest margins in reading at EXS (15%) and reading at GDS (15%).
4. Overall: The gap between DA and NDA is variable in all areas apart from maths EXS and reading GDS where it is closing. Phonics Evaluation 24% of the cohort (29 pupils) are DA. 21% of DA pupils are also SEN. Two SEN pupils working well below the level of the screening test were disappplied. 31% of DA pupils are also EAL. 3% of DA pupils are also SEN and EAL. Disadvantaged pupils did slightly better than national non-disadvantaged

KS2 Evaluation

1. Context: Over the 3 years 2017-2019, the number of DA pupils has increased. For 2019, 25% of the Year 6 cohort (30 pupils) are DA, with 22% in 2018 and 11% in 2017. For 2019, 27% of DA pupils are also SEN and 31% are EAL. 8% of DA pupils are both SEN and EAL.
2. In school attainment: The gap between DA and NDA is narrowest at EXS across all individual subjects and combined RWM, and greatest at GDS across all individual subjects and combined RWM. The gap between DA and NDA is narrowest in reading at EXS (6%) and greatest in maths (30%). Over the 3 years 2017-2019, the gap between DA and NDA has been narrowed at EXS across reading by 14%, writing by 15%, SPAG by 6% and combined RWM by 11%. The gap between DA and NDA at EXS in maths has widened by 13%. Over the 2 years 2018-2019, the gap between DA and NDA at GDS in reading, writing, SPAG and combined RWM has remained the same (+/-1%) but widened in maths by 6%.
3. School attainment compared with National: Over the 3 years 2017-2019, the gap in attainment between school DA and National NDA has been narrowed across all subjects and combined RWM except in maths at EXS which has increased by 9%. For 2019 the attainment of school DA exceeds that of National NDA in

reading at EXS by 5%, writing at EXS by 4% and RWM combined at EXS by 6%. School progress compared with National: For 2019 the progress of DA was significantly above National NDA in reading, writing and maths.

4. Overall: The gap between DA and NDA pupils is closing in EXS for RWM, reading, writing and maths. The gap between DA and NDA has remained the same in GDS for RWM, reading, writing and has been variable for maths. This is because the overall attainment of GDS has increased significantly for all pupils, causing a wider gap. In 2019 the progress for DA pupils was significantly above National NDA in reading, writing and maths This indicates the school is successful in closing the gap between DA and NDA by the time they are in year 6. The makeup of DA pupils is variable year to year, with 27% of DA pupils in Y6 (2019) are SEND and 31% EAL.

Externally provided programmes

Programme	Provider
Mirodo	Mirodo education
NELI	Nuffield foundation-funded academics