

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021/22 to 2023/24 academic years) 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 2021 22	2022 23	2023 24
School name	Grange Park Primary School	Grange Park Primary School	Grange Park Primary School
Number of pupils in school	811	796	817
Proportion (%) of pupil premium eligible pupils	15.43%	15.8%	17.75%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025	2021/2022 to 2024/2025	2021/2022 to 2024/2025
Date this statement was published	December 2021	October 2022	December 2023
Date on which it will be reviewed	July 2022	September 2023	September 2024
Statement authorised by	Tijen Hasan Headteacher	Tijen Hasan Headteacher	Tijen Hasan Headteacher
Pupil premium lead	Tracy Murray	Tracy Murray	Tracy Murray
Governor / Trustee lead	Julie Rayson	Julie Rayson	Julie Rayson

Funding overview

Detail	Amount 21-22	Amount 22-23	Amount 23-24
Pupil premium funding allocation this academic year	£168,125	£173,125	£194,970
Recovery premium funding allocation this academic year	£18,560	£19,865	tbc (July)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0	£0	£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	£192.99	tbc (July)

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

Current Review (overview)

At the end of EYFS our disadvantaged pupils generally achieve below their non disadvantaged counterparts - with a significant gap. They are admitted into our school with a large gap, the development is rapid in EYFS - but they are only with us for a year by this stage.

At the end of KS1 (2023) the gap is smaller:

Reading: -14%

Writing: -16%

Maths: -16%

At the end of KS2 - progress over 2 years - Our disadvantaged pupils have made more progress in reading, writing and maths in 2022 and reading and writing in 2023 than non-disadvantaged children nationally - 5 out of 6 areas.

The one area our disadvantaged pupils did not outperform the national Non DA is maths only 2023 and the gap is marginal. 0.21

More detail: [Pupil Premium Report on statutory Data 2021 22 23](#)

Challenges

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

Challenge number	Detail of challenge
1 Identified Autumn 2021	<p>Limited speech and language</p> <p>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 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>
1 Reviewed Autumn 2022	<p>This remains a challenge at Grange Park.</p> <p>Limited speech and language skills including gaps in phonics, which negatively impacts their development as readers, writing and development of vocabulary acquisition, in a language rich environment.</p>
1 Reviewed Autumn 2023	<p>Limited speech and language skills, characterised by gaps in phonics, continue to pose challenges that negatively impact the development of reading, writing, and vocabulary acquisition in a language-rich environment. It is noteworthy that these challenges are currently more prevalent in younger year groups and specifically, those eligible for Pupil Premium (PP).</p>
2 Identified Autumn 2021	<p>Disadvantaged children on the Learning mentor caseload</p> <p>Analysis from our learning coach caseload (42% (20-21) 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>
2 Reviewed Autumn 2022	<p>While the number of disadvantaged children remains constant, the Learning coach caseload has increased. This remains a challenge.</p>
2	<p>Following the national trend, Grange Park continues to see a rise in instances of poor mental health and social and emotional difficulties. Grange Park also sees a rise in children who have</p>

Reviewed Autumn 2023	difficulties in self regulating. These children include those from disadvantaged backgrounds and those eligible for Pupil Premium																		
3 Identified Autumn 2021	Gaps in learning caused by school closures 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.																		
3 Reviewed Autumn 2022	The gaps in learning, caused by school closures, have narrowed in the past academic year but because of the significant gaps still present in most year groups in most subjects, this remains a challenge.																		
3 Reviewed Autumn 2023	The gaps in learning, caused by school closures, have narrowed in the past academic year. The gaps that remain, particularly in KS2, are being addressed through paid boosters, no longer the NTP. These boosters are paid through our Pupil Premium grant and include a large number of Pupil Premium children.																		
4 Identified Autumn 2021	Large gap in maths attainment: fluency, reasoning and problem-solving skills 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.																		
4 Reviewed Autumn 2022	This remains a target.																		
4 Reviewed Autumn 2023	The gap in maths attainment between Disadvantaged and non disadvantaged has closed over the past 2 academic years from -18% to -15%. The challenge has shifted to the higher standard where the gap remains very large.																		
5 Identified Autumn 2021	Attendance 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%. 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.																		
5 Reviewed Autumn 2022	Attendance data consistently shows a gap between non disadvantage (2021 22: 95%) and disadvantaged (2021 22: 93%) Persistent absentee data also shows a large gap between non disadvantaged (2021 22: 8.28%) and disadvantaged (2021 22: 23%)																		
5 Reviewed Autumn 2023	<table border="1"> <thead> <tr> <th></th> <th>Persistent absentees</th> <th>National Persistent absentees</th> <th>Overall absence</th> <th>National overall absence</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>12</td> <td>29.7</td> <td>5.6</td> <td>8.4</td> </tr> <tr> <td>Non disadvantaged</td> <td>4.4</td> <td>12.3</td> <td>4.1</td> <td>5.0</td> </tr> </tbody> </table> <p>While the absence gap between PP and non PP children is closing, it still remains a challenge - indicated by the statistics above however it is still significantly lower than national.</p>					Persistent absentees	National Persistent absentees	Overall absence	National overall absence	Disadvantaged	12	29.7	5.6	8.4	Non disadvantaged	4.4	12.3	4.1	5.0
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6 Identified Autumn 2021	Insularity among our disadvantaged community 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.
6 Reviewed Autumn 2022	This remains the case, including those who have been identified as vulnerable after the impact of school closures.
6 Reviewed Autumn 2023	This remains a challenge with our disadvantaged children and their experiences outside school. We will continue to support cultural capital for children who are unable to make contributions towards school trips, workshops and other enrichment opportunities.
7 Identified Autumn 2021	Lack of parental engagement 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.
7 Reviewed Autumn 2022	This remains a challenge at our school.
7 Reviewed Autumn 2023	We continue to work with our families of disadvantaged children to increase parental engagement with home learning, attendance and reading. e.g. Holding home learning surgeries, sharing attendance figures, highlighting national reading events. This is also encouraged through teacher - parent communication (formal and informal)

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
Pupils have developed speech and language skills including gaps in phonics which impacts reading and writing development of vocabulary acquisition.	To narrow the attainment gap between disadvantaged pupils and their peers in reading and writing to ensure that each child maximises their potential. Increase the number of disadvantaged pupils achieving combined EXS in all year groups. Maintain a high attainment in the Y1 phonics test. Pupils acquire an extensive range of vocabulary from a language rich environment that can be used in context. 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.
Review Autumn 2022	Pupil premium review - Data
Review Autumn 2023	Pupil premium review - Data (updated to include data from 2022 2023 academic year) This data shows:

	<p>A narrowing of the attainment gap between disadvantaged pupils and their peers in reading and writing in most year groups (3 year trend)</p> <p>An increased number of disadvantaged pupils achieving combined EXS:</p> <p>Key data (RWM gap):</p> <table border="1" data-bbox="459 344 1382 1043"> <thead> <tr> <th>Starting year group</th> <th>2020 2021</th> <th>2021 2022</th> <th>2022 2023</th> <th>3 year trend</th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td>-34%</td> <td>-17%</td> <td>-12%</td> <td>Reducing</td> </tr> <tr> <td>Y1</td> <td>-43%</td> <td>-27%</td> <td>-19%</td> <td>Reducing</td> </tr> <tr> <td>Y2</td> <td>-10%</td> <td>-20%</td> <td>-17%</td> <td>Reduced over the last 2 years</td> </tr> <tr> <td>Y3</td> <td>-26%</td> <td>-16%</td> <td>-28%</td> <td>2022 23 has shown an increase in the gap</td> </tr> <tr> <td>Y4</td> <td>-5%</td> <td>-15%</td> <td>-10%</td> <td>Reduced over the last 2 years</td> </tr> <tr> <td>Y5</td> <td>-29%</td> <td>-18%</td> <td></td> <td>Reduced</td> </tr> </tbody> </table> <p>A high phonics result has been maintained</p>	Starting year group	2020 2021	2021 2022	2022 2023	3 year trend	Reception	-34%	-17%	-12%	Reducing	Y1	-43%	-27%	-19%	Reducing	Y2	-10%	-20%	-17%	Reduced over the last 2 years	Y3	-26%	-16%	-28%	2022 23 has shown an increase in the gap	Y4	-5%	-15%	-10%	Reduced over the last 2 years	Y5	-29%	-18%		Reduced
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<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>Review Autumn 2022</p>	<p>2021 2022 learning coach caseload included:</p> <table border="1" data-bbox="459 1727 1086 2011"> <thead> <tr> <th></th> <th>Percentage of pupils of the total caseload that are disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Autumn 2021</td> <td>25%</td> </tr> <tr> <td>Spring 2022</td> <td>15.3%</td> </tr> <tr> <td>Summer 2022</td> <td>13.3%</td> </tr> </tbody> </table>		Percentage of pupils of the total caseload that are disadvantaged	Autumn 2021	25%	Spring 2022	15.3%	Summer 2022	13.3%																											
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	<p>Half termly behaviour reports show a decrease in serious behaviour incidents overall, and consequently a decrease in serious behaviour incidents involving disadvantaged pupils.</p> <p>In autumn 2021 34.48% of serious incidents involved disadvantaged pupils. This decreased in the summer term where 25% of serious incidents involved disadvantaged pupils.</p>																
Review Autumn 2023	<p>2022 2023 learning coach caseload included:</p> <table border="1"> <tr> <td>PP</td> <td>57%</td> </tr> <tr> <td>Not PP</td> <td>43%</td> </tr> </table> <p>Only 1 PP child has remained on this caseload from the previous year. The caseload described above was newly identified in the new academic year.</p> <p>It is clear from the data that this funding is assigned with purpose and impact. The percentage of PP children continues to grow, the need for learning coach support continues to increase in this group of children.</p>	PP	57%	Not PP	43%												
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Improved maths attainment for disadvantaged pupils at the end of KS2.	<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>																
Review Autumn 2022	Pupil premium review - Data																
Review Autumn 2023	<p>Pupil premium review - Data (updated to include data from 2022 2023 academic year)</p> <p>The gap between maths attainment for disadvantaged children and non disadvantaged children has narrowed in all year groups over the past 2 years (apart from Y5 2023)</p> <p>The gap between maths attainment for disadvantaged children and non disadvantaged children has narrowed in 2 year groups over the past 3 years</p>																
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<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>																
Review Autumn 2022	Over the course of the 2021 2022 academic year there was a spike in absence when the X code was removed as a way to report COVID related absence. Over the summer term, many additional strategies were put in place to improve absence.																
Review Autumn 2023	<table border="1"> <thead> <tr> <th></th> <th>GP DA 2022 (national)</th> <th>Non DA 2022 (national)</th> <th>Gap</th> <th>DA 2023 (national)</th> <th>Non DA 2023 (national)</th> <th>Gap</th> <th>Reduced by</th> </tr> </thead> <tbody> <tr> <td>Absence</td> <td>7.3 (8.4)</td> <td>4.9 (5.5)</td> <td>-2.4</td> <td>5.6 (8.4)</td> <td>4.1 (5.0)</td> <td>-1.5</td> <td>0.9</td> </tr> </tbody> </table>		GP DA 2022 (national)	Non DA 2022 (national)	Gap	DA 2023 (national)	Non DA 2023 (national)	Gap	Reduced by	Absence	7.3 (8.4)	4.9 (5.5)	-2.4	5.6 (8.4)	4.1 (5.0)	-1.5	0.9
	GP DA 2022 (national)	Non DA 2022 (national)	Gap	DA 2023 (national)	Non DA 2023 (national)	Gap	Reduced by										
Absence	7.3 (8.4)	4.9 (5.5)	-2.4	5.6 (8.4)	4.1 (5.0)	-1.5	0.9										

	Persistent absence	26.9 (30.2)	7.8 (12.7)	-19.1	12.0 (29.7)	4.4 (12.3)	-7.6	11.5
	<p>The gap between the absence and persistent absence has narrowed since the strategy has been in place</p> <p>The overall number of disadvantaged pupils that are absent or persistently absent has reduced</p>							
Cultural capital	<p>For 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>							
Review Autumn 2022	We have a broad and balanced workshop, trips and visitors long term plan that ensures children have a wide offer throughout their school career at Grange Park.							
Review Autumn 2023	<p>We have reviewed our workshops, trips and visits offer again and this remains a broad and balanced offer. We have worked with leaders to ensure that trips and visits off site have an overarching enquiry question to ensure it is purposeful. This targets our Pupil Premium children who may never have visited these sites.</p> <p>Pupil premium uptake of enrichment clubs continues to be encouraged and funded. Numbers are increasing.</p>							
Parental engagement	<p>Parents have positive experiences with the school.</p> <p>More parents attend learning conversations, class assemblies, concerts, parent workshops, volunteering and come learn with me events.</p> <p>Pupils engage more with home learning.</p>							
Review Autumn 2022	This is being tracked and is positive.							
Review Autumn 2023	This is being tracked and remains positive.							

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: £ 100,000

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.	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	1, 3, 4
Reviewed Autumn 2022 As a school we will be using our additional funding for the school-led tutoring programme, not the National Tutoring Programme in school.		
Reviewed Autumn 2023 As a school we will be using our additional funding for the school-led tutoring programme, not the National Tutoring Programme in school.		
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. 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	1, 4

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

Budgeted cost: £ 94,970

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

Externally provided programmes

Programme	Provider
Mirodo	Mirodo education
SATs Companion	SATs companion
NELI	Nuffield foundation-funded academics
Widget Online	Resources application
Workspace skills	Canopy education
Kapow	Kapow Primary
Nessy	Nessy Learning
Spelling Shed	EdShed
ThingLink	ThingLink
Nearpod	Nearpod

Total budgeted cost: £194,970