

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 2021 22 | 2022 23 |
|---|----------------------------|----------------------------|
| School name | Grange Park Primary School | Grange Park Primary School |
| Number of pupils in school | 811 | 796 |
| Proportion (%) of pupil premium eligible pupils | 15.43% | 15.8% |
| 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 |
| Date this statement was published | December 2021 | October 2022 |
| Date on which it will be reviewed | July 2022 | September 2023 |
| Statement authorised by | Tijen Hasan Headteacher | Tijen Hasan Headteacher |
| Pupil premium lead | Tracy Murray | Tracy Murray |
| Governor / Trustee lead | Julie Rayson | Julie Rayson |

Funding overview

| Detail | Amount 21-22 | Amount 22-23 |
|---|--------------|--------------|
| 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 Identified Autumn 2021 | <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> |
| 2 Identified Autumn 2021 | <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> |
| Reviewed Autumn 2022 | <p>While the number of disadvantaged children remains constant, the Learning coach caseload has increased. This remains a challenge.</p> |
| 3 Identified Autumn 2021 | <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> |
| 3 Reviewed Autumn 2022 | <p>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.</p> |
| 4 Identified Autumn 2021 | <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> |
| Reviewed Autumn 2022 | <p>This remains a target.</p> |
| 5 Identified Autumn 2021 | <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> |

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| | 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. |
| 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%) |
| 6 Identified Autumn 2021 | 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. |
| Reviewed Autumn 2022 | This remains the case, including those who have been identified as vulnerable after the impact of school closures. |
| 7 Identified Autumn 2021 | 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. |
| Reviewed Autumn 2022 | This remains a challenge at our school. |

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 |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2024/25 demonstrated by: The learning coach caseload will include a less than 40% disadvantaged cohort across the academic year. |

| | <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> | | | | | | | | |
|---|---|--|---|-------------|-----|-------------|-------|-------------|-------|
| Review Autumn 2022 | <p>2021 2022 learning coach caseload included:</p> <table border="1" data-bbox="758 607 1386 891"> <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> <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> | | Percentage of pupils of the total caseload that are disadvantaged | Autumn 2021 | 25% | Spring 2022 | 15.3% | Summer 2022 | 13.3% |
| | Percentage of pupils of the total caseload that are disadvantaged | | | | | | | | |
| Autumn 2021 | 25% | | | | | | | | |
| Spring 2022 | 15.3% | | | | | | | | |
| Summer 2022 | 13.3% | | | | | | | | |
| 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 | <p>Pupil premium review - Data</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> | | | | | | | | |

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|---------------------|--|
| Review Autumn 2022 | Over the course of 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. |
| Cultural capital | <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> |
| 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. |
| 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. |

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 |
| <p>Reviewed Autumn 2022</p> <p>As a school we will be using our additional funding for the school-led tutoring programme, not the National Tutoring Programme in school.</p> | | |
| 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. | <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <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. (EEF)</p> | 1, 4 |

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 2021 to 2022 academic year.

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| 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. |
| PP Strategy Statement 18-21 .docx |

Externally provided programmes

| Programme | Provider |
|------------------|--------------------------------------|
| Mirodo | Mirodo education |
| NELI | Nuffield foundation-funded academics |
| Widget Online | Resources application |
| Workspace skills | Canopy education |

