# Grange Primary SchoolGrange Primary School pupil premium strategy 2024-2027

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 and how we intend to spend the funding in this academic year.

## School overview

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| Detail | Data |
| Number of pupils in school | 431 |
| Proportion (%) of pupil premium eligible pupils | 35% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024-25  2025-26  2026-27 |
| Date this statement was published | Dec 2024 |
| Date on which it will be reviewed | Dec 2025 |
| Statement authorised by | Mrs Z Buxton |
| Pupil premium leads | Head Teacher Mrs Buxton and Deputy Head Teacher Mrs Barto-Smith |
| Governor lead | Steve Hessey |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year. **Total budget** | £198,170 |

## Statement of intent 2024-2025

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| This strategic plan outlines our aims and priorities for children who are eligible for pupil premium in our school. We recognise the need for a systematic, long-term plan to tackle the gap in attainment. With robust monitoring, support for staff and families, as well as a focus on personal development for all children, the processes we will put into practice will become embedded. This will enable our pupils to leave Grange Primary School with the necessary skills needed for life and will be in line with their peers academically.  Pupil Premium is additional funding given to schools to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.  At Grange Primary School, we pride ourselves on having high aspirations and ambition for all pupils, regardless of their background. It is our mission to enable and equip children to develop confidence and use knowledge and skills in order to be successful in line with our school vision of ‘Living, Learning and Laughing’.  Our mission is to ensure that every pupil achieves academic success  Grange Primary school recognises that children in receipt of pupil premium may need differentiated assistance to allow them to access the school curriculum in all its forms. Our aim is to enable all pupils to achieve their potential and the following steps are to support those pupils who may need additional intervention, and acknowledgement to ensure that every child has the best opportunity regardless of whether they are identified as a Pupil Premium child or not.  Whilst being eligible for FSM and Pupil Premium some children in this cohort may not be low attaining but may not be maximising their full potential. We must therefore never confuse eligibility for the Pupil Premium with low ability. We are committed and dedicated to supporting all disadvantaged children to achieve the highest levels possible in all aspects.  In April 2022, the Education Endowment Foundation published their guide to Pupil Premium with the aim of helping schools maximise the benefits of funding for their pupils. They identified a number of key principles and dispelled some myths around PP. These included:   * Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. * The Pupil Premium is designed to support schools to raise the attainment of disadvantaged children. However, many of the most effective ways of doing this- including improving the quality of teaching- will benefit other groups. * Spending on improving teaching might include professional development, training and support for early career teachers, recruitment and retention. Ensuring an effective teacher in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should be the top priority for Pupil Premium spending.   At Grange Primary School, we endeavour to use this research to ensure our Pupil Premium funding maximises children’s potential. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | **Attainment of pupils eligible for pupil premium is below the attainment of non-PP pupils in reading, writing and maths.**  Assessments, including diagnostic and formative, show that the gap in attainment has not diminished yet. This is a trend seen in all year groups. |
| 2 | **Progress of pupils eligible for pupil premium is below the rate of progress of non-PP pupils within reading, writing and maths.** Children have gaps/misconceptions in their learning and find it difficult to retain/recall prior knowledge. |
| 3 | **Cultural capital** Some Pupil Premium pupils have limited experiences beyond their home life and immediate community. |
| 4 | A large proportion of pupil premium children have social, behavioural, and emotional needs which impact on progress and attainment. |
| 5 | Attendance and punctuality which impacts on daily learning. |

## 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.

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| Challenge | Intended outcome | Success criteria |
| 1  **Attainment of pupils** | Pupils will receive high-quality teaching and intervention to ensure continued consolidation of required skills to achieve the expected standard or above.  Pupils will be able to read confidently, with increased fluency, in order to improve their capacity for comprehension.  Greater percentage of children will reach GDS in RWM.  Gap between PP (school) and non PP continues to narrow year-on-year. | * Percentage of PP children passing the phonics screening will increase. * All PP pupils will maintain or exceed their prior performance at EYFS and /or key stage 1 (including those children who did not pass the previous year’s phonics screening check) * Percentage of PP children reaching expected standards within Reading, Writing and Maths will increase. This will be a trend seen in every year group. * Greater percentage of PP pupils will reach the expected standard and GDS in Year 6. KS2 Sat’s results will illustrate this. |
| 2  **Progress of pupils** | Pupils will receive high- quality, targeted support to ensure they reach their potential.  Pupils who have ‘fallen behind’ during Covid disruptions make accelerated progress and ‘catch up’ or exceed prior attainment standards. | * All PP pupils will make at least expected progress. * End of year data will show that 10 – 20% of disadvantaged children will have made accelerated progress. This should be a trend in all year groups. * The percentage of PP children reaching GDS will increase. |
| 3  **Cultural capital** | Children will engage with a variety of wider opportunities and experiences. This will have a positive impact on aspirations and their love for learning. | * Children will attend and participate in a variety of school-based initiatives and clubs that broaden their life experiences. * Pupils will talk positively about the range of opportunities they can access at school. Pupil questionnaires will show that children enjoy school and are enthused to learn more. * Pupils identify new aspirations for their future, including career possibilities and new talents. |
| 4  **Emotional and behavioural barriers** | Pupils will be able to develop strategies for managing difficult emotions or feelings at difficult times in order for them to be able to access and enjoy the curriculum.  Parents will have the capacity to support their children with their emotional needs. | * Children who need social and emotional support will have access to, and be prioritised for, school-based support systems and where necessary external support. * Children experiencing emotional difficulties will feel confident and safe to talk about their needs & feelings. * Parents will feel confident in supporting their children and home school relationships will be strengthened. * Parents will have access to parenting support. |
| 5  **Attendance** | Children will attend school with PP attendance data to be in line with their non PP peers | * PP children will achieve at least 95% attendance and be in line with all children. |

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### High Quality Teaching

Budgeted cost: **£52,294**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Read, Write Inc (RWI) phonics approach continued to be embedded with further training.  RWI training support package purchased with personalised on-line training pathways regularly completed by all teaching staff who teach phonics groups.  RWI enhanced package purchased which includes two development days with a specialist and regular progress meetings with a RWI manager.  **£2000** | The EEF recommends a systematic phonics programme in their improving literacy guidance. Quality resources to promote talk, high quality discussion and language development are essential.  All teachers and teaching assistants will continue to improve and practice the approaches recently introduced for phonics and early reading, ensuring a clear, robust approach. | 1 and 2 |
| School’s Phonics lead to be released 4 times a week to observe, coach and mentor all staff who teach phonics.  **£5,661** | “Children in the most effective classrooms will learn in six months what it takes an average child to learn in a year. Equally, a child in the least effective classroom will take two years to learn the same amount of material.”  McKinsey Report – The effect of teacher quality | 1 and 2 |
| Accelerated Reader purchased as a method of re-engaging all pupils in the love of reading.  Accelerated Readers assessment toolkit ‘Star Reader’ to be introduced as a precise way of measuring progress in reading in KS2.  Accelerated Reader used as a vehicle for including parents in their child’s reading development. **£6000** | *Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools.* EEF | 1 and 2 |
| School Maths lead to continue to attend the fourth year of the NCETM Maths Mastery approach project.  Maths lead and a KS1 Maths specialist to be released once a fortnight to observe, coach and mentor teachers in the effective delivery of White Rose Maths  **£10,670** | Quality first teaching is highlighted by the EEF to being the primary strategy for narrowing the attainment gap.  *Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.* EEF | 1 and 2 |
| School to purchase PUMA diagnostic and assessment toolkit for all year groups.  ‘Mark’ analysis facility purchased to allow accurate analysis of progress data throughout the year, with accurate benchmarking information.  **£3000**  Staff meetings dedicated to the development of effective gap analysis and how to address these needs with targeted intervention. | EEF Recommendation.  *1: Use assessment to build on pupils’ existing knowledge and understanding in maths The EEF report outlines how, when used properly, assessment is not just for tracking pupils’ learning*  **Eight ways to close the attainment gap EEF report** | 1 and 2 |
| School’s English lead to be released for internal skills sharing and modelling/coaching/collaborative  planning with whole school team. **£5,416** | Quality first teaching is highlighted by the EEF to being the primary strategy for narrowing the attainment gap.  *Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.* EEF | 1 and 2 |
| School’s EYFS lead to be released to ensure that EYFS teaching teams are embedding high quality adult/child interactions in the early years. She will continue to ensure  EYFS team are creating and enhancing our language rich  learning environments.  **£2,089** | There is strong evidence that the rate at which children  develop language is sensitive to the amount of input  they receive from the adults and peers around them.  The number and quality of conversations children have  with adults and peers throughput the day in a language  rich environment is crucial. | 1 and 2 |
| Head Teacher and Deputy Head Teacher to attend **The National Pupil Premium Event 2023: Improving Outcomes for Disadvantaged Children** conference in March.  **£400**  Staff meeting to further raise the profile of pupil premium children as a group and to raise the profile for attainment- including greater depth.   * Effective feedback focus for pedagogy development. | Using pupil premium: guidance for school leaders’.Gov.uk  Evidence suggests that pupil premium spending is most effective when used across 3 areas:   * high-quality teaching, such as staff professional development * targeted academic support, such as tutoring * wider strategies to address non-academic barriers to success in schools, such as attendance, behaviour, and social and emotional support | 1, 2 and 5 |
| SEND lead to be released to deliver high quality training for teaching assistants with a focus on supporting the progress of pupils with Autism. This includes delivering training through the AET project.  Release time- **£2,222**  **Training costs for staff = £1,282** | Quality/at least good teaching in all classes every day.  Provision of interventions and challenge teaching for children identified as needing to catch-up – see  www.gov.uk/publications/the-pupil-premium-how-schools-arespending-the funding-successfully. | 1 and 2 |
| Subject leaders to research best approaches and new initiatives within their curriculum area and disseminate new learning to colleagues ensuring all pupils have access to high quality teaching and learning across all curriculum areas. Release time required to support and mentor colleagues. **£3,333** | Using pupil premium: guidance for school leaders’.Gov.uk  Evidence suggests that pupil premium spending is most effective when used across 3 areas, 1 of those being:   * high-quality teaching, such as staff professional development | 1 and 2 |
| Teaching staff to be released to focus on an identified element of their continuing professional development (CPD) as part of our collaborative self-led peer coaching and mentoring process.  **£10,221** | *Three core principles:*  *The quality of an education system cannot exceed the quality of its teachers,*  *The only way to improve outcomes is to improve instruction,*  *High performance requires every child to succeed.* McKinsey and company report 2007  <https://www.mckinsey.com/~/media/mckinsey/industries/public%20and%20social%20sector/our%20insights/how%20the%20worlds%20best%20performing%20school%20systems%20come%20out%20on%20top/how_the_world_s_best-performing_school_systems_come_out_on_top.pdf> | 1, 2 and 3 |

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

Budgeted cost: **£100,524**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Early Years  Teacher to lead targeted individual intervention – moving learning on through play. Focusing on early Reading, and Maths skills. Additional teaching assistant hours employed to provide the ability to do this.  **£11,495**  Additional teaching and learning assistant to accelerate the progress of target pupils, increasing the % of pupils achieving GLD at the end of EYFS. Personalised interventions include:- ‘Every child a talker’ ECAT in FS1 and FS2, Phonics RWI 1:1, Small group phonics – focusing on speed sound acquisition, blending and segmenting.  **£6,130** | EEF toolkit- *the most effective early numeracy approaches include individual and small group work, and balance guided interaction with both direct teaching and child-led activities.*  *High quality intervention from a teacher, supported by a TA is seen as beneficial by all learners.* EEF toolkit. Can also have wider impact on confidence of pupils.  Early intervention is much more effective than allowing progress and attainment gaps to widen.  *Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs EEF*  *Specific, targeted phonics teaching and interventions can have moderate impact for very low cost.* (EEF toolkit). | 1 and 2 |
| Speech links and language links intervention support packages purchased to provide a structured approach to language intervention. | As above | 1 and 2 |
| KS1  Provision of interventions with a focus on targeting accelerated progress within Phonics, Reading, Writing and Maths, increasing the % of PP pupils who achieve ARE at Year 1 and expected standards at Year 2. These include:-  Maths booster groups, Small group maths interventions, Phonics tutoring, Grammar and comprehension booster groups.  These groups will be delivered by members of the teaching team who hold qualified teacher status. **£18,360** | The EEF toolkit identifies that one-to one tuition, small group tuition and reducing class size can all have positive impact on children’s learning.  The EEF Covid support guide for schools also states: “There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy” and that: “Tuition delivered by qualified teachers is likely to have the highest impact.” | 1 and 2 |
| KS2  **Year 3:**  Provision of interventions with a focus on targeting accelerated progress within reading, increasing the % of PP pupils who achieve ARE, expected standards at Year 6. These include RWI intervention groups, sound discovery boosters and Bells foundation programme for pupils with EAL.  **£9,196** | In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching.  [Teaching Assistant Interventions | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions)  The EEF toolkit identifies that one-to one tuition, small group tuition and reducing class size can all have positive impact on children’s learning.  The EEF Covid support guide for schools also states: “There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy” and that: “Tuition delivered by qualified teachers is likely to have the highest impact.” | 1 and 2 |
| **Year 4**  Provision of interventions with a focus on targeting accelerated progress within reading, increasing the % of PP pupils who achieve ARE, expected standards at Year 6.  **£9,196** | As above | 1 and 2 |
| **Year 5**  Provision of interventions with a focus on targeting accelerated progress within reading, increasing the % of PP pupils who achieve ARE, expected standards at Year 6.  **£9,196** | As above | 1 and 2 |
| **Year 6**  Targeted Spelling and Grammar, Arithmetic and reading inference booster groups led by knowledgeable teaching assistants to accelerate progress, increasing the % of pupils achieving expected standard at the end of Year 6.  **£9,196**  Grammar booster after school club, Maths booster after school club  **£2,736** | As above | 1 and 2 |
| Deputy Head Teacher to provide an additional teacher within Year 6 team for identified grammar and maths lessons once a week - **£4,332** | EEF toolkit- *opportunities for greater feedback from the teacher, more sustained engagement in smaller groups* | 1 and 2 |
| SEN teaching assistant specialist employed to lead targeted one to one intervention with individual SEN PP pupils within the school’s SEN intervention hub. **£20,287**  Specific, targeted resources and strategies to be utilised by SEN specialist TA such as Nessy. **£400** | *Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology*. EEF | 1 and 2 |

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

Budgeted cost: **£53,640**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Boxall profile assessment toolkit purchased to allow for precise diagnosis of needs and the support required.  **£300**  Behaviour intervention groups to be led by teaching assistants – zones of regulation and emotional behaviours.  **£1,155** | Analysis with teaching teams indicates that behaviour and emotional needs have been barriers for targeted pupils learning and progress. The ability to regulate emotions and behaviours has been a target.  Children will be given the opportunity to express themselves emotionally and aspire to help others as well as themselves. *Social and emotional skills support effective learning and are linked to positive outcomes later in life.* EEF | 4 |
| A full time Well-being practitioner and family support service to continue to be employed.  Weekly one to one nurture sessions provided for PP pupils with identified needs.  Family support sessions – working with parents of targeted pupils to ensure that emotional barriers to learning are reduced. Positive strategies are shared with parents and teaching teams.  **£36, 851** | Social and emotional support are essential in supporting the development of the whole child. These barriers to learning can be detrimental to children, not just in their learning, but to their mental health. This is more pertinent for children at Grange, where we have identified a greater number of children experiencing anxiety now.  Opportunities/ open door policy adopted for parents to discuss issues out of school which may impact on the children’s wellbeing, attendance, or academic progress.  Happy and settled children are much more ready to tackle unfamiliar challenges and will be open to developing their resilience and growth mind set. Barriers from home life will be reduced. | 4 |
| Educational psychology subscription (gold) to allow a greater number of children to be assessed. |  | 1 and 2 |
| Music lessons in Year 5 with specialised Music teacher – Erewash Music partnership scheme. To develop aspirations of PP children and increase confidence in approaching new experiences.  **£3,109** | EEF toolkit - the impact of arts participation on academic learning appears to be positive, encouraging more positive attitudes to learning.  There is some evidence of a positive link between music and spatial awareness. | 3 |
| Introduction of a reward system for high attendance with a prize to aim for at the end of the year.  **£1000**  Deputy Head Teacher to research positive strategies to engage pupil premium pupils with good attendance and punctuality. | Working together to improve school attendance DfE Aug 2024 | 5 |
| Grange university workshops to allow pupils to experience learning through a variety of different creative and physical approaches. Aspirations for future careers are also promoted through the university workshops. External professional expertise bought in to support high quality workshops.  **£4000** | Disadvantaged pupils may not always get the same external life experiences as non-PP children due to financial implications. There has been research to indicate that aspirations for low incomes family are not as high as more affluent families. This also mirrors the development of higher-level language and vocabulary. | 3 |
| Forest school experiences for Year 4 pupils led by a fully trained Forest school teacher. Pupils to build on their self-esteem, self-confidence and resilience skill set. This includes resources required.  **£3500** | As above. | 3 and 4 |
| All disadvantaged children to receive free school uniform to the value of £25 to reduce any potential financial barrier to attending school.  **£3,725** | As above | 5 |
| **Total budgeted cost:**  **£52,294 +£100,524 + £53,640 = £206,458** | | |