 **Grange Primary School pupil premium strategy review 2024**

We have analysed the performance of our school’s disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

## Outcomes for disadvantaged pupils

|  |
| --- |
| What our data demonstrates  |
| To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).Our 2023/24 data demonstrated that: **EYFS data July 2024 – Early Learning Goals**11 pupils are dis-advantaged in this Reception cohort of 57 pupils. 50% of our disadvantaged pupils achieved a ‘Good level of development’ at the end of their Reception year. (76.9% non-disadvantaged pupils achieved GLD). This is a -26.9% gap. The national average for disadvantaged pupils achieving GLD was 51.5% which means we have a -1.5% gap. Areas of significant difference in attainment linked to fine physical development, comprehension, word reading, writing and numerical pattern. **Year 1 phonics data**16 pupils are dis-advantaged in this Year 1 cohort of 56 pupils. 65% of our dis-advantaged pupils achieved the expected standard for the phonics screening check (32 or above out of 40 words). (92.3% non-disadvantaged pupils passed the screening). This is a -27.3% gap. Nationally, 68% of disadvantaged pupils achieved the expected standard in phonics, which means there is a gap of -3% between our disadvantaged pupils and those nationally. **Year 2 phonics data**After re-takes in Year 2, 86.4% of our dis-advantaged pupils in Year 2 achieved the expected standard for the phonics screening check. (89.5% non-disadvantaged pupils passed the screening). This is a -3.1% gap. Nationally after retakes, 82% of disadvantaged pupils achieved the expected level. This means we have a +4.4% gap between our pupils and the average nationally. **Year 2 KS1 optional SAT’s data** **English Reading:** 45.5% of our dis-advantaged pupils in Year 2 achieved the expected standard in Reading, with 9.1% achieving the greater depth standard. (73.7% non-disadvantaged achieved the expected standard in Reading, with 26.3% achieving greater depth standard). This is a -28.2% for EXS, and -17.2% for GDS. **English Writing:** 32% of our dis-advantaged pupils in Year 2 achieved the expected standard in Writing. (68.4% non-disadvantaged achieved the expected standard in Writing). This is a -36.4% gap. **Mathematics:** 45.5% of our dis-advantaged pupils in Year 2 achieved the expected standard in Maths, with 9.1% achieving the greater depth standard. (78.9% non-disadvantaged achieved the expected standard in Maths, with 26.3% achieving greater depth standard). This is a -33.4% for EXS, and -17.2% for GDS.**Year 4 Multiplications check**Nationally, disadvantaged pupils average score was 18.9 within the multiplication check. Our disadvantaged pupils had an average score of 17.7. This is a difference of -1.2 points. **Year 6 KS2 SAT’s data****Reading:** There is a -13% gap between disadvantaged pupils and non-disadvantaged pupils who achieved the expected standard. There is a -3% gap at greater depth standard. When compared to national figures, there is a -6% gap between our disadvantaged pupils and those nationally, with a -1% gap between our disadvantaged pupils and those nationally at the greater depth standard.**Writing:** There is a -18% gap between disadvantaged pupils and non-disadvantaged pupils who achieved the expected standard. No pupils in the cohort (disadvantaged or non-disadvantaged) achieved the greater depth standard. There is a -15% gap between our disadvantaged pupils and those nationally, with a --6% gap between our disadvantaged pupils and those nationally at the greater depth standard.**Maths:** There is a -11% gap between our disadvantaged pupils and our non-disadvantaged pupils who achieved the expected standard. There is a -15% gap at greater depth standard. There is a -3% gap between our disadvantaged pupils and those nationally, with a -4% gap between our disadvantaged pupils and those nationally at the greater depth standard.**Combined RWM**: There is a -17% gap between disadvantaged pupils and non-disadvantaged pupils who achieved the expected standard. No pupils in the cohort (disadvantaged or non-disadvantaged) achieved this within the greater depth standard. National figures for disadvantaged pupils achieving the combined RWM standard = 46%. Our disadvantaged pupils achieved 40%. This is a -6% gap. Evidence shows that overall, performance of dis-advantaged pupils at Grange Primary School is slightly lower than that of other pupils nationally. **EGPS:** There is a -15% gap between disadvantaged pupils and non-disadvantaged pupils who achieved the expected standard. There is a -11% gap at greater depth standard. There is a -11% gap between our disadvantaged pupils and those nationally, with a -11% gap between our disadvantaged pupils and those nationally at the greater depth standard.  |
| Wider issues impacting disadvantaged pupils’ performance |
| We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.The data demonstrated that:37.1% of all disadvantaged pupils at Grange Primary School have additional SEND needs. This is 8.7% higher than the national average which is 28.4%. 35% of all disadvantaged pupils at Grange Primary School have received additional support for their mental health and well-being with many of those pupils experiencing traumatic events in their lives. **Attendance for the academic year 2023/24** Disadvantaged pupils had an overall absence of 7.3%. This is 2.7% higher than the national non-disadvantaged cohort at 4.6%. Our disadvantaged cohort's overall absence has decreased by 1.0% from 8.3% in 2022/23, to 7.3% in 2023/24. Our non-disadvantaged pupils had an overall absence rate of 4.9%. 17.8% of our school's disadvantaged cohort are persistently absent. This is 7.8% higher than the national Non-Disadvantaged cohort at 10.0%. Our disadvantaged cohort's persistent absence has decreased by 13.9% from 31.7% in 2022/23, to 17.8% in 2023/24. 10.7% of our non-disadvantaged pupils had been persistently absent.  |
| Conclusions drawn from this analysis and review  |
| Based on all the information above, the performance of our disadvantaged pupils did not meet expectations, and we are at present not on course to achieve the outcomes we set out to achieve. Our evaluation of the approaches delivered last academic year indicates that the use of the RWI support package and the smaller targeted phonics group are helping to close gaps between disadvantaged pupils and their non-disadvantaged peers with regards to early reading and phonics development. Our disadvantaged pupils are achieving much closer to the national figures. The development of high quality teaching and more precise assessment processes has had a positive impact with precision teaching and assessment. This has helped with early identification of pupils who benefit from targeted interventions. improve the attainment and progress of our disadvantaged pupils making them more in line with national figures. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes. |

## Externally provided programmes

|  |  |
| --- | --- |
| Programme | Provider |
| Nessy Fingers  | Nessy Learning Ltd.  |
| Nessy Reading and Spelling  | Nessy Learning Ltd.  |

|  |
| --- |
| Additional activity |
| Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include: * Embedding more effective practice around feedback. [EEF evidence on feedback](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback) demonstrates significant benefits, particularly for disadvantaged pupils.
* Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

**Planning, implementation, and evaluation**In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with children and teachers, in order to identify the challenges faced by disadvantaged pupils. We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We used the [EEF’s implementation guidance](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation) to help us develop our strategy, particularly the ‘explore’ phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils. |