

Pupil Premium Strategy Statement – The Grange School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	469
Proportion (%) of pupil premium eligible pupils	26%
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 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Vicki Masters, Head Teacher
Pupil premium lead	Elaine Wagg, Deputy Head Teacher
Governor / Trustee lead	Gina Rippon, Governor lead for vulnerable pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£148,195
Recovery premium funding allocation this academic year	£15,950
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£164,145

Part A: Pupil Premium Strategy Plan

Statement of intent

At The Grange School 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 and have the skills and attributes to become Aspirational Changemakers. 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.

At The Grange School we recognise that children can be/are disadvantaged in many different ways, therefore, the activity we have outlined in this statement intends to support the needs of disadvantaged children, regardless of whether they are eligible for the Pupil Premium grant.

Our strategy highlights our current challenges and identifies actions that we will take to address these. We draw on research evidence conducted by EEF, The Communication Trust, The DFE and The Joseph Rowntree Foundation and evidence from our own experience to support decisions around the usefulness of different strategies and their value for money; therefore we allocate funding to activities that are most likely to maximise achievement.

High-quality teaching is at the heart of our approach; proven to have the greatest impact upon closing the attainment gap but also essential to ensure all pupils, not just pupil premium, foster a love of learning, achieve goals and make progress. We aim to ensure that a highly effective teacher is in front of every class, and that every teacher is supported to keep improving.

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. Throughout our strategy, there is a focus on areas in which disadvantaged pupils require the most support (SEMH, Oracy, English and Maths).

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School Led Tutoring programme for pupils whose education has been worst affected

In addition to the academic, this strategy also aims to ensure our disadvantaged pupils develop the skills, habits and cultural capital their more advantaged peers might already possess, such as through enrichment and the broader non-academic curriculum.

Our approach is and 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.

Challenges

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

Challenge number	Detail of challenge
1	Teachers face the challenge of teaching a mastery curriculum whilst simultaneously filling historic attainment gaps caused by the impact of socio-economic disadvantage and the pandemic.
2	A higher percentage of PP pupils (compared to non PP) require SEMH and behavioural (including attendance) support; leading to lower levels of academic engagement and

	resilience. This has been impacted on further by the Covid-19 pandemic.
3	For some pupils, financial disadvantage leads to inequality of opportunity, exclusion and lack of engagement
4	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This negatively impacts on their development: their attainment, wellbeing, confidence, relationships and future prospects.
5	Internal and external (where available) assessments indicate that maths and reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
6	Some disadvantaged children have a wide range of vulnerabilities, which combined puts them at higher-risk of underachievement; providing effective support for these children can be problematic. There is a high correlation between PP and SEN

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
Improved QFT including the use of targeted, specific, time-limited academic interventions	<ul style="list-style-type: none"> - All PP children are working at/above their FFT 20 estimate. - PP children are attaining inline/above PP children nationally in RWM - Greater levels of mastery - To eliminate the attainment/progress gap between PP and Non-PP children in all year groups in Reading, Writing and Maths - To increase the numbers of PP children attaining at Greater Depth
For any child in need to have swift and timely access to the appropriate level of SEMH support	<p>SDQ scores have increased from 21-22 levels for all identified SEMH/Behaviour pupils</p> <p>The attainment gap between PP and Non-PP children has reduced from 21-22 levels, in all year groups in reading, writing, maths</p> <p>PP attendance has improved against previous baseline levels</p>
Ensure equality of opportunity through funding wider opportunities to promote inclusion and greater academic engagement	<p>All children have learned to play a range of musical instruments</p> <p>Pupil Premium package in place for all PP Pupils</p> <ul style="list-style-type: none"> • 6 books (3 visits to a bookshop) • School uniform • School photographs • School equipment provided for all children • Subsidised school trips • Guaranteed access (including financial support where needed to at least one school after school club) <p>Talent/interests bursaries in place for all identified PP children</p> <p>Data targets (above) have been met/exceeded</p>

<p>To implement high quality oracy education for all children- particularly those who need it most in order to improve their life chances- including the use of targeted, specific, time-limited academic interventions</p>	<p>Monitoring evidences that high quality teaching of oracy and vocabulary is impacting positively on standards by learning to/through talk</p> <p>Reading test gap analysis evidences progress in understanding vocabulary for all targeted PP children</p> <p>Monitoring evidences high quality C&L provision which challenges higher attainers, has been maintained across EYFS and Y1</p>
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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: £ 63,721

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further develop our, individualised model of CPD to improve teaching and learning through the Trust Based Observation (TBO) Approach:</p> <ul style="list-style-type: none"> • To develop a culture of proactive, self driven personal development • For staff to embrace new ideas and implement them in the classroom, taking risks where necessary • To reflect on research and trials and share personal learning • To develop reflective practice and professional discussion relating to pedagogy • To develop ways of providing supportive and constructive feedback for improvement • To improve teachers' knowledge and understanding of pedagogical approaches linked to research 	<p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p> <p>https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>1, 2, 4, 5, 6</p>
<p>To embed inclusive practice across the school:</p>	<p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that</p>	<p>1,2, 6</p>

<ul style="list-style-type: none">Trust Based Observation (TBO) approach implementedHigh quality CPD for QFT using Teacher Toolkit (TBO) and Rosenshine's resources (School Professional Development Suite)High quality CPD on SEND needs/provisionTeachers to be given non-contact time to engage in supportive discussions with SENDco re: SEN provision in their classZones of Regulation implemented	<p>supports. achievement at, and enjoyment of, school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special Educational Needs in Mainstream Schools Recommendations_Poster.pdf?v=1635355222</p> <p>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>																																					
<p>To develop and implement an oracy-rich approach to teaching and learning across the school:</p> <ul style="list-style-type: none">Voice 21 CPD-Classroom Practice pathwayWord Aware refresher CPDMonitor implementation and impactProvide additional CPD as required	<p>EEF Guide-Oral Language Interventions</p> <p>“What Works”: Interventions for children and young people with speech, language and communication needs</p>	1, 2, 4, 5, 6																																				
<p>Improve quality and consistency of reading teaching and learning:</p> <ul style="list-style-type: none">Review teaching and learning of reading throughout the schoolCarry out diagnostic assessments to identify current gaps in learningTo adapt our reading curriculum to ensure gaps are filledTo develop a consistent school wide approach to readingProvide ongoing / additional CPD as required in order to implement the whole school approachDeveloping inclusive practices in reading teaching	<p>reading_for_pleasure.pdf (publishing.service.gov.uk)</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. EEF Education Evidence Teaching and Learning 1, 2, 3 7 Toolkit Reading Comprehension Strategies</p> <p>Summer 2022 Reading Test Data for current (2022-2023) pupils</p> <table><tr><th colspan="6">Reading</th></tr><tr><th>Year Group</th><th>Number of PP pupils</th><th>Non-PP % Exp</th><th>PP % Exp</th><th>Difference</th><th>Non-PP</th></tr><tr><td>6</td><td>11</td><td>73%</td><td>64%</td><td>-9%</td><td>103.1</td></tr><tr><td>5</td><td>23</td><td>78%</td><td>70%</td><td>-8%</td><td>105.7</td></tr><tr><td>4</td><td>18</td><td>85%</td><td>78%</td><td>-7%</td><td>107.2</td></tr><tr><td>3 SATS</td><td>20</td><td>56%</td><td>20%</td><td>-36%</td><td>102.8</td></tr></table>	Reading						Year Group	Number of PP pupils	Non-PP % Exp	PP % Exp	Difference	Non-PP	6	11	73%	64%	-9%	103.1	5	23	78%	70%	-8%	105.7	4	18	85%	78%	-7%	107.2	3 SATS	20	56%	20%	-36%	102.8	1,5
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<p>Improve quality and consistency of Maths teaching and learning:</p> <ul style="list-style-type: none">Review teaching and learning of maths throughout the schoolCarry out diagnostic assessments to identify current gaps in learningAdapt maths curriculum to ensure gaps are filledTo develop a consistent school wide approach to MathsProvide ongoing / additional CPD as required in order to implement the whole school approachDeveloping inclusive practices in maths teaching through CPD	<p>Summer 2022 Maths Test Data for current (2022-2023) pupils</p> <table><tr><th colspan="6">Maths</th></tr><tr><th>Year Group</th><th>Number of PP pupils</th><th>Non-PP % Exp</th><th>PP % Exp</th><th>Difference</th><th>Non-PP</th></tr><tr><td>6</td><td>11</td><td>63%</td><td>55%</td><td>-8%</td><td>100.0</td></tr><tr><td>5</td><td>23</td><td>81%</td><td>57%</td><td>-24%</td><td>104.0</td></tr><tr><td>4</td><td>18</td><td>95%</td><td>72%</td><td>-23%</td><td>107.0</td></tr><tr><td>3</td><td>20</td><td>38%</td><td>15%</td><td>-23%</td><td>98.0</td></tr></table>	Maths						Year Group	Number of PP pupils	Non-PP % Exp	PP % Exp	Difference	Non-PP	6	11	63%	55%	-8%	100.0	5	23	81%	57%	-24%	104.0	4	18	95%	72%	-23%	107.0	3	20	38%	15%	-23%	98.0	1, 5
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<p>To implement our ambitious, knowledge-rich curriculum:</p> <ul style="list-style-type: none">To provide staff with CPD in order for effective implementationTo communicate our curriculum vision to all school stakeholdersTo return to our curriculum intent and check it is robust and addresses the barriers we are currently seeing in our pupilsTo conduct a wholesale planning review to ensure it matches curriculum intent accuratelyFor subject leaders to secure high standards of teaching and learning in their subject; that meets the needs and aspirations of all pupils, and raises standards of achievement in school.For subject leaders to ensure their curriculum area is planned to meet the requirements of the National Curriculum and the whole school aim.	<p>https://www.gov.uk/government/collections/curriculum-research-reviews</p> <p>https://www.gov.uk/government/speeches/commentary-on-curriculum-research-phase-3</p> <p>https://www.amazon.co.uk/Inspiring-Primary-Curriculum-Unlocking-Research/dp/0367228386/ref=sr_1_3?crid=3LPO3FZLFH9NI&keywords=curriculum+design&qid=1644416499&srefix=curriculum+%2Caps%2C116&sr=8-3</p>	1,2,4,5,6																																				

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

Budgeted cost: £36,027

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Tutoring: <ul style="list-style-type: none"> To close maths and reading knowledge gaps in identified pupils 	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,5,6
School Led Tutoring: <ul style="list-style-type: none"> To close maths and reading knowledge gaps in identified pupils 	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,5,6
Speech, Language and Communication Interventions: <ul style="list-style-type: none"> Timely identification of need APRD Cycles in place for identified pupils Classroom staff aware/trained in strategies needed to support children in class Speech Therapist involvement 	EEF Guide-Oral Language Interventions “What Works”: Interventions for children and young people with speech, language and communication needs https://ican.org.uk/intervention-search/ Talking About a Generation-The Communication Trust ‘Talking about a generation’ emphasises the need for SL&C provision. Talking About a Generation highlights research showing that by the age of five, 75% of children who experienced poverty persistently throughout the early years are below average in language development, compared to 35% of children who never experienced poverty. Up to 50% of children starting school in the most disadvantaged areas will have speech, language and communication needs (SLCN). In school-aged children the likelihood of being identified as having SLCN is 2.3 times greater for children eligible for free school meals and living in areas of disadvantage.	4,5,6
Adaptive Technology (Lexia): <ul style="list-style-type: none"> To close individual English knowledge gaps in identified pupils (Year 1-6) 	Lexia Reading- EEF impact +2 months https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia	5,6

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

Budgeted cost: £68,897

Activity	Evidence that supports this approach	Challenge number(s) addressed
Addressing Social, Emotional and Mental Health Needs: <ul style="list-style-type: none"> Targeted SEMH Support for identified families EHAs in place where needed Support for families to increase parental engagement Attendance Management Strategies <p>Special Project-Employ a Place2Be Mental Health Practitioner to ensure that any children requiring specialist support in this area can access it (Money from all three areas contributing).</p>	<p>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	2,6
Increase Pupil Engagement in Wider School: <ul style="list-style-type: none"> Implement School Changemakers Implement Pupil Voice and Participation Policy 	<p>https://www.mentallyhealthyschools.org.uk/whole-school-approach/pupil-voice/</p>	2,3
Every Child a Musician Initiative: <ul style="list-style-type: none"> All children will be given the opportunity learn to play an instrument each year 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	2,3
Pupil Premium Equality of Opportunity Package: <ul style="list-style-type: none"> For disadvantaged pupils to have an increased sense of belonging To increase the ability for disadvantaged pupils to participate in the activities routinely undertaken by 	<p><i>Child poverty continues to rise. The latest data tells us that almost 1 in 3 children in the UK are living in poverty (31%). Nearly half of children in lone-parent families live in poverty, compared with 1 in 4 of those in couple families. Money worries in turn contribute to low-income adults and their children being much more likely than wealthier adults and children to suffer from depression or anxiety.</i></p> <p><i>Poverty can also affect the prospects of children, who may fail to reach the same level of educational attainment as those from wealthier families. This in turn can make escape from poverty even harder when they become adults.</i></p>	2,3

<p>others in society</p> <p>Package Includes:</p> <ul style="list-style-type: none"> ➤ Subsidised School Uniform ➤ 6 books a year ➤ School Photos ➤ Priority Places in School Clubs ➤ Subsidised School Trips 	<p><i>It restricts the options and opportunities available to people and limits their access to things that are mostly taken for granted by society</i></p> <p><i>It constrains a person's ability to afford to buy what they need and participate in the activities routinely undertaken by others in society.</i></p> <p>(UK Poverty 2022: The essential guide to understanding poverty in the UK, Joseph Rowntree Foundation https://www.jrf.org.uk/report/uk-poverty-2022)</p> <p>https://theconversation.com/parents-and-children-living-in-poverty-have-the-same-aspirations-as-those-who-are-better-off-103897</p> <p>Nuffield Foundation Report (2016) finding that after school club attendance was associated with positive academic and social outcomes for disadvantaged children in particular.</p>	
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Total budgeted cost: £164,145

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This review is being written at the end of the first year (2021-2022) of a three year plan. The Grange school continued to be impacted upon greatly by the Covid-19 pandemic during the 2021-2022 academic year; in fact, it was our most disruptive year, particularly in terms of staff absence. This impacted heavily on the implementation and impact of the pupil premium plan.

Progress towards Intended Outcome 1- Improved inclusive practice within QFT (Quality First Teach) including the use of targeted, specific, time-limited academic intervention

When looking at data, we do so with an element of caution due to the disruption caused by the Covid-19 pandemic. This plan sets out to overcome a number of challenges in order to ultimately improve academic attainment for all pupils and to close the gap between Pupil Premium children and Non-Pupil Premium children. As you can see below, with the exception of our Year 2 pupils, there is a gap in attainment in favour of Non-PP pupils. Generally the reading gaps are less than the maths gaps (with the exception of Year 3). Moving forwards with this plan we will be focusing heavily on maths by providing staff with Maths CPD and by conducting other CPD e.g. oracy, through a maths lens. There will be a continuing focus on reading in order to continue closing the gap and raising the attainment of all pupils.

Staff received CPD around QFT. However, this became disjointed due to staff absence. We will continue this work further by improving QFT using the Trust Based Observation approach. This will compliment the work that has taken place during the 2021-2022 academic year.

We will continue to use tuition (school-led and pupil premium funded) to target individual pupils whose attainment/progress need to improve.

Reading					
Year Group	Number of PP pupils	Non-PP % Exp	PP % Exp	Difference	Non-PP
6	11	73%	64%	-9%	103.1
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Maths					
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4	18	95%	72%	-23%	107%
3	20	38%	15%	-23%	98%

Progress towards Intended Outcome 2- For any child in need to have swift and timely access to the appropriate level of SEMH support

Whilst we increased the support available for children with SEMH, the demand for this support continued to grow and we found ourselves, despite many well trained specialist staff working at The Grange, not being able to meet the needs of some children. In addition, staff absence proved disruptive in meeting this outcome. We sought specialist support for these children but unfortunately, the same demands are there on external services too and we were unable to access the specialist support they needed. To meet this outcome at the end of this strategy, we will need to investigate other ways of accessing the support needed for these children.

We have increased the capacity for running EHAs in school by training more staff to lead them. This has led to an increase in the number of families with an EHA open.

Progress towards Intended Outcome 3- Ensure equality of opportunity through funding wider opportunities to promote inclusion and greater academic engagement

Despite the challenges we faced due to the pandemic, we were able to make some progress towards this outcome. We were able to fulfil the majority of our Every Child A Musician programme with Year 3 learning to play the violin, Year 5 and 6 learning to play the guitar and Year 4. Moving forwards for the rest of this strategy, we would like to secure more opportunities for this initiative. We would also like as many children as possible to be able to perform in our summer show in 2023.

Due to the restrictions in place in school, extra-curricular clubs and trips did not take place in 2021-2022. These will begin again in Autumn 2022.

Feedback from pupils about the 'book a term' initiative has been extremely positive. One child said 'I have a bookcase now' Moving forwards, we would like to continue to provide the children with 6 books over the year but take them to a book shop to choose them, to build their cultural capital.

Families have continued to find the uniform provided very beneficial.

Progress towards Intended Outcome 4- To implement high quality oracy education for all children- particularly those who need it most in order to improve their life chances- including the use of targeted, specific, time-limited academic interventions

Our revised curriculum is complete and oracy is woven throughout it as one of our four Golden Threads. At the

start of each curriculum subject document there is a statement about the links between the subject and oracy. All staff understand the importance of oracy and why it is one of our golden threads. Moving forwards and following on from our 'requires improvement judgement' for Quality of Education from Ofsted, we will now focus on good quality oracy teaching in the classroom and look at how this can elevate learning in other subjects.

Interventions are in place, delivered by the school specialists we have on our staff team. The progress of these children is hampered by the lack of Speech Therapist input. To move on further to achieving this outcome, we will investigate sourcing a private speech therapist to work alongside our team in school.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Word Aware	Thinking Talking
National College CPD	National College
Walklthrus	John Catt Educational Ltd
Essential Maths CPD	Herts for Learning
Little Wandle	Little Wandle Letters and Sounds Revised