

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
School name	The Grange School
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	
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 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Vicki Masters, Headteacher
Pupil premium lead	Elaine Wagg, Deputy Headteacher
Governor / Trustee lead	Gina Rippon, lead for vulnerable pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
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	£

Part A: Pupil premium strategy plan

Statement of intent

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Challenges

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

Challenge number	Detail of challenge
1	A higher percentage of PP pupils (compared to non PP) require SEMH and behavioural (including attendance) support; leading to lower levels of academic resilience. This has been impacted on further by the Covid-19 pandemic.
2	Widening gap between PP and non-PP in English and Maths attainment in KS2. This has been impacted on further by the Covid-19 pandemic
3	Financial disadvantage leading to inequality of opportunity
4	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 and in general, are more prevalent among our disadvantaged pupils than their peers.

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
For all PP children to increase their levels of Academic Resilience; minimising their risk of underachievement	SDQ scores have increased from 21-22 levels for all identified SEMH/Behaviour PP pupils The attainment gap between PP and Non-PP children has reduced from 21-22 levels, in all year groups in reading, writing, maths The % of PP children requiring SEMH/Behaviour support has reduced further from 21-22 levels. PP attendance has improved from 21-22 baseline levels
To eliminate the attainment/progress gap between PP and Non-PP children in all year groups in Reading, Writing and Maths	All PP children are working at/above their FFT 20 estimate. The quality of teaching in KS2 has been maintained and is never less than good.

<p>To ensure that PP children are attaining inline/above PP children nationally in RWM</p> <p>To increase the numbers of PP children attaining at Greater Depth</p>	
<p>For PP children to have equality of opportunity, enabling them to become more Academically Resilient and in turn fulfilling their academic potential.</p>	<p>All children have learned to play at least three musical instruments</p> <p>Pupil Premium package in place for all PP Pupils</p> <p>Pupil Voice Resilience Rainbow scores demonstrate an increased sense of belonging from 21-22 levels amongst all children but specifically disadvantaged pupils</p> <p>Talent/interests bursaries in place for all identified PP children</p> <p>Data targets (above) have been met/exceeded</p>
<p>Maintain improvements in Speech, Language and Communication in EYFS, and pre-school pupils and implement best practice and provision across the school.</p>	<p>Monitoring evidences that high quality teaching of vocabulary is impacting positively on standards in reading and writing.</p> <p>BPVS scores evidence good progress against their Baseline scores for targeted PP children.</p> <p>Reading test gap analysis evidences progress in understanding vocabulary for all targeted PP children</p> <p>PP data targets (above) have been met/exceeded</p> <p>APDR cycles evidence good progress for all children who are identified as having additional SL&C needs.</p> <p>Monitoring evidences high quality C&L provision which challenges higher attainers, has been maintained across EYFS and Y1</p>

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: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Word Aware Training Spring 2022	EEF Guide-Oral Language Interventions “What Works”: Interventions for children and young people with speech, language and communication needs	
Curriculum Implementation and Pedagogy		
Essential Maths CPD		
Implement Little Wandle Phonics Approach		
Trust Observation Approach Implemented		
‘Place to Be’ Mental Health Practitioner- Universal Whole School Approach		
Communication and Sensory Impairment Team (CSI Team) Training for classroom staff on communication friendly classrooms	<p><u>Talking About a Generation-The Communication Trust</u> ‘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.</p> <p><u>School Findings</u> Evaluation and analysis of the 2018 & 2019 SATs tests highlighted that lack of attainment in reading and maths was, to a great extent, due to language deprivation and lack of vocabulary knowledge and understanding.</p> <p>Analysis of EYFS results from 2019, evidences raised standards due to this focus being in place during 2018- 2019.</p>	

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
NTP (FFT Lightening Squad)	https://fft.org.uk/tutoring/ 3-5 months gains in 6 weeks of tutoring	
School-Led Tutoring		
Teacher Tutor		
Lexia (reading)	EEF Lexia Reading Evaluation	
Symphony (maths)		
CSI Interventions	<p><u>Talking About a Generation-The Communication Trust</u> ‘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.</p> <p><u>School Findings</u> Evaluation and analysis of the 2018 & 2019 SATs tests highlighted that lack of attainment in reading and maths was, to a great extent, due to language deprivation and lack of vocabulary knowledge and understanding.</p> <p>Analysis of EYFS results from 2019, evidences raised standards due to this focus being in place during 2018- 2019.</p>	

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
‘Place to Be’ Mental Health Practitioner- Family Support and Targeted Interventions		
Learning Mentor (ELSA)		

Changemakers		
Family Learning Hub Development		
Every Child a Musician		
Pupil Premium Financial Package (Uniform, Book club, Magazine Subscription, Photos)		

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.