

## The Grange School-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	469
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	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, 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	£122,918
Recovery premium funding allocation this academic year	£13,340
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£136,258

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

*Relationship between pastoral and attainment*  
*No difference*  
*Classroom is king*

### 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 PP children have a wide range of vulnerabilities, which combined (constellated disadvantage) puts them at high-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 inclusive practice within QFT including the use of targeted, specific, time-limited academic interventions	<ul style="list-style-type: none"> <li>- All PP children are working at/above their FFT 20 estimate.</li> <li>- Higher levels of mastery</li> <li>- PP children are attaining inline/above PP children nationally in RWM</li> <li>- To eliminate the attainment/progress gap between PP and Non-PP children in all year groups in Reading, Writing and Maths</li> <li>- To increase the numbers of PP children attaining at Greater Depth</li> </ul>

<p>For any child in need to have swift and timely access to the appropriate level of SEMH support</p>	<p>-</p> <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>
<p>Ensure equality of opportunity through funding wider opportunities to promote inclusion</p>	<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"> <li>• A book a term</li> <li>• Magazine subscription</li> <li>• School uniform</li> <li>• School photographs</li> <li>• School equipment provided for all children</li> <li>• Subsidised school trips</li> <li>• Guaranteed access (including financial support where needed to at least one school after school club)</li> </ul> <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</p> <p>Assessments evidence good progress against their Baseline scores for targeted children.</p> <p>Reading test gap analysis evidences progress in understanding vocabulary for all targeted PP children</p> <p>Monitoring evidences high quality C&amp;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: £65,977.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>To embed inclusive practice across the school:</b></p> <ul style="list-style-type: none"> <li>For all teaching staff to have a secure understanding of the principles of quality inclusive pedagogy for all pupils</li> <li>For teachers to be able to plan, teach and assess all learners with equal confidence</li> <li>For <u>all</u> learners to be engaged in their learning</li> <li>Whole School Mental Health-Universal Approach Implemented</li> </ul>	<p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Recommendations_Poster.pdf?v=1635355222">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Recommendations_Poster.pdf?v=1635355222</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning">https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	1, 6
<p><b>Development and enhancement of vocabulary strategy:</b></p> <ul style="list-style-type: none"> <li>Word Aware training</li> <li>Purchase books/resources</li> <li>Monitor implementation and impact</li> <li>Provide additional CPD as required</li> </ul>	<p><a href="#">EEF Guide-Oral Language Interventions</a></p> <p><a href="#">"What Works": Interventions for children and young people with speech, language and communication needs</a></p>	4
<p><b>Improve quality and consistency of phonics teaching:</b></p> <ul style="list-style-type: none"> <li>Implement Little Wandle (Government Validated Programme)</li> <li>Provide Little Wandle training to all staff (teachers and TAs) looking at pedagogical approaches and implement straight away</li> <li>Monitor implementation and impact</li> <li>Provide ongoing / additional CPD as required</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes#list-of-validated-systematic-synthetic-phonics-ssp-programmes">https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes#list-of-validated-systematic-synthetic-phonics-ssp-programmes</a></p>	5
<p><b>Improve quality and consistency of reading teaching and learning:</b></p> <ul style="list-style-type: none"> <li>Review teaching and learning of reading throughout the school</li> <li>Carry out diagnostic assessments to identify current gaps in learning</li> <li>To adapt our reading curriculum to ensure gaps are filled</li> </ul>	<p><a href="#">reading_for_pleasure.pdf (publishing.service.gov.uk)</a></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><b>School reading data to be added</b></p>	5

<ul style="list-style-type: none"> <li>• To develop a consistent school wide approach to reading</li> <li>• Provide ongoing / additional CPD as required in order to implement the whole school approach</li> <li>• Developing inclusive practices in maths teaching</li> </ul>		
<p><b>Improve quality and consistency of Maths teaching and learning:</b></p> <ul style="list-style-type: none"> <li>• Review teaching and learning of maths throughout the school</li> <li>• Carry out diagnostic assessments to identify current gaps in learning</li> <li>• Adapt maths curriculum to ensure gaps are filled</li> <li>• To develop a consistent school wide approach to Maths</li> <li>• Provide ongoing / additional CPD as required in order to implement the whole school approach</li> <li>• Developing inclusive practices in maths teaching</li> </ul>	<p>School maths data to be added</p>	<p>5</p>
<p><b>Develop a new proactive, individualised model of CPD to improve teaching and learning (Rosenshine's):</b></p> <ul style="list-style-type: none"> <li>• To develop a culture of proactive, self driven personal development</li> <li>• For staff to embrace new ideas and implement them in the classroom, taking risks where necessary</li> <li>• To reflect on research and trials and share personal learning</li> <li>• To develop reflective practice and professional discussion relating to pedagogy (ADAPT model)</li> <li>• To develop ways of providing supportive and constructive feedback for improvement</li> <li>• To improve teachers' knowledge and understanding of pedagogical approaches linked to research</li> </ul>	<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><a href="https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf">https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	<p>1, 6</p>
<p><b>Continue developing a varied and ambitious knowledge-rich curriculum:</b></p> <ul style="list-style-type: none"> <li>• To fully implement a varied and ambitious knowledge-rich curriculum.</li> <li>• To provide staff with CPD in order for effective implementation</li> <li>• To communicate our curriculum vision to all school stakeholders</li> <li>• To return to our curriculum intent and check it is robust and addresses the barriers we are currently seeing in our pupils</li> <li>• To conduct a wholesale planning review to ensure it matches curriculum intent accurately</li> <li>• To make adjustments to systems and structures in preparation for the curriculum intent to be implemented and</li> </ul>	<p><a href="https://www.gov.uk/government/collections/curriculum-research-reviews">https://www.gov.uk/government/collections/curriculum-research-reviews</a></p> <p><a href="https://www.gov.uk/government/speeches/commentary-on-curriculum-research-phase-3">https://www.gov.uk/government/speeches/commentary-on-curriculum-research-phase-3</a></p> <p><a href="https://www.amazon.co.uk/Inspiring-Primary-Curriculum-Unlocking-Research/dp/0367228386/ref=sr_1_3?crid=3LPO3FZLFH9NI&amp;keywords=curriculum+design&amp;qid=1644416499&amp;srefix=curriculum+%2Caps%2C116&amp;sr=8-3">https://www.amazon.co.uk/Inspiring-Primary-Curriculum-Unlocking-Research/dp/0367228386/ref=sr_1_3?crid=3LPO3FZLFH9NI&amp;keywords=curriculum+design&amp;qid=1644416499&amp;srefix=curriculum+%2Caps%2C116&amp;sr=8-3</a></p>	<p>1,2,4,5,6</p>

<p>embedded successfully over the long term</p> <ul style="list-style-type: none"> <li>For <b>subject leaders</b> 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.</li> <li>For <b>subject leaders</b> to ensure their curriculum area is planned to meet the requirements of the National Curriculum and the whole school aim.</li> </ul>		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 30,886

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Pupil Premium Tutoring:</b>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1,5
<b>School Led Tutoring:</b> <ul style="list-style-type: none"> <li>To close maths knowledge gaps in identified pupils</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1,5
<b>Speech, Language and Communication Interventions:</b> <ul style="list-style-type: none"> <li>Timely identification of need</li> <li>APRD Cycles in place for identified pupils</li> <li>Classroom staff aware/trained in strategies needed to support children in class</li> </ul>	<p><a href="#">EEF Guide-Oral Language Interventions</a></p> <p><a href="#">"What Works": Interventions for children and young people with speech, language and communication needs</a></p> <p><a href="https://ican.org.uk/intervention-search/">https://ican.org.uk/intervention-search/</a></p> <p><b>Talking About a Generation-The Communication Trust</b>  'Talking about a generation' emphasises the need for SL&amp;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>	4,5,6
<b>Improve quality and consistency of phonics teaching:</b> <ul style="list-style-type: none"> <li>Implement Little Wandle (Government Validated Programme)</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://www.gov.uk/government/publications/choosing-a-">https://www.gov.uk/government/publications/choosing-a-</a></p>	5

<ul style="list-style-type: none"> <li>• Provide Little Wandle training to all staff (teachers and TAs) looking at pedagogical approaches and implement straight away</li> <li>• Monitor implementation and impact</li> <li>• Provide ongoing / additional CPD as required</li> </ul>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">phonics-teaching-programme/list-of-phonics-teaching-programmes#list-of-validated-systematic-synthetic-phonics-ssp-programmes</a>	
<b>Phonics Small Group Intervention:</b> <ul style="list-style-type: none"> <li>• To close phonics knowledge gaps in identified Year 2 Pupils</li> </ul>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	5
<b>Adaptive Technology (Lexia):</b> <ul style="list-style-type: none"> <li>• To close individual English knowledge gaps in identified pupils (Year 1-6)</li> </ul>	Lexia Reading- EEF impact +2 months <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia</a>	5

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

Budgeted cost: £82,449

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Addressing Social, Emotional and Mental Health Needs:</b> <ul style="list-style-type: none"> <li>• Targeted SEMH Support for identified families</li> <li>• EHAs in place where needed</li> <li>• Support for families to increase parental engagement</li> <li>• Attendance Management Strategies</li> </ul>	<a href="https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning">https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>  Parental engagement   EEF <a href="https://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a>	2
<b>Increase Pupil Engagement in Wider School:</b> <ul style="list-style-type: none"> <li>• Implement School Changemakers</li> <li>• Pupil Voice and Participation Policy</li> </ul>	<a href="https://www.mentallyhealthyschools.org.uk/whole-school-approach/pupil-voice/">https://www.mentallyhealthyschools.org.uk/whole-school-approach/pupil-voice/</a>	2
<b>Every Child a Musician Initiative:</b> <ul style="list-style-type: none"> <li>• All children will be given the opportunity learn to play an instrument each year</li> </ul>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	3
<b>Pupil Premium Equality of Opportunity Package:</b> <ul style="list-style-type: none"> <li>• For disadvantaged pupils to have an increased sense of belonging</li> <li>• To increase the ability for disadvantaged pupils to participate in the activities routinely undertaken by others in society</li> </ul> <b>Package Includes:</b>	<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>  <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>	3

<ul style="list-style-type: none"> <li>➤ Subsidised School Uniform</li> <li>➤ A book a term</li> <li>➤ Magazine Subscriptions</li> <li>➤ School Photos</li> <li>➤ Priority Places in School Clubs (on hold Covid-19)</li> <li>➤ Subsidised School Trips (on hold Covid-19)</li> </ul>	<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 <a href="https://www.jrf.org.uk/report/uk-poverty-2022">https://www.jrf.org.uk/report/uk-poverty-2022</a>)</p> <p><a href="https://theconversation.com/parents-and-children-living-in-poverty-have-the-same-aspirations-as-those-who-are-better-off-103897">https://theconversation.com/parents-and-children-living-in-poverty-have-the-same-aspirations-as-those-who-are-better-off-103897</a></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: £ 179,312.50**



## 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.

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### 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.*