

At Grange Community Nursery and Primary School, we believe in maximising the use of the Pupil Premium Grant by utilising a long-term strategy aligned to the school development plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our pupil premium grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

#### **Our Principles**

At Grange, our aim is to inspire all our children by providing them with opportunities to develop self-confidence to enable them to fulfil their full potential - whether that be academically or socially. We do this by ensuring that:

- All staff are aware of who our disadvantaged children are; not just within their class, but across the school.
- All disadvantaged children benefit from the funding, not just those who are under-performing academically.
- We use research (Such as EEF Toolkit) to support us in determining the strategies that will be most effective.

#### **Our Priorities**

In order to ensure that the use of the pupil premium grant is used in the most effective way for our pupils at Grange, we use our expert knowledge of our individual pupils; our expert knowledge of pupil needs as a collective and attainment data from previous years.

## Disadvantaged Pupil Progress Scores

| Measure | 2018 Pupils 10/19<br>(53%) | 2019 Pupils 13/18<br>(72%) | 2020 Pupils 15/18<br>(83%) |
|---------|----------------------------|----------------------------|----------------------------|
| Reading | +1.4                       | +6.3                       | -                          |
| Writing | -4.5                       | +4.3                       | -                          |
| Maths   | -2                         | +6.8                       | -                          |

### Our priorities are as follows:

- To close the gap for disadvantaged pupils by ensuring all pupils have full access to the National Curriculum and that they are supported to reach at least ARE, particularly in writing and maths.
- To ensure full access to extra-curricular activities, and to promote opportunities which provide life experiences.
- To enable parents to engage support, and engage with, the education of their children.
- To provide social and emotional support to enable all children to access, and engage with, their learning.

### Our Strategic Approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

|                                  |  |
|----------------------------------|--|
| <b>Teaching</b>                  | Quality first teaching is essential to ensure the progress of all pupils. Teachers must have access to, and engage, with high-quality CPD, linked to our priorities, to ensure systemic quality first teaching.                        |
| <b>Targeted Academic Support</b> | When a pupil needs support in addition to quality first teaching, structured interventions will be put in place. This includes small group tuition for targeted pupils in English and maths, and, where necessary, one-to-one support. |
| <b>Wider Strategies</b>          | Every child at Grange Community Nursery and Primary School will have the opportunity to access a full curriculum, including trips and  |

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|  | <p>experiences, as well as having a range of enrichment activities in addition to their normal curriculum. The school aims to ensure that during an academic year, a wide range of opportunities is provided for all children. No child should be disadvantaged when these opportunities arise and school staff will monitor closely the uptake of activities to ensure that key groups of children, such as SEND or disadvantaged, are benefitting from what we offer.</p> |
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### **Our Review Process**

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually.

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards - adapting, expanding or ceasing the intervention as required.

Individual targets are set for each pupil in receipt of the pupil premium grant, and their progress towards achieving these targets is analysed during termly pupil progress meetings. All relevant information is shared with subject leaders, the INCo and parents.

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The Head of School and Pupil Premium governor are responsible for ensuring a pupil premium strategy is always in effect.

**Statement Authorised by: Sara Albiston**

**Pupil Premium Lead:**

**Governor Lead: Hilary Berry**

**Overview of Funding Available**

| <b>Funding information 2020 - 21 (based on 2019 census)</b>         |     |                             |  |
|---|-----|-----------------------------|--|
| Total Number of Pupils  | 139 | PP Grant Received per Pupil | £1320 FSM      £3000<br><i>Looked-after (1 child)</i>    |
| Number of Pupils Eligible for PP                                    | 71  | Total PP Budget             | £96,720  |
| <b>Funding Information 2021-22 (based on 2020 census)</b>           |     |                             |  |
| Total Number of Pupils  | 166 | PP Grant Received per Pupil | £1320 FSM      £6000<br><i>Looked-after (2 children)</i> |
| Number of Pupils Eligible for PP                                    | 106 | Total PP Budget             | £145,920   |
| <b>Estimated Funding Information 2022-23 (based on 2021 census)</b> |     |                             |  |
| Total Number of Pupils  | 175 | PP Grant Received per Pupil | £1320 FSM      £2300<br><i>Looked-after (0 children)</i> |
| Number of Pupils Eligible for PP                                    | 110 | Total PP Budget             | £145,200   |

**Our Strategic Plan**

| <b>Tier One - Quality First Teaching</b>  |  |                         |   |
|---|--|-------------------------|---|
| <i>Quality first teaching is essential to ensure the progress of all pupils. Teachers must have access to high-quality CPD, linked to our priorities, to ensure systemic, quality first teaching. Pupils will be ready to learn, and low-level disruptions will be eradicated.</i>  |  |                         |   |
| <b>Intended Outcomes</b>  | Pupils will make good progress because of quality first teaching, which is evidence based and policy driven. We have the highest of expectations for all of our children and so expect our pupils in receipt of PPG to achieve the very best outcomes. High quality teaching will ensure that all children are engaged in learning and low level disruptions are eradicated.   | <b>Success Criteria</b> | <p>All pupil premium children will make accelerated progress in all core areas of learning.</p> <p>A proportion of pupil premium children (cohort specific) will be working at expected standard and greater depth.</p> |
| <b>Rationale</b>  | <p>The English curriculum will be driven by high-quality texts and will focus on teaching reading into writing. Vocabulary will be at the heart of all that we do. Staff have received CPD to enable this to be delivered successfully. The EEF indicates that reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> |                         |   |
| <div style="border: 1px solid black; padding: 10px;"> <p><b>Reading comprehension strategies</b></p> <p>High impact for very low cost, based on extensive evidence.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="display: flex; gap: 5px;"> <span>£</span><span>£</span><span>£</span><span>£</span><span>£</span> </div> <div style="display: flex; gap: 5px;"> <span>🔒</span><span>🔒</span><span>🔒</span><span>🔒</span><span>🔒</span> </div> <div style="background-color: red; color: white; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">+6</div> </div> </div> |  |                         |   |

A mastery approach to teaching will ensure that all pupils have the opportunity to secure their knowledge and understanding, before progressing onto the next topic. There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress - according to the EEF.

### Mastery learning

Moderate impact for very low cost, based on moderate evidence.



In-house CPD on effective behaviour management will ensure low-level disruption in lessons is eradicated. The EEF suggests that, on average, behaviour interventions can produce moderate improvements in academic performance, resulting in an additional three months' progress.

### Behaviour interventions

Moderate impact for moderate cost, based on extensive evidence.



Staff Lead

Sara Albiston

|  | Year 2020-2021   | Year 2021-2022   | Year 2022-2023   |
|--|--|--|--|
| <p>Implementation &amp; Monitoring</p> <p><i>How will the plan be implemented and monitored to ensure its success?</i></p> | <ul style="list-style-type: none"> <li>• 'Read to Write' CPD and materials and training provided to staff.</li> <li>• Support and training bespoke for all individuals - particularly NQTs.</li> <li>• Subject Leader training and curriculum development opportunities.</li> <li>• White Rose CPD and premium resources provided.</li> <li>• Essential Skills project.</li> <li>• Provide opportunities to share best practice across the Trust.</li> <li>• Apps and online learning resources to support core areas of learning.</li> <li>• Ensuring the resources are readily available for staff.</li> </ul> | <ul style="list-style-type: none"> <li>• Continued support for RQTs, as they enter their second year of teaching.</li> <li>• Bespoke staff training for all individuals.</li> <li>• Continued development of our curriculum, with key changes being made only after extensive research.</li> <li>• A continued rigorous monitoring programme to identify strengths and to tackle any potential areas of development.</li> </ul> <p>Monitoring activities:</p> <ul style="list-style-type: none"> <li>• Pupil Progress meetings</li> <li>• Lesson Observations</li> <li>• Rigorous Performance Management schedule</li> <li>• Learning Walks</li> </ul> | <ul style="list-style-type: none"> <li>• Quality First Teaching is consistently demonstrated throughout all lessons in all phases.</li> <li>• All pupil premium children continue to make accelerated progress to ensure that they have the very best opportunities to achieve.</li> </ul> |




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|  | <ul style="list-style-type: none"> <li>Use additional resources to allow class sizes to remain small.</li> </ul> <p>Monitoring activities:</p> <ul style="list-style-type: none"> <li>Pupil Progress meetings</li> <li>Lesson Observations</li> <li>Rigorous Performance Management schedule</li> <li>Learning Walks</li> <li>Book Looks</li> <li>Child and Staff Voice</li> </ul> | <ul style="list-style-type: none"> <li>Book Looks</li> <li>Child and Staff Voice</li> </ul>                                     |   |
| Light-touch Review Notes   | £22,000  |   |   |
| Light-touch Review Assessment<br><i>Highlight as appropriate</i> | <p><b>Quality First Teaching is Performing:</b></p> <p>Well Above expectations</p> <p>Above expectations</p> <p>As expected</p>  | <p><b>Quality First Teaching is Performing:</b></p> <p>Well Above expectations</p> <p>Above expectations</p> <p>As expected</p> | <p><b>Quality First Teaching is Performing:</b></p> <p>Well Above expectations</p> <p>Above expectations</p> <p>As expected</p> |



|                         |                             |  |   |  |   |  |
|-------------------------|-----------------------------|--|---|--|---|--|
|                         | Below expectations          |  | Below expectations  |  | Below expectations  |  |
|                         | Well Below expectations     |  | Well Below expectations   |  | Well Below expectations   |  |
| Anticipated Expenditure | Year One                    |  | Is expenditure expected to increase, decrease or remain the same going into Year two? | Increase<br><b>Decrease</b><br>Remain the Same | Is expenditure expected to increase, decrease or remain the same going into Year three? | Increase<br><b>Decrease</b><br>Remain the Same |
|                         | Total expected expenditure: |  |   |  |   |  |
| Actual Expenditure      | Year One                    |  | Did expenditure increase, decrease or remain the same in Year two?                    | Increase<br>Decrease<br>Remain the Same        | Did expenditure increase, decrease or remain the same in Year two?                      | Increase<br>Decrease<br>Remain the Same        |
|                         | Total actual expenditure:   |  |   |  |   |  |

**Tier Two – Providing for all individuals and their families: academically, emotionally and socially.**

When a pupil needs support in addition to quality first teaching, structured interventions will be put in place. This includes small group tuition for targeted pupils in English and maths, and, where necessary, one-to-one support. Pupil premium children take priority when timetabling these interventions.

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| <p>Intended Outcomes</p> | <p>Pupils will make good progress, and when required, will receive additional support which is evidence-based and policy-driven. This support will be carefully planned to meet the individual needs of each pupil and is reviewed on a half termly basis.</p>   | <p>Success Criteria</p> | <p>All pupil premium children will make accelerated progress in all core areas of learning.</p> <p>A proportion of pupil premium children (cohort-specific) will be working at expected standard and greater depth.</p> |
| <p>Rationale</p>         | <p>High quality and in-depth pupil progress meetings will take place half-termly to ensure that all pupil premium pupils who will benefit from 1:1 or small group tuition are identified. Support is arranged and implemented in a timely manner.</p> <p>Early identification is key, and children will be monitored as soon as they join Grange Community. Evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families.</p> <div data-bbox="506 1222 2009 1353" style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p><b>Early years interventions</b></p> <p>Moderate impact for very high cost, based on extensive evidence. <span style="float: right;">    </span></p> </div> |                         |   |

Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching and that teachers should monitor progress to ensure the tutoring is beneficial.

### One to one tuition

Moderate impact for high cost, based on extensive evidence.



+5

Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.

### Small group tuition

Moderate impact for moderate cost, based on limited evidence.



+4

On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.

### Social and emotional learning

Moderate impact for moderate cost, based on extensive evidence.



+4

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| Staff Lead   | Sara Albiston   |  |   |
| <p>Implementation &amp; Monitoring</p> <p><i>How will the plan be implemented and monitored to ensure its success?</i></p> | Year One  | Year Two   | Year Three  |
|  | <ul style="list-style-type: none"> <li>• Swiftly identify any child not making expected progress and implement additional support.</li> <li>• Understand the social barriers that all individual children have. Implement actions to help to eliminate these boundaries.</li> <li>• Provide CPD for all staff on Trauma Informed Based Practice.</li> <li>• Provide emotional based CPD for selected staff - Lego Therapy, ELSA and Mindfulness.</li> <li>• Communicate with multi agencies to ensure that all children receive the bespoke support they need.</li> <li>• Ensure that additional teaching assistants are allocated to deliver emotional based interventions.</li> </ul> | <ul style="list-style-type: none"> <li>• Continue to embed emotional and social interventions.</li> <li>• Continue to identify children who may need additional support at the earliest point.</li> <li>• Implement tailored interventions: academic, social or emotional at the earliest opportunity.</li> <li>• Continue to work with multi agencies to ensure that the correct support is identified and arranged.</li> </ul> | <ul style="list-style-type: none"> <li>• Continue to embed emotional and social interventions.</li> <li>• Continue to identify children who may need additional support at the earliest point.</li> <li>• Implement tailored interventions: academic, social or emotional at the earliest point.</li> <li>• Continue to work with multi agencies to ensure that the correct support is identified and implemented.</li> </ul> |

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|   | <p>Monitoring:</p> <ul style="list-style-type: none"> <li>• Impact of emotional and social interventions on a half termly basis.</li> <li>• Child/parent questionnaires.</li> <li>• Pupil Progress Meetings</li> <li>• PP and SEND Book Look and Learning Walks.</li> </ul> | <p>Monitoring:</p> <ul style="list-style-type: none"> <li>• Impact of emotional and social interventions on a half termly basis.</li> <li>• Child/parent questionnaires.</li> <li>• Pupil Progress Meetings</li> <li>• PP and SEND Book Look and Learning Walks.</li> </ul> | <p>Monitoring:</p> <ul style="list-style-type: none"> <li>• Impact of emotional and social interventions on a half termly basis.</li> <li>• Child/parent questionnaires.</li> <li>• Pupil Progress Meetings</li> <li>• PP and SEND Book Look and Learning Walks.</li> </ul> |
| Light-touch Review Notes  |   |   |   |
| <p>Light-touch Review Assessment</p> <p><i>Highlight as appropriate</i></p> | <p><b>1:1 and Small Group Tuition is Performing:</b></p> <p>Well Above expectations</p> <p>Above expectations</p> <p><b>As expected</b></p> <p>Below expectations</p> <p>Well Below expectations</p>  | <p><b>1:1 and Small Group Tuition is Performing:</b></p> <p>Well Above expectations</p> <p>Above expectations</p> <p>As expected</p> <p>Below expectations</p> <p>Well Below expectations</p>   | <p><b>1:1 and Small Group Tuition is Performing:</b></p> <p>Well Above expectations</p> <p>Above expectations</p> <p>As expected</p> <p>Below expectations</p> <p>Well Below expectations</p>   |

|                         |                             |         |   |   |   |   |
|-------------------------|-----------------------------|---------|---|---|---|---|
| Anticipated Expenditure | Year One                    | £35,000 | Is expenditure expected to increase, decrease or remain the same going into Year two? | Increase<br>Decrease<br>Remain the Same | Is expenditure expected to increase, decrease or remain the same going into Year three? | Increase<br>Decrease<br>Remain the Same |
|                         | Total expected expenditure: |         |   |   |   |   |
| Actual Expenditure      | Year One                    |         | Did expenditure increase, decrease or remain the same in Year two?                    | Increase<br>Decrease<br>Remain the Same | Did expenditure increase, decrease or remain the same in Year two?                      | Increase<br>Decrease<br>Remain the Same |
|                         | Total actual expenditure:   |         |   |   |   |   |

### Tier Three - Enrichment and Parental Engagement

Every child at Grange Community Nursery and Primary School will have the opportunity to access a full curriculum, including trips and experiences, as well as having a range of enrichment activities in addition to their normal curriculum. The school aims to ensure that during an academic year, a wide range of opportunities is provided for all children. No child should be disadvantaged when these opportunities arise and school staff will monitor closely the uptake of activities to ensure that key groups of children, such as SEND or disadvantaged, are benefitting from what we offer. We also work tirelessly with parents to engage them in their child's education and to also offer tailored support for the family.

|                          |  |                         |   |
|--------------------------|--|-------------------------|---|
| <p>Intended Outcomes</p> | <p>All pupil premium children will engage with enrichment opportunities provided by the school.</p> <p>The parents of pupils in receipt of the pupil premium grant will work in partnership with the school to ensure the best outcome for their child.</p>  | <p>Success Criteria</p> | <p>All pupil premium children will engage with enrichment activities provided by the school.</p> <p>Parents will report that they are working as a partnership with the school.</p> |
| <p>Rationale</p>         | <p>Increasing parental engagement in primary schools has on average two to three months' positive impact. There is some evidence that supporting parents with their first child will have benefits for siblings.</p> <div data-bbox="488 1040 1989 1171" style="border: 1px solid black; padding: 10px;"> <p><b>Parental engagement</b></p> <p>Moderate impact for moderate cost, based on moderate evidence.</p> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="display: flex; gap: 5px;"> <span>£</span><span>£</span><span>£</span><span>£</span><span>£</span> </div> <div style="display: flex; gap: 5px;"> <span>🔒</span><span>🔒</span><span>🔒</span><span>🔒</span><span>🔒</span> </div> <div style="background-color: #f44336; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; color: white; font-weight: bold; font-size: 18px;">+3</div> </div> </div> |                         |   |

There is recent evidence from the UK that sports participation can have a larger effect on, for example, Mathematics learning when combined with a structured numeracy programme (with one study showing an impact of up to ten months' additional progress). In this circumstance, the 'participation' acted as an incentive to undertake additional instruction.

### Sports participation

Low impact for moderate cost, based on limited evidence.



Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, Mathematics and Science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils.

### Arts participation

Low impact for low cost, based on moderate evidence.



Staff Lead

Sara Albiston

Implementation & Monitoring

*How will the plan be implemented and*

Year One

- Enriched curriculum opportunities - subsidised school trips and residential trips.
- Subsidised music tuition.

Year Two

- Enriched curriculum opportunities - subsidised school trips and residential trips.
- Subsidised music tuition.
- Family support worker to include 1:1 support for identified families.

Year Three

- Enriched curriculum opportunities - subsidised school trips and residential trips.
- Subsidised music tuition.
- Family support worker to include 1:1 support for identified families.



|  |  |   |   |
|--|--|---|---|
| <p><i>monitored to ensure its success?</i></p> | <ul style="list-style-type: none"> <li>• Full time Family Support Worker to include 1:1 support for identified families.</li> <li>• 1, 2, 3 Magic to be offered to particular families to support with parenting at home.</li> <li>• A variety of after school clubs offered.</li> <li>• Extended childcare provision offer for vulnerable families.</li> <li>• Breakfast is provided for all children.</li> <li>• Subsidised Breakfast Club for particular children.</li> <li>• Support with uniform, shoes, PE kit etc. if required.</li> <li>• Identifying support through TAFs and working with multi agencies.</li> </ul> | <ul style="list-style-type: none"> <li>• A variety of after school clubs offered.</li> <li>• Breakfast and after school club.</li> <li>• Support with uniform, shoes, PE kit etc. if required.</li> </ul> | <ul style="list-style-type: none"> <li>• A variety of after school clubs offered.</li> <li>• Breakfast and after school club.</li> <li>• Support with uniform, shoes, PE kit etc. if required.</li> </ul> |
| <p>Light-touch Review<br/>Notes</p>            |  |   |   |

|   |   |                         |   |   |   |   |
|---|---|-------------------------|---|---|---|---|
| Light-touch Review<br>Assessment<br><br><i>Highlight as appropriate</i> | Enrichment and Parental Engagement is Performing: |                         | Enrichment and Parental Engagement is Performing:                                     |   | Enrichment and Parental Engagement is Performing:                                       |   |
|   | Well Above expectations                           |                         | Well Above expectations   |   | Well Above expectations   |   |
|   | Above expectations                                |                         | Above expectations  |   | Above expectations  |   |
|   | As expected                                       |                         | As expected   |   | As expected   |   |
| Below expectations  |   | Below expectations      |   | Below expectations                      |   |   |
| Well Below expectations   |   | Well Below expectations |   | Well Below expectations                 |   |   |
| Anticipated Expenditure   | Year One  | £41,000                 | Is expenditure expected to increase, decrease or remain the same going into Year two? | Increase<br>Decrease<br>Remain the Same | Is expenditure expected to increase, decrease or remain the same going into Year three? | Increase<br>Decrease<br>Remain the Same |
|   | Total expected expenditure:                       |                         |   |   |   |   |
| Actual Expenditure  | Year One  |                         | Did expenditure increase, decrease or remain the same in Year two?                    | Increase<br>Decrease                    | Did expenditure increase, decrease or remain the same in Year two?                      | Increase<br>Decrease                    |

|  |                              |  |  |                    |  |                    |
|--|------------------------------|--|--|--------------------|--|--------------------|
|  |                              |  |  | Remain the<br>Same |  | Remain the<br>Same |
|  | Total actual<br>expenditure: |  |  |                    |  |                    |