

# Pupil premium strategy statement



This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Grange Community Nursery and Primary School
Number of pupils in school	138 (82 pupils)
Proportion (%) of pupil premium eligible pupils	59%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021-2024
Date this statement was published	
Date on which it will be reviewed	27.09.23
Statement authorised by	Harriet McGilloway
Pupil premium lead	Harriet McGilloway
Governor / Trustee lead	Hilary Berry

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135, 730
Recovery premium funding allocation this academic year	£0
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	£135, 730

# Part A: Pupil premium strategy plan

## Statement of intent

Our ultimate objective for our disadvantaged pupils is to inspire them to achieve the very best outcomes regardless of their starting points and barriers to learning. Our current pupil premium strategy plan works towards achieving these objectives by ensuring that we provide a range of enriching opportunities for all of our disadvantaged children. Language acquisition, vocabulary, phonics and reading are prioritised throughout the school environment and within our curriculum. By immersing our children in an ethos built upon quality literature, we aim for all our children to achieve the highest outcomes in all areas of the curriculum.

The key principles of our strategy plan are that:

- Being a disadvantaged child should not be barrier to academic achievement of the highest standard
- Children are supported best when school staff work in partnership with parents and carers to raise standards

There should no gap in attainment or progress between children in receipt of pupil premium and those who are not.

## Challenges

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

Challenge number	Detail of challenge
1	Children's social and emotional wellbeing: resilience, self-esteem, mental health, adverse childhood experiences, retention of new concepts, insecure attachments.
2	High proportion of children living in poverty: hunger, lack of enriching opportunities and experiences, transport difficulties, lack of funds to pay for trips, food, uniform and school equipment.
3	Parental wellbeing: substance abuse, mental health, lack of routine and boundaries, lack of aspirations, low levels of literacy, parents' own childhood/school experiences, poor health of parents.
4	Attendance: Emotional based non-attendance, frequent lateness, working in partnership with parents to support daily attendance, lack of regard for education from parents to support daily attendance.
5	Behaviour: frequent behaviour difficulties within a core group of children.

6	Increased number of pupils with complex needs: poor language and communication skills, social communication, poor working memory, attention difficulties, motor skills, social, emotional and mental health.
7	Impact of global Covid pandemic: interrupted education, lack of work completed at home, impact upon mental health from Covid, lack of routines and boundaries when not at school, refusal to work, changes in behaviour on return to school, more extreme behaviours in some children.

## 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
Pupil premium children achieve outcomes that are in line with non-pupil premium children.	<ul style="list-style-type: none"> <li>- There will be little disparity in the attainment of pupils' outcomes in the following areas:</li> <li>- GLD in Reception</li> <li>- Year 1 Phonics Screening</li> <li>- End of KS1 judgements</li> <li>- Multiplication checker in Year 4</li> <li>- End of KS2 SATS.</li> </ul>
All pupil premium children below ARE make accelerated progress in all areas to meet or exceed the progress of their non-pupil premium peers. Pupil premium children who are working at age related expectations or above make at least good progress.	<ul style="list-style-type: none"> <li>- Through accelerated progression, the gap in attainment between PP and non-PP children is closing.</li> </ul> <p>Pupils will make <b>at least 7</b> steps of progress over the academic year in reading, writing and maths.</p>
All children are well-prepared for each school day.	<ul style="list-style-type: none"> <li>- All children are offered breakfast each morning</li> <li>- Children have correct equipment, uniform and shoes</li> <li>- Wraparound provision and after-school clubs are accessible to all children, where children are fed and supervised</li> <li>- Most disadvantaged families are specifically targeted for support</li> <li>- All children have their own PE kit in school</li> </ul>
Attendance of pupil premium children is improved.	<ul style="list-style-type: none"> <li>- Pupil premium attendance figures are in line with that of non-pupil children.</li> <li>- Number of children who are persistently late to school is significantly lowered to be in line with national average</li> <li>- Persistent absence figures are significantly lowered to be in line with national average</li> </ul>
Opportunities for enrichment.	<ul style="list-style-type: none"> <li>- All children are able to attend enrichment opportunities provided by school including: holiday clubs, residential trips, day trips, workshops and visitors with financial support from school</li> <li>- All pupils have access to a wide, rich set of experiences including: learning musical instruments</li> </ul>


	<ul style="list-style-type: none"> <li>- After-school clubs are facilitated by school with the most disadvantaged families encouraged to attend with costs met.</li> <li>- Children feel inspired by the opportunities presented to them and are encouraged to pursue their interests and talents</li> <li>- The most disadvantaged pupils consistently benefit from enriching opportunities in which they are actively encouraged to participate</li> </ul>
<p>Parents of children in receipt of pupil premium are well-supported in all areas.</p>	<ul style="list-style-type: none"> <li>- Parents are given a range of opportunities to develop skills and qualifications, including: maths and English functional skills, parenting workshops, behaviour management</li> <li>- Parents are individually supported in improving their parenting capacity either via group or 1:1 support, for example improving routines and boundaries</li> <li>- Parental confidence in their own parenting is improved through support with routines and boundaries</li> <li>- Parents are well-supported through Early Help and Prevention TAFs</li> <li>- Parents are supported in providing for their children through the provision of food hampers, Christmas presents, uniform, and using local charities etc.</li> <li>- Parents access further education through Family Learning Hub at school, enabling them to seek further employment or simply gain new skills</li> </ul>
<p>Children's mental health, including behaviour and attitude to learning</p>	<ul style="list-style-type: none"> <li>- Children have high self-esteem</li> <li>- Pupils in receipt of pupil premium consistently have highly positive attitudes and commitment to their education</li> <li>- Pupils are resilient: they are highly motivated and persistent in the face of difficulties</li> <li>- Children make a positive contribution towards the life of the school and wider community</li> <li>- Attitudes towards learning are highly positive and pupils demonstrate high levels of self-control</li> <li>- Where children face difficulties with this, staff endeavour to take intelligent and fair action to help them succeed in their education.</li> <li>- Children are ready to learn and are able to fully engage with their learning.</li> </ul>




## 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: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality CPD for all staff, related to both academic and non-academic topics, including mastery</p>	<p><i>“Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.”</i> <b>EEF (A tiered approach to Pupil Premium spending.)</b></p> <p><i>“Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.”</i> <b>EEF (Teaching and Learning toolkit)</b></p> <p><small>Mastery learning High impact for very low cost based on limited evidence</small></p> 	<p>1, 6 and 7</p>
<p>Tailored and structured support for Early Career Teachers</p>	<p><i>“Priorities for professional development might include: ensuring high-quality materials are available for early career teachers linked to the Early Career Framework; online courses linked to the best available evidence on improve literacy and maths; and online courses linked to pedagogical approaches that are likely to be particularly effective for disadvantaged learners, e.g. metacognition.”</i> <b>(EEF Impact of</b></p>	<p>1, 6 and 7</p>










	<p><b>school closures on the attainment gap.)</b></p> <p>Metacognition and self-regulation   </p> <p><small>Very high impact for very low cost based on substantive evidence</small></p>	
Work closely with external professionals to implement appropriate support for children with complex needs and other barriers to learning, including private Educational Psychologists	The Pupil Premium is used to help pupils and families to overcome the dual barriers of special educational needs and socio-economic disadvantage. <b>(Case Study of excellence – EEF A tiered approach to Pupil Premium Spending)</b>	1 and 5
Arrange emotional support CPD for nominated staff, including Mindfulness, Lego Therapy	<i>“Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.”</i> <b>EEF (A tiered approach to Pupil Premium spending.)</b>	1 and 5
Purchase additional resources to ensure that all children are well-equipped for reading, in line with the Reading Framework (2021).	<i>“Promising approaches to develop early reading include storytelling, activities to develop letter and sound knowledge, and singing and rhyming activities to develop phonological awareness.”</i> <b>(EEF Preparing for Literacy.)</b>	7
Ensure that all classrooms are environments that are rich in vocabulary and reading opportunities to facilitate language acquisition	“Language provides the foundation of thinking and learning and should be prioritised.” “Use a wide range of approaches including shared reading, storytelling, and explicitly extending children’s vocabulary.” <b>(EEF Preparing for Literacy.)</b>	7
Ensure that the school library is an effective space for fostering a love of reading for all members of the school community, including the families of pupils.	<i>“Promising approaches to develop early reading include storytelling, activities to develop letter and sound knowledge, and singing and rhyming activities to develop phonological awareness.”</i> <i>“Use a wide range of approaches including shared reading, storytelling, and explicitly extending children’s vocabulary.”</i>	7

	<p><i>“Encouraging parents to read to children before they can read, then to begin reading with children as soon as they can.” (EEF Preparing for Literacy.)</i></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement “keep-up” approach to interventions across the school	<p><i>“Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.”</i></p> <p><b>EEF (A tiered approach to Pupil Premium spending.)</b></p>	7
Provide extensive training opportunities for all Teaching Assistants	<p><i>“More successful schools saw raising the attainment of disadvantaged pupils as part of their commitment to help all pupils achieve their full potential. They ensured TAs had the necessary training and expertise to deliver interventions, provide feedback and monitor progress.”</i></p> <p><b>(DFE Supporting the attainment of disadvantaged pupils.)</b></p>	7
Increased number of teaching assistants in classes across the whole school	<p><i>“Deploy the best staff to support disadvantaged pupils; develop skills and roles of teachers and TAs rather than using additional staff who do not know the pupils well.”</i></p> <p><b>(DFE</b></p>	7

	<b>Supporting the attainment of disadvantaged pupils.)</b>	
Private Speech and Language support for those with greatest need	The Pupil Premium is used to help pupils and families to overcome the dual barriers of special educational needs and socio-economic disadvantage. <b>(Case Study of excellence – EEF A tiered approach to Pupil Premium Spending)</b> <small>Oral language interventions Very high impact for very low cost based on extensive evidence</small>   	6
Structured interventions before and after school	<i>“Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.”</i> <b>EEF (A tiered approach to Pupil Premium spending.)</b> <small>Small group tuition Moderate impact for low cost based on moderate evidence</small>    <small>Reading comprehension strategies Very high impact for very low cost based on extensive evidence</small>   	6 and 7
School provide emotional interventions including: Lego Therapy, ELSA, Mindfulness	<i>“Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.”</i> <b>EEF (A tiered approach to Pupil Premium spending.)</b>	1, 5, 6 and 7


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

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ specific staff to identify and intensively support our pupil premium families (Pastoral	<i>“Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many</i>	1,2,3,4,5,6,7



Manager and Pastoral Support Assistant)	<i>barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.</i> <b>(EEF A tiered approach to Pupil Premium spending)</b>	
Attendance team to work closely with low attending families and Education Welfare Officer: <ul style="list-style-type: none"> <li>- Daily phone calls</li> <li>- Home visits</li> <li>- Attendance panel meetings</li> <li>- Wellbeing and support plans</li> </ul> Attendance prizes	<i>“Have a designated attendance champion in the senior leadership team with clearly assigned responsibilities which are identified within the attendance policy, escalation of procedures and school improvement plan.”</i> <b>(DFE Improving School Attendance)</b>	4
Train TAs to deliver emotional interventions including ELSA and Mindfulness	<i>The Pupil Premium is used to help pupils and families to overcome the dual barriers of special educational needs and socio-economic disadvantage.</i> <b>(Case Study of excellence – EEF A tiered approach to Pupil Premium Spending)</b>	1, 5 and 6
Use behaviour specialist services to support provision for children demonstrating persistently challenging behaviour	<i>“Promising approaches involve parents and teachers setting goals for their child, agreeing and implementing specific strategies that can be implemented at home and school to help their child’s behaviour, responding consistently to children’s behaviour, and gathering information to assess their child’s progress.”</i> <b>(EEF Improving behaviour in schools.)</b>  <i>“If you know that a pupil who has behavioural issues also has a special educational need, understanding best practice for supporting that particular need may help with their behaviour and thus could be a good starting point for their behaviour support.”</i>	5
Support parents with children’s readiness for school, including	<i>“Parental engagement in children’s learning and the quality of the home</i>	2 and 3

<p>purchasing clothing and school equipment</p>	<p><i>learning environment are associated with improved academic outcomes at all ages.” (EEF Working with parents to support children’s learning.)</i></p>	
<p>Arrange family/parental courses including: qualifications, 1:1 support with routines and boundaries</p>	<p><i>“Plan carefully for group-based parenting initiatives (such as regular workshops). A convenient time and location, face to-face recruitment, trusting relationships, and an informal, welcoming environment are the most important factors for parents to attend group sessions.” (EEF Working with parents to support children’s learning.)</i></p> <p><i>“Running workshops showing parents how to read and talk about books with their children effectively.”</i></p> <p><small>Parental engagement Moderate impact for very low cost based on extensive evidence</small></p> 	<p>3</p>
<p>School to cover costs of school trips for children in receipt of pupil premium</p>	<p><i>“All pupils, irrespective of background and barriers to learning, become happy, healthy, empowered adults who participate and contribute to society.” (EEF Case Study A tiered approach to Pupil Premium spending.)</i></p>	<p>3</p>
<p>School to finance musical instrument lessons</p>	<p><i>“All pupils, irrespective of background and barriers to learning, become happy, healthy, empowered adults who participate and contribute to society.” (EEF Case Study A tiered approach to Pupil Premium spending.)</i></p>	<p>3</p>

**Total budgeted cost: £175,000**