



# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Grange Infants School
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2022 2022 – 2023 2023 – 2024
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Simon Cowley
Pupil premium lead	E Rushen-Gough
Governor / Trustee lead	Mark Bates/ Simon Cowley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58171
Recovery premium funding allocation this academic year	£6156.00
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	£64537

# Part A: Pupil premium strategy plan

## Statement of intent

Our intent for our Pupil Premium children and in fact all of our children is to provide all children with a curriculum that offers high quality teaching and learning that closes the attainment gaps between disadvantaged pupils and their peers. We have high expectations of all our pupils, irrespective of background, and believe that with great teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can fulfil their individual potential, both academically and socially.

In order to do this, we engage in a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning. We provide a rich and varied curriculum, which makes an exceptional contribution to pupils' outcomes so that children are engaged and achieve well. We have a learning led approach where pupils prior attainment doesn't set limits of our ambitions for our pupils. We have a culture of early intervention to address the needs of our pupils, using carefully informed practice, academic intervention (which doesn't narrow the children's curriculum) and wider emotional approaches. At the heart of this is reading and phonics. If a pupil struggles to read at home, how well we do this in school matters more than ever. Language and social interaction are at the heart of this strategy to improve the outcomes for our pupils.

We aim to inspire curiosity and ambition in our children by having high expectations for all of our pupils in all subjects. Our curriculum is spiral so that it offers our pupils the opportunity to explore, embed and extend skills, where immediate feedback and interventions ensure that our children close their gaps in learning quickly. Therefore, the main aim of our strategy is to ensure that our pupil premium funding is to provide our children with good, quality first teaching that engages and inspires our pupils to be curious, take risks, be imaginative, be empathetic and have a love for reading. It also ensures that key learning skills are taught effectively to ensure that our children are developing to become life-long learners.

We also intent to provide our children with the values and social skills to ensure that they start their journey to becoming well respected members of society and increase their social capital. We ensure that they are ready to learn by supporting their emotional barriers and giving them the skills to be able to deal with and overcome these.

Some key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who not eligible for the Pupil Premium.

All school leaders at Grange Infants School are committed to ensuring that all of our disadvantaged pupils receive teaching which is at least good in every lesson and that disadvantaged children who have 'fallen behind' their peers with similar starting points, receive frequent intervention and daily support.

Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils to make at least good or accelerated progress from their starting points.
- To support our children's mental health and well-being to enable them to overcome any emotional barriers to their learning.

We do this through:

- Quality first teaching – ensuring that teaching and learning opportunities meet the needs of all the pupils in the school.
- Planned and targeted interventions – ensuring that gaps in learning are addressed and support is put in place to close these gaps.
- Assessment – ensuring that appropriate provision is made for pupils in vulnerable groups, ensuring that the needs of socially disadvantaged pupils are correctly identified, assessed and addressed.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free-school meals. We reserve the right to use premium funding to further support any pupil or group of pupils that school has identified as being socially disadvantaged. We also recognise that not all pupils who are in receipt of free school meals will be socially disadvantaged.
- Funding – pupil premium funding will be allocated on a needs analysis which have identified the needs of the pupils, priority subjects, groups and interventions. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Impact of these objectives:

- Ensuring that all teaching is at least good or better and as a result of the quality of teaching experienced by all children is improved. This will also accelerate progress, moving children to at least ARE or good progress from their starting points.
- To allocate a 'catch-up' teacher to provide 1:1, small group work focusing on phonics and reading to decrease gaps in children's learning. As a result, children will increase their knowledge of phonics and fluency in reading.
- 1:1 intervention support through use of highly trained individuals for further support in reading and phonics across the school. As a result, again will increase the number of children achieving their phonic phase, reading fluency and comprehension.
- Ensuring that children have first-hand experiences to use in their learning in the classroom through supporting payment for activities, music tuition, educational visits and after school clubs. The impact would be that all children will be able to take part in

these activities and therefore have the same starting points and opportunities as their peers.

- Behaviour support resulting in all children being ready to learn and having the tools and techniques in order to control their emotions.
- Ensuring that all children are emotionally ready to learn and feel that their mental well-being is supported by all adults in the school.

## Challenges

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

Challenge number	Detail of challenge
1	Poor oral skills including speech and language development and listening skills due to lack of reading behaviours when starting at school. These are evident from reception and decreases towards the end of KS1, however, they are more prevalent among our disadvantaged pupils than with their peers.
2	Individual social and emotional needs with a particular focus on social interactions and awareness of others most notably a lack of emotional regulation, feelings of self-doubt and a lack of enrichment opportunities.
3	Previous learning is not embedded and recall is not consistently accurate in lower attainers (of which are . A focus will be to continue to close the gap with peers in reading, writing, math and phonics.
4	Further gaps in learning due to school closures and home learning with a particular impact in writing and phonics (especially in Year 2). This has had a particular impact on our SEND, PP children (69% of PP children)
5	Attendance and lateness of individual children. Some of these children also have a safeguarding element. 50% of PP children are in receipt of or have had family support in the form of family support worker or social worker. Our current attendance data indicates that attendance amongst our disadvantaged children (88%) is 5% lower than our non-disadvantaged pupils (94%)
6	Parental understanding of provision and how this can help children in school.

## 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
1 Quality first teaching including daily vocabulary lessons to support language acquisition.	<ul style="list-style-type: none"> <li>• Levels of communication for all pupils will be increased including the use of age-appropriate vocabulary, understanding and grammar</li> </ul>

<p>Talk boost interventions and speech/language interventions to support language development of children.</p> <p>Welcome Language Intervention program to support language development of children in Reception.</p> <p>Daily 1:1 reading and Little Wandle rapid catch-up phonics to develop fluency.</p>	<p>ical language use. This language will be explicit to what is being taught during lessons to make it purposeful in all subjects.</p> <ul style="list-style-type: none"> <li>• Early talk boost interventions to support language development of children.</li> <li>• Welcome speech and language intervention to be used with our EYFS children to support language development.</li> <li>• Language rich environment which is used effectively to support children's learning. Use of sentence stem's in classrooms for individual lessons and subjects.</li> <li>• Daily 1:1 reading with Teachers/TA's and catch-up 1:1 phonics interventions.</li> </ul> <p>Impact</p> <p>Teachers will report an improved comprehension and oral language in pupil premium children through reading age scores.</p> <p>An increase in the attainment of pupil premium children in reading (both on track and above from 53% to 65% - reading).</p>
<p>2</p> <p>Children will access the zones of regulation resources and intervention to support social and emotional needs enabling children to be ready to learn.</p> <p>ELSA/ Drawing and Talking therapy/ Lego club support for some individuals where required.</p> <p>Regular use of 3 houses to support children in having a voice and feel listened to and able to speak out.</p>	<ul style="list-style-type: none"> <li>• Children will be able to articulate their feelings to adults and their peers. They will be supported to implement these strategies to enable them to manage their emotional needs and resilience with greater independence.</li> <li>• Pupils will feel like they belong and will be able to develop their emotional maturity.</li> <li>• Due to children being able to articulate their feelings, they are therefore ready to learn and will make their own level of development. Those identified as ARE will achieve this.</li> </ul> <p>Impact</p> <p>Pupil voice shows that children feel safe and happy in school and their learning behaviours show they are ready to learn.</p>
<p>3</p> <p>Quality First Teaching is available to all children. Planning sequences demonstrate clear learning journeys.</p> <p>Where necessary, pupils will experience pre-teaching and over-teaching in preparation for recall and building on previous learning</p>	<ul style="list-style-type: none"> <li>• Children will make expected or exceeding progress to continue to close the gaps with their peers in all subjects. This will be seen through: internal assessments, learning walks, observations and pupil books which will show consistent progress from starting points.</li> <li>• Pupils are able to articulate and demonstrate their previous and new learning with accuracy.</li> </ul> <p>Impact</p> <p>Teachers will report an increase in attainment levels of Pupil Premium children (on track and above from:</p> <p>65% to 75% - Math 58% to 69% - writing 53% to 65% - reading</p> <p>By the end of KS1.</p>
<p>4</p>	<ul style="list-style-type: none"> <li>• Children feel safe, secure and supported, identified through pupil voice.</li> </ul>

<p>To provide a spiral curriculum in order to address gaps from previous year groups learning.</p>	<ul style="list-style-type: none"> <li>• Pupil progress meetings will be an opportunity to discuss, monitor and address gaps in learning.</li> <li>• Skills are reviewed and revisited from previous year groups to ensure that they are embedded.</li> <li>• Interventions are focused and developed for the needs of the child.</li> </ul> <p>Impact</p> <p>Pupil voice shows that children feel safe and happy in school and their learning behaviours show they are ready to learn.</p>
<p>5 Attendance of all Pupils to at least meet National Average for disadvantaged children.</p>	<ul style="list-style-type: none"> <li>• Attendance gap diminished between Pupil Premium and Non-Pupil Premium pupils. Pupil Premium attendance to be in line with national average.</li> <li>• Monitoring systems in place, show immediate action taken place with parents if children's attendance drops below 94%.</li> <li>• Attendance monitoring of late arrival concerns referred to the EWO.</li> <li>• Targeted support for individuals and families to improve attendance.</li> <li>• The overall absence rate for all pupils being no more that 92% and the attendance gap between disadvantaged pupils and their peers being reduced by 5%.</li> <li>• The percentage of all pupils who are persistently absent being below 15% and the figure amongst disadvantaged pupils being no more than 5% lower than their peers.</li> </ul> <p>Impact</p> <p>Children will be in school for longer and persistent absenteeism will have decreased. Attendance for PP children will be in line with National.</p>
<p>6 Parents to have a clearer understanding of Pupil premium, how it supports their child and the impact of funding.</p>	<ul style="list-style-type: none"> <li>• Parents have a clear understanding of what Pupil Premium funding is and how it will support their child/ren in school.</li> <li>• Parental engagement in uptake of Pupil Premium has been increased.</li> </ul> <p>Impact</p> <p>Increased awareness and engagement of parents. Uptake for initiatives for PP children is improved.</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: £ 50,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Premium children make the same amount of progress as non PP children to fulfil their academic potential based on relative starting points.</p> <p>To continue to diminish the gap between PP children and Non-PP children.</p> <p>Quality first teaching for all pupils – 100% of teaching is deemed good.</p> <p>TA support for every year group to support the needs of the children as and when necessary.</p> <p>Pupils to have more opportunities to use oral feedback by teachers, as immediate intervention, to improve attainment – first quality teaching.</p>	<p>There is still a gap in core subjects. This difference in attainment between PP children and non PP children is diminishing and continues to do so.</p> <p>Quality first teaching for all pupils by teachers either whole class or groups will improve learning (Learning walks, observations, progress data etc)</p> <p>Termly progress meetings, provision mapping and inclusion management will be used to record and evaluate the effectiveness of interventions, quality of teaching and what impact these are having on children's attainment and progress.</p> <p>Lesson observations, learning walks, book scrutiny's and progress data will be used to triangulate effectiveness of quality first teaching and interventions in all classrooms (see monitoring schedule)</p> <p><b>Quality first teaching is known to be the biggest driver in terms of improving attainment of PP children. 'What happens in the classroom, makes the biggest difference' EEF T/L toolkit feedback +6 months; Individualised instruction +4</b></p>	<p>1, 3, 4</p>
<p>To raise % of disadvantaged children achieving ARE in maths, reading and writing to at least meet 70% of these children:</p> <p>65% to 75% - Math 58% to 70% - writing 53% to 70% - reading</p> <p>By the end of KS1.</p> <p>Resources tailored to the needs of the children – tablets, computer apps, inclusion boxes, interventions, vocabulary sessions, text led approach to writing and reading,</p>	<p>To ensure that pupil premium children make the same amount of progress as their peers and make significant progress based on their relative starting points.</p> <p>Reading for enjoyment has been proven to rapidly increase a child's vocabulary and therefore raise their academic standards in reading and writing.</p> <p>Pupil Premium children are not at a disadvantage for access to quality texts to support their achievement.</p> <p>Tracking of entry and exit results of interventions used through the use of the inclusion management document.</p> <p>Data from pupil progress meetings.</p>	<p>1, 3, 4</p>



<p>group and paired reading system to be phonic based.</p> <p>Dedicated Pupil premium/ lowest 20% interventions targeted at improving reading and phonics for those pupil premium children who require this support: Increase phonic phase by at least 2 phases.</p> <p>Quality first teaching for all pupils – 100% of teaching is deemed good</p> <p>Quality first teaching through immediate intervention for those that require it.</p>	<p>Lesson observations, book scrutiny's, learning walks and progress data (including reading, math and spelling ages) will be used to triangulate the effectiveness of quality first teaching and interventions in all classrooms (see monitoring schedule)</p> <p><b>Quality first teaching is known to be the biggest driver in terms of improving attainment of PP children. 'What happens in the classroom, makes the biggest difference' EEF T/L toolkit feedback +6 months.</b></p> <p><b>Focus on key reading, phonic and math skills to improve standards at the end of KS1.EEF T/L toolkit One to One tuition +5; Small group tuition +4; Reading comprehension strategies +6; Teaching assistant intervention +4; Individualised instruction +4</b></p>	
<p>To raise the % of disadvantaged children achieving GLD (65%) in all prime areas from 56%</p> <p>Speech and language support for children – training for teachers and TA's to deploy intervention effectively.</p> <p>New EYFS framework and observation training to develop understanding of staff to ensure teaching is nothing less than good and high quality observations take place.</p> <p>Indoor and outdoor provision to be of a high quality and progressive from what is being taught.</p> <p>Paired reading and home readers to be explicitly linked to phonic phase of individual children to support learning.</p> <p>Vocabulary teaching sessions which are</p>	<p>To ensure that pupil premium children make the same amount of progress as their peers and make significant progress based on their relative starting points.</p> <p>To enable pupils to be able to apply their phonics knowledge to reading and writing.</p> <p>Tracking of entry and exit results of interventions used through the use of the inclusion management document</p> <p>Data from speech and language support, 1:1 phonics intervention and Helicopter stories interventions recorded to show impact of intervention.</p> <p><b>Early support for children with identified speech, language and communication difficulties. EEF T/L toolkit Oral Language Intervention +6; Individualised instruction +4</b></p> <p><b>Sutton Trust: Sports participation +3 months</b></p> <p><b>EEF T/L toolkit Outdoor Adventure learning</b></p>	<p>1, 3, 4 (focus specially on 1)</p>



immersed through the text lead approach to be incorporated into practice.		
<p>Training for the whole school on how best to support PP children will ensure all new staff and those that are existing understand children's barriers to learning</p> <p>Staff training on:</p> <p>Pupil Premium – Improving Outcomes for Vulnerable Learners</p> <p>Pupil Premium – barriers to learning, diminishing the difference</p> <p>Pupils with SEMH</p> <p>Attachment training</p> <p>Safeguarding Training</p>	<p>Through training of TA's, which will be deployed carefully and to the best of their ability, will improve learning of these children. (EFF intervention study).</p> <p>Quality first teaching for all pupils through whole class or targeted group/ 1:1 work will improve learning (EFF, learning walks, observations)</p> <p>Pupil progress meetings and inclusion intervention trackers, alongside provision maps will be used termly to record and evaluate the provision of the intervention – effectiveness, quality of teaching and learning and impact on attainment and progress of children.</p> <p>Progress will be seen through: lessons observations, book scrutiny's, learning walks, spelling, reading and math ages increase. These will be triangulated to ensure quality first teaching is evident in all classrooms.</p> <p><b>Quality first teaching is known to be the biggest driver in terms of improving attainment of PP children. 'What happens in the classroom, makes the biggest difference' EEF T/L toolkit feedback +6 months.</b></p> <p><b>Focus on key reading, phonic and math skills to improve standards at the end of KS1.EEF T/L toolkit One to One tuition +5; Small group tuition +4; Reading comprehension strategies +6; Teaching assistant intervention +4</b></p>	1, 2, 3, 4, 5

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

Budgeted cost: £ 6156.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group Phonics and reading	To ensure that the catch up of Phonics is taught and constantly revisited over time to	1, 3, 4

<p><b>interventions with specific focus children in Year 1 – recovery.</b></p> <p>High quality teaching by members of staff.</p> <p>Selected members of staff trained with letters and sounds by English specialist.</p> <p>Use of clear focuses for each child to ensure their gaps in their phonetic knowledge are being addressed.</p> <p>Track the assessment data of the children to ensure good progress is being made.</p>	<p>ensure that children are confident, secure and fluent readers.</p> <p>There was a drop in results between 2018 – 2019 from 88% to 78%. 2022 saw the school achieve 85% in Year 1 with the impact of 1:1/small group tutoring.</p> <p>To ensure that PP males catch up with their peers. Currently only 21% of PP boys are achieving age related expectations in Year 1 in reading.</p> <p>To increase overall phonic attainment from 86% (2019) to 90% (whole cohort).</p> <p><b>EEF T/L toolkit One to One tuition +5; Small group tuition +4; Reading comprehension strategies +6.</b></p>	
<p><b>1:1 and small group reading interventions with specific focus children in Year 2 – recovery tutoring.</b></p> <p>High quality teaching by member of staff.</p> <p>Selected members of staff to ensure high quality text and resources are used based on the children’s knowledge.</p> <p>Track the assessment data of these children to ensure good progress is being made.</p>	<p>There was a drop in results between 2018-2019 -8% from 83% to 75% at the end of year 2. 2022 saw 96% of children in Year 2 achieve the phonic screener due to 1:1/small group tutoring.</p> <p>To ensure that PP males catch up with their peers. There is a gap of 48%. Compared to the females where there is a gap of 21%</p> <p>To ensure that the catch up of reading is taught and constantly revisited over time to ensure that children are confident, secure and fluent readers and are able to comprehend. Teach key concepts missed from previous year group.</p> <p>Children will make better than average progress and will achieve ARE in Reading at the end of the year.</p> <p>The gap between PP boys and PP girls will diminish.</p> <p>Children’s comprehension skills are secure. They understand what a question is asking and how to answer them.</p> <p>To increase overall phonic attainment from 84% (2020) to 88%.</p> <p>To increase overall reading attainment from 75% to 80-85%.</p>	<p>1, 3, 4</p>

	<b>EEF T/L toolkit One to One tuition +5; Small group tuition +4; Reading comprehension strategies +6.</b>	
<p>1:1 and small group phonics and reading interventions in Reception with specific focused children.</p> <p>High quality teaching by member of staff.</p> <p>Selected members of staff to ensure high quality text and resources are used based on the children's knowledge.</p> <p>Track the assessment data of these children to ensure good progress is being made.</p>	<p>To ensure that the catch up of reading is taught and constantly revisited over time to ensure that children are confident, secure and fluent readers and are able to comprehend.</p> <p>Ensure that these children are next stage ready for Year 1 and have a solid grounding in phonics and reading.</p> <p>Children will achieve GLD in reading at the end of the year (at least 75%).</p> <p>They will be able to read fluently for their age and be able to segment and blend unrecognised words consistently.</p> <p>The gap between boys and girls will diminish and those targeted PP boys will achieve ARE.</p> <p>Reception children will be able to read and understand how to decode unfamiliar words to further support their reading ability.</p> <p>Increase overall GLD attainment from 73.1% (2019) to 80%.</p> <p><b>EEF T/L toolkit Oral Language Intervention +6; EEF T/L toolkit Reading comprehension strategies +6; Teaching assistant intervention +4; Individualised instruction +4</b></p>	1, 3, 4
<p>Improve teacher subject knowledge and leadership through leadership development and subject leadership courses.</p> <p>Strengthen the teacher knowledge and understanding for each subject that they teach to ensure first quality teaching for all.</p>	<p>System leader networks for curriculum development for each subject – strength subject leadership. Monitoring of subjects.</p> <p>Track the assessment data of the children to ensure good progress is being made and curriculum is covered.</p> <p>Leadership is strong within the school and have a clear and consistent approach for improvement.</p> <p>Effective leadership is the greatest way to improve teacher performance and therefore outcomes for pupils.</p>	3

	<p>First quality teaching is ingrained on a daily basis for all children in each subject – improve teacher knowledge for foundation subjects.</p> <p><b>EEF T/L toolkit Feedback +6.</b></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 8381.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support for children and/or families who are vulnerable and/or anxious</p> <p>Key adults to be assigned to identified children in school as a first point of contact as required. Morning interventions of well-being with these children.</p> <p>TA intervention work with identified PP children to support social, developmental and emotional needs as well as learning behaviours (Elsa, drawing and talking, Zones of regulations)</p> <p>Identified PP children to access external agencies (Speech and language, Ed Psych, SEMH)</p> <p>Staff understand that there will be an increased anxiety level from some children/ parents/families where additional support may be required through intervention or SLT support.</p>	<p>The vast majority of PP children have attachment issues and limited social interaction opportunities which are a barrier to their learning.</p> <p>Group and 1:1 social intervention for targeted individuals seek to improve children’s readiness to learn and therefore their attainment by</p> <p>reducing anxieties and building skills to understand and manage theirs and others feelings.</p> <p>This will be seen through:</p> <p>Pupil voice</p> <p>ELSA/ Drawing Talking therapy/ Lego club sessions</p> <p>Parent voice</p> <p>Attainment data</p> <p>Individual/ group interventions for social interaction and behavior management through zones of regulation or specific emotional programs.</p> <p>Before the first session begins for each intervention, SDQ’s will be completed by the child’s teacher and parents. This will then be repeated after the intervention has ended (normally 6 weeks) to evaluate the impact of these social interventions. Entry and exit</p>	2

	<p>information will be established to prove impact.</p> <p>Each session will be planned according to the</p> <p>individual child's needs and will offer them a bespoke social program.</p> <p>Evidence for improvement in children to show improved engagement in lessons and social groupings and attainment at their level. Children will also feel less anxious and will have a positive self-image.</p> <p><b>EEF T/L toolkit Parental Engagement +4; Behaviour instruction +4; Individualised instruction +4; Social and Emotional learning +4</b></p>	
<p>Increase parental engagement with the school and their own child's learning.</p> <p>Improved communication between school and parents (newsletters, information board, website updates, meetings if required).</p> <p>SLT to liaise with teachers and parents of those who require SEMH support.</p>	<p>Increasing parental involvement in primary school has on average 2-3 months positive impact.</p> <p>SLT and lead teacher for Jigsaw families will work with families with children to support parent and child SEMH needs.</p> <p>Pupil and parent voice collated before and after intervention with TA/Class teacher</p> <p>Pupil progress meetings</p> <p>Weekly attendance reviews from attendance lead</p> <p><b>EEF T/L toolkit Parental Engagement +4; Behaviour instruction +4.</b></p>	6, 2
<p>Decrease lateness and/ or persistent absenteeism in Pupil Premium children for attendance % to be broadly in line with national figures</p> <p>Principal to monitor lateness and absenteeism on a weekly basis to pick up those children who are regularly late and/or have a low attendance figure and act accordingly.</p> <p>Principal/ Office admin to follow procedure to contact parents via phone to</p>	<p>Attendance reviews report that persistent absence with some families is higher than national average.</p> <p>SLT engage with families with absenteeism to support to raise attendance.</p> <p>Weekly attendance reports</p> <p>Regular meetings between EWO, Attendance officer and SLT</p> <p>Pupil Premium lead to monitor attendance of disadvantaged children through attendance reports and signpost if required</p> <p><b>EEF T/L toolkit Parental Engagement +4</b></p>	5, 6

<p>establish reasons, and then by mail for persistent absenteeism. Meetings with parents to be arranged when child falls below 92% and EWO involvement established.</p> <p>Incentives and rewards for children with 100% attendance and weekly class attendance reward in assembly and termly for events.</p>		
<p>Pupil Premium children are emotionally ready to learn at all times</p> <p>SLT to support key families to improve pupil's attendance and/ or lateness and where necessary, support parents whose children have attachment anxieties.</p> <p>Teachers/ TA's to support children with social anxieties to ensure they are ready to learn and can achieve their potential.</p>	<p>Families are supported by the SLT and lead teacher for jigsaw families which encourages their engagement within school.</p> <p>Weekly attendance reports including lateness will be recorded and monitored and given to SLT to review.</p> <p>Tightened procedures for repeat absences and lateness, with phone calls, messages and letters to parents.</p> <p><b>EEF T/L toolkit Social and Emotional learning +4; Parental Engagement +4</b></p>	2
<p>PP children with speech and language difficulties, will access additional support from the speech and language therapy service.</p> <p>Speech and Language (traded Service) observations, reports and suggested approaches.</p>	<p>Buying specialist advice from a speech and language specialist will help to identify children's needs at the earliest opportunity and ensure that specialist support is put in place to ensure these children reach their full potential.</p> <p>Identified children will be observed by the speech and language specialist and then in conjunction with the class teacher and SENCO the advice from the observations will be actioned. Reviews will take place during the regular TAC / CIN meetings held for these children and their families as well as during regular progress meetings.</p> <p><b>EEF T/L toolkit Oral Language intervention +6</b></p>	1
<p>All Pupil Premium children are engaged in all aspects of school life accessing the same opportunities as</p>	<p>Pupil Premium families are not constrained by financial restraints.</p>	2, 3

<p>Non-Pupil Premium to broaden their life experiences</p> <p>Subsidising costs of school trips, clubs and experiences in school to ensure opportunities to develop life experiences are not missed.</p> <p>Whole school enrichment – music services (£3450.00) and resources.</p>	<p>Pupil Premium children are able to access the same life experiences as their peers to develop their understanding of the world.</p> <p>Parent and pupil voice</p> <p>Pupil progress data from reviews</p> <p><b>EEF T/L toolkit Arts Participation +3 months.</b></p> <p><b>EEF T/L toolkit Outdoor Adventure learning</b></p> <p><b>Sutton Trust: Sports participation +3 months</b></p>	
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Recovery Funding allocated for this action.

**Total budgeted cost: £64537.00**

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 2021 to 2022 academic year.

Desired outcome	Chosen action/approach	Impact
<p>Whole school training on Pupil Premium has ensured staff understand children's barriers to learning and how to best support all Pupil Premium children</p>	<p>Staff training on:</p> <p>Pupil Premium – Improving Outcomes for Vulnerable Learners</p> <p>Pupil Premium – barriers to learning, diminishing the difference</p> <p>Attachment training</p> <p>Safeguarding Training</p>	<p>In house training improved knowledge of teachers and TA's. Staff were able to understand children's emotional barriers to learning and put immediate interventions in place to ensure the emotional needs of these children were met to ensure that they were ready to learn.</p> <p>90% of staff reported that after they had completed the ACES online training they had learnt new approaches</p>



		to use with children who were vulnerable.
<p>All Pupil Premium children make the same amount of progress as their peers and fulfil their academic potential based on their starting points.</p> <p>To diminish the academic difference between the attainment of Pupil Premium children and those that are not disadvantage.</p>	<p>Quality first teaching for all pupils – 100% of teaching is deemed good.</p> <p>TA support (including interventions) for every year group to support the needs of the children</p> <p>Pupils to have more opportunities to use feedback by teachers, through immediate intervention, to improve attainment – first quality teaching</p> <p>Parents to be provided with clear information on how to support their child at home and how their child is progressing in school.</p>	<p>In house data shows: Reading attainment</p> <p>PP 69% ARE, 25% GD Non PP 75%, 25% GD</p> <p>Gap closed to 6% ARE in reading and there is no gap in GD.</p> <p>Writing attainment</p> <p>PP 63% ARE, 19% GD Non PP 77% ARE, 14% GD</p> <p>Gap has closed to 14% in ARE writing but PP GD is higher.</p> <p>Math attainment</p> <p>PP 69% ARE, 19% GD Non PP 84% ARE, 25%</p> <p>Both Maths and Writing are areas which, although not widened, hasn't closed as much as reading.</p>
<p>To raise % of disadvantaged children achieving ARE in maths, reading and writing to at least meet floor targets of 65%</p>	<p>Resources tailored to the needs of the children – tablets, computer apps, inclusion boxes, interventions, vocabulary sessions, text led approach to writing and reading, group reading system to be phonic based.</p> <p>Quality first teaching for all pupils – 100% of teaching is deemed good.</p> <p>TA support (including interventions) for every year group to support the needs of the children</p>	<p>Year 2 combined % of 56% PP children achieved ARE in math, reading and writing teacher assessments compared to 72% non PP. PP children achieved 13% GD compared to 14% non PP. Both in which are closing the gaps between the different groups.</p> <p>Use of Cando math approach along with parent workshops and open mornings has raised the profile and confidence of pupils and parents in math activities. Deliberate practice and MOT sessions have</p>

		<p>ensured immediate feedback and over teaching of an area as well as ensuring the children can recall previous learning.</p> <p>Phonics and reading workshops/open mornings has also facilitated greater awareness for parents in helping their children at home.</p>
<p>To raise the % of disadvantaged children achieving GLD (70%)</p>	<p>Introduction of Early talk boost for children – training for teachers and TA's to deploy intervention effectively</p> <p>EYFS framework and observation training to develop understanding of staff to ensure teaching is nothing less than good and high-quality observations take place</p> <p>Indoor and outdoor provision to include high quality challenges in the 7 prime areas linked to the text being taught in school.</p> <p>Embedding the group reading and home readers to be linked to phonic phase of children to support learning.</p> <p>Vocabulary teaching sessions which are linked to the school's text led approach to be incorporated into the timetable.</p>	<p>Vocabulary and word awareness across the school has impacted on children in all areas of the curriculum.</p> <p>Talk boost training was completed for all Teaching Assistants.</p> <p>The use of Welcome as a language development intervention has ensured those who require additional support, accessed this at the right time to develop their language and vocabulary.</p>
<p>Social support for children to enable them to become well-rounded citizenships</p> <p>Pupils will develop self-management strategies through an increased awareness of their emotional intelligence by developing social skills</p>	<p>TA's to engage with pupils on either a 1:1 basis or through group interventions (Lego group, ELSA, forest schools, zones or regulation)</p> <p>Zones of regulation to target social interaction and anxiety, enabling pupils to become aware of theirs and other feelings and how to manage them.</p> <p>ELSA interventions for 30 minutes per child per week (starting Autumn term) for those that have been identified.</p>	<p>Aided smooth transition into school. Children ready to start learning. Children given a voice for their anxieties to be shared first thing in the morning. Led to increased independence for coming into school.</p> <p>Regular contact made with identified children as well as referrals made by teachers and requests for support from parents.</p>

	<p>Staff training on drawing and talking therapy to engage with children and support their vulnerabilities.</p>	<p>ELSA sessions led by AT/ HC were running effectively and positive impact for 80% of these children was seen by class teachers or parents.</p> <p>Lego and drawing and talking session impact saw children becoming more open to discuss whatever might have been causing anxiety for them and they were then ready to learn. Teachers saw an increase of independence in these children who were ready to take on challenges by themselves more willingly.</p>
<p>Support for families with pupils who are vulnerable or anxious</p> <p>Increase parental engagement with the school</p>	<p>SLT to engage with parents who have been identified by class teachers or you have identified the need for support.</p> <p>SLT to liaise with teachers and parents of those who require SEMH support.</p>	<p>Parent voice and Pupil voice show parents feel engaged in learning and know next steps and that children feel safe and are ready to learn in school.</p>
<p>Decrease lateness and/ or persistent absenteeism in Pupil Premium children for attendance % to be broadly in line with national figures</p>	<p>Attendance officer to monitor lateness and absenteeism on a weekly basis and provide reports to SLT</p> <p>Attendance officer to follow procedure to contact parents via phone to establish reasons, and then by mail for persistent absenteeism. Meetings with parents to be arranged when child falls below 92% and EWO involvement established.</p> <p>Incentives and rewards for children with 100% attendance and weekly class attendance reward in assembly and termly for events.</p>	<p>Greater impact on the children with phonics and reading due to those vulnerable children being in school at the right time. Rise in phonics understanding of these children. Attendance figures improved for these children.</p> <p>New morning routines has supported attendance figures and celebration of weekly class attendance rewards.</p> <p>Targeted letters and support for families where needed for those families that are struggling to get their children into school on time.</p>
<p>Pupil Premium children are emotionally ready to learn when in school</p>	<p>SLT to support key families to improve pupil's attendance and/ or lateness and where necessary, support parents</p>	<p>Behaviour training and restorative approach to support all children is embedded across the school</p>

	<p>whose children have attachment anxieties</p> <p>Teachers/ TA's to support children with social anxieties to ensure they are ready to learn in school and can achieve their potential</p>	<p>to support emotional responses. Restorative approach ensures that pupil voice is heard and that they are able to understand the effect on others.</p>
<p>All Pupil Premium children are engaged in all aspects of school life accessing the same opportunities as Non-Pupil Premium to broaden their life experiences</p>	<p>Subsidising costs of school trips, clubs and experiences in school to ensure opportunities to develop life experiences are not missed.</p> <p>Music coaching for all children.</p>	<p>Pupils have been able to engage in all aspects of school life and will be able to broaden their experiences that they would perhaps otherwise not be able to access.</p> <p>School activities have allowed children to take part in sports or experience that they might not have been able to outside of the school day.</p>

## 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
Phonics 1:1 keep up	In house

## 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?	In the year 2021 – 2022, Grange Infants School spent £500.00 of our service premium funding on 1:1 tutoring for phonics and reading, as well as ELSA sessions.
What was the impact of that spending on service pupil premium eligible pupils?	Robust interventions are in place for our service premium children which ensured that they had access to high quality text,

	<p>first quality teaching of phonics and reading.</p> <p>As well as the above, service pupils received interventions to support their own catch-up in reading and phonics which was an area identified as a weakness for these children.</p> <p>ELSA was in place for these children to ensure that any emotional barriers were worked through and children had the use of different strategies to us to ensure that they were ready to learn and apply all skills taught.</p>
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