# Pupil premium strategy statement – Grange Junior School

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school | 323 |
| Proportion (%) of pupil premium eligible pupils | 21% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)** | 2022-2025  Current Year – **2023-24** |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Hannah Gordon |
| Pupil premium lead | Hannah Gordon |
| Governor / Trustee lead | Chris Taylor |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 96,500.00 |
| Recovery premium funding allocation this academic year  *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.* | £ 8845.00 |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £0 |
| **Total budget for this academic year**  *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £105,345.00 |

# Part A: Pupil premium strategy planStatement of intent

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| Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We believe that this is best achieved through the development of knowledge and skills through a language rich, experience filled curriculum which makes connections within and between subjects. These Golden Threads drive our curriculum and our Pupil Premium Strategy to develop the whole child, not just academically but emotionally and socially as well.  We consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. We also take into account the impact of remote education during the pandemic on children’s social, emotional and physical health as well as the impact on academic progress and attainment. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.  Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.  Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School led tutoring and recovery grant for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs identified through the school’s assessment programme.  To ensure that our approaches are effective we will:   * Ensure that the pitch and pace of work provides challenge for every pupil. * Ensure that intervention and support meet the needs of the individuals involved in a timely manner. * Adopt high expectations for all pupils regardless of their advantage or disadvantage.   Key areas of concern to be addressed:  Attainment of disadvantaged pupils for combined RWM is significantly below their non-disadvantaged peers. This needs to be re-aligned so that they make equivalent progress and reach their full potential. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Vocabulary gap and reading fluency affecting attainment in reading and other subject areas. |
| 2 | Widening of gaps created by lockdown/ school closures (see Review section for evidence and actions previously taken attempting to limit this). Currently, there are attainment gaps in Reading, Writing and Maths. |
| 3 | Individuals’ social and learning behaviours that are affected by their emotional needs and the impact this has on their learning |
| 4 | Attendance issues amongst pupil premium children due to external family issues for our most vulnerable families (financial, mental health, safeguarding)  Attendance of Pupil Premium Children which is currently |
| 5 | A lack of variety of life experiences and cultural capital at home. This gap of experiences has widened due to a reduction in school due to COVID these restrictions impact on understanding across the curriculum. Financial constraints on families is becoming more evident and this is further impacting children’s experiences beyond 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.

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| Intended outcome | Success criteria |
| To raise the attainment of Pupil Premium children in Reading by improving fluency and phonic knowledge and ensuring children are exposed to high-quality, rich vocabulary in all subjects. | * Children are regularly reading high quality texts. * Reading attainment improves and is evidence on RAG and in assessments. * More children achieve EXS in Reading. |
| To raise the attainment of Pupil Premium children in Maths by ensuring they are secure in key fundamental skills and the application of these to reasoning tasks. | * Increase in Maths attainment as evidenced in assessments. * RWM combined measure increases. |
| To raise the attainment of Pupil Premium children in writing by embedding immediate feedback and the 3 phased approach. | * An increase in the % of Pupil Premium children achieving EXS in writing. |
| To ensure that all Pupil Premium children have access to consistently high-quality teaching and learning across all subject areas and that learning matches need appropriately through the effective use of intervention and scaffolding. | * Books evidence high quality teaching and learning * SMART targets are use as appropriate and meet need. * Progress in RWM * Attainment in RWM and % at EXS |
| Provide children with a range of strategies to improve their social and learning behaviours enabling them to consistently be a positive place for learning. | * Reasonable adjustments are robust, meet need and consistently in place. * Pupil voice will be able to confidently articulate how to face different challenges in structured and less structured times. * All children who require support will have access to ELSA, Pastoral TA and nurture resources. |
| To ensure attendance of Pupil Premium children is at 96% and in-line with peers. | * Attendance is regularly tracked, and families receive the right support in a timely fashion. * Attendance is improving and in line with peers. |
| To continue to provide disadvantaged pupils an enriching, exciting curriculum offer with opportunities to increase cultural capital (subsidised trips, sports coaches, visitors and visits, curriculum sessions) | * Positive pupil voice around the curriculum offer. * Positive parent voice regarding our curriculum and extended offer. |

## 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: £ 64, 805.00

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Planned CPD opportunities for teaching staff leading to improved teaching and pupil outcomes  ***Actions and Approach***  *CPD will be strategically planned across the year and in response to monitoring and needs identified in data*  *Planning clinics will be used regularly to ensure consistency and effective use of the T&L principles* | | **The EEF Guide to the Pupil Premium**  States that QFT has the biggest impact on pupil outcomes  “High-quality CPD for teachers has a significant effect on pupils’ learning outcomes.” Evidence review: The effects of high-quality professional development on teachers and students – The Education Policy Institute | 1, 2 |
| Disadvantaged pupils are supported to improve their reading fluency and enrich their vocabulary so that there is an increased % in combined attainment of RWM at National Average for PP children  ***Actions and Approach***  Identified pupils are provided with regular 1:1 reading opportunities across the week.  Reading spine and IPICK introduced to support all children in reading well-matched books.  Linking reading and writing units will foster a rich, developing vocabulary. | | Reading is the gateway to all areas of the curriculum.  ***EEF T&L toolkit – Reading Comprehension strategies +6 months***  Research shows that by the age of seven, the gap for vocabulary between pupil premium children and their peers can be as many as 3,000 words.  Increased vocabulary will improve pupils’ ability to articulate their thinking and understanding. | 1, 2 |
| Embed a three-phased approach that builds skills and sustained writing.  ***Actions and Approach***  Continue to implement a 3 phased approach to writing whilst also embedding a focussed feedback protocol than enables children to quickly improve their written work. | | Quality First Teaching known to be biggest driver in terms of improving attainment of PP children. ‘What happens in the classroom makes the biggest difference’.  **EEF Attainment Gap Report 2018** | 1,2 |
| Improve outcomes in Maths by utilising pre teaching and Maths Meetings to fill gaps and secure fundamentals  ***Actions and Approach***  Analyse gaps in learning and track regularly. Use QLA to adapt the Can Do roadmap to teach the most important content first  Pre and post teaching groups to secure children’s understanding through regular revisits and practical adaptations.  Strategically use of Maths Meetings | | “The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.”  **EEF Teaching and Learning Toolkit: Mastery Learning +5 months.** | 1, 2 |
| Staff training to support children who struggle with emotional self-regulation  ***Actions and Approach***  Ongoing staff training around resilience and risk taking.  Bespoke timetables for those pupils with the most complex needs  Support during unstructured times: Relaxations station during lunchtimes | | “Social and emotional learning approaches have a positive impact, on average 4 months’ additional progress in academic outcomes over the course of an academic year.”  **EEF Teaching and Learning Toolkit: Social and Emotional Learning +4 months** “Both targeted intervention and universal approaches have positive overall effects. There is evidence across a range of different interventions with higher impacts for 4 11 approaches that focus on self-management.” | 3 |
| Coaching and mentoring across the school to ensure high-quality and consistent teaching approaches are deployed.  ***Actions and Approach***  Identified whole school issues will be addressed through planning clinics and team teaching sessions.  sessions will be used to build consistency and staff subject knowledge across the school. | “Quality Teaching helps every child”  **EEF Guide to the Pupil Premium**  Consistency in teaching will ensure that all pupil have the same opportunities to make at least expected progress and in some cases better than expected progress | 1,2 |

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

Budgeted cost: £24 640.00

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Use of targeted interventions planned through provision maps to support the catch-up of SEND/ Pupil Premium children in Reading, Writing and Maths.  **Actions and Approach**  Provision maps used to plan high-quality catch-up intervention sessions for identified Pupil Premium children. Catch-up sessions inclusive of reduced class size sessions, small group interventions and 1:1 interventions. | “There is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catch-up strategy.”  **EEF Covid-19 Support Guide for Schools 2020**  “Reducing class size has a small positive impact of +2 months on average”. Greater impact is seen when class sizes are reduced by at least 10 pupils.  **EEF Teaching and Learning Toolkit: Reducing Class Size +2 months** | 1 and 2 |
| School-Led Tutoring to supplement final 40% of ring-fenced school-led tutoring budget.  **Actions and Approach**  Tutor to be employed to work with identified disadvantaged children to support Reading, Writing and Maths in 1:1 and Small Groups. | “There is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catch-up strategy.”  **EEF Covid-19 Support Guide for Schools 2020** | 1 and 2 |
| Use of targeted support and deliberate practise through EMT’s, Pre and post teaching.  **Actions and Approach** | “There is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catch-up strategy.”  **EEF Covid-19 Support Guide for Schools 2020** | 1,2 |
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 15,900.00

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Subsidising residential trips and enrichment activities to continue to increase children a cultural capital  ***Actions and Approach***  Cultural capital offer mapped out across every year group  Enrichment clubs are offered free of charge  Residentials, schools trips and other enrichment activities are subsidised so all children are inlcuded | Support pupils with cultural capital by providing access to a wide range of enrichment experiences and curriculum.  .  **Sutton Trust: Outdoor adventure learning +4 months** | 5 |
| Ongoing CPD and supervision for ELSAs from Educational Psychologist to ensure relevance of services offered.  ***Actions and Approach***  Designated ELSA and nurture timetables  Supervision supports staff in their delivery of high-quality sessions | ELSA programs have proved successful in improving social interactions and lead to improvements in challenging behaviours and a reduction in disruptive behaviour in class. | 5 |
| Improved outcomes for vulnerable and anxious children. Support for pupils and families of those exhibiting mental health difficulties  ***Actions and Approach***  TaMHS support services weekly  Trailblazers services  School clinics and ongoing staff CPD | Pupils whose SEMH needs are supported learn better in class as their barriers to learning are reduced/removed.  “Social and emotional learning approaches have a positive impact, on average 4 months’ additional progress in academic outcomes over the course of an academic year.” **EEF Teaching and Learning Toolkit: Social and Emotional Learning +4 months** | 1,2,3 |

**Total budgeted cost: £ 105,345.00**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| **Teaching**  As a school we aim to be ambitious for all pupils and ensure that all children consistently receive high-quality teaching and learning enabling them to make good progress. In our recent Ofsted inspection, it was noted that **‘Leaders, governors and the trust are ambitious for all pupils’** and that we have rightly places **‘a significant emphasis on curriculum development.’** Our aim is to ensure that children are ready for the next stage of their educational journey and despite some of our published data not being as strong as expected in recent years it has been noted that **‘quick action has been taken to tackle these areas.’** As a school we achieved good in all areas; a significant improvement on our previous inspection.  Our national assessment data last year overall were an improvement on the previous year although there are still some significant gaps between our disadvantaged and non-disadvantaged learners. These gaps are particularly evident in writing and maths and especially when children have more than one barrier to learning such as SEND.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  | | | | | | | | | | | | | | |  | 2023 Actual - Expected Standard | | | | | 2023 Actual - Greater Depth | | | | | | 2023 - Average Score | | | |  |  | | | | |  | | | | | |  | | | |  | **RWM** | Reading | Writing | Maths | SPAG | **RWM** | Reading | Writing | Maths | SPAG | Reading | | Maths | |  |  |  |  |  |  |  |  |  |  |  |  | |  | | PP | 29% | 59% | 53% | 41% | 59% | 0% | 24% | 0% | 0% | 12% | 100 | | 97 | | All | 53% | 69% | 73% | 62% | 70% | 6% | 23% | 11% | 12% | 20% |  | |  |   **Lessons Learnt**  All teachers have access to a new tracking system that focus on individual children on a weekly basis. Children who are falling behind or who need intervention are given so swiftly. Senior Leaders monitor this weekly.  **Targeted Academic Support**  Our catch-up programme for phonics and our children’s access to well matched books has been incredibly successful. In Ofsted it was noted that **‘All staff prioritise reading’** and that **‘pupils practise reading books that contain the sounds they know.’**  Out of the 18 PP children on the Rapid Catch up Scheme all children have made progress. 83% have progressed to the next set or next phase with some real success stories.  3 children have now completed Phase 5 and are working on fluency. 1 child has finished the programme.  **Lessons Learnt:**  Commitment to a catch up has had significant impact and children are showing greater confidence to access other areas of the curriculum. Regular assessments and feedback to class teachers ensures that deliberate practise can happens beyond the intervention.  **School Led Tutoring**  School Led Tutoring has been offered to children in Year 4 and 5. Uptake was good and fundamental skills have been improved in both year groups in Maths. In MTC 32% of our pupils achieved 25/25 by the end of the academic year.  **Lesson Learnt:**  The sessions had a positive impact on children’s level of confidence and provided them the skills to be more resilient learners.  **MTC**  As a school we undertook a rigorous programme to improve out MTC and for PP children there was significant progress.   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | |  | Baseline | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | MTC | | **PP** | 10.2 | 10.4 | 14.3 | 19.1 | 20.1 | 21.2 | 20.9 | | **PP** | 11 | 12 | 15.67 | 16.67 | 18.5 | 17.33 | 18.17 | | **PP** | 5.67 | 6.67 | 7 | 8.33 | 15 | 17 | 17.33 | |  |  |  |  |  |  |  |  |   **Lesson Learnt**  Systematic teaching of MTC facts provides children a secure foundation for Mathematical skills. Children are identified early and suitable catch up strategies are put in place in order o support these children reach the required standard at the end of KS2.  Our commitment to providing a safe, inclusive and inspiring setting for our disadvantaged children has also resulted in positive case studies around attendance that we were able to share at our most recent Ofsted. Our pastoral team make significant impact with parents reporting to Ofsted that staff are dedicated and go **‘above and beyond’** to help the children and families.  **Lesson Learnt**  The Pastoral Team have been invaluable in knowing our families and supporting them by knowing their specific needs. This supports children in being ready for learning and more able to regulate their emotions. Moving forward a new model for Tas and Mentors is being rolled out to support further consistency in our approach. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

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| Programme | Provider |
| Little Wandle SSP | Collins |
| Can Do Maths | Buzzard Publishing |
| Discovery RE | Discovery RE |
| Jigsaw PSHE | Jigsaw PSHE |

## Service pupil premium funding (optional)

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| *For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year** |
| Last academic year this was used to support funding of our pastoral services. |
| **The impact of that spending on service pupil premium eligible pupils** |
| This allows children to have regular check-ins and access to more formal pastoral support such as ELSA and Drawing and Talking. |

# Further information (optional)

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| *N/A* |