

Pupil Premium Strategy Statement 2022-23

Grange Junior School

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 Junior School
Number of pupils in school	332
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 The aims cover 3 years but we have focused on funding overview for one)
Date this statement was published	December 2022
Date on which it will be reviewed	Termly and July 2023 for 2023/2024 funding overview
Statement authorised by	Hannah Gordon
Pupil premium lead	Debbie Brown
Governor / Trustee lead	Simon Goodyear

Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year	£79,637
Recovery premium funding allocation this academic year	£8918
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	£88, 555

Part A: Pupil premium strategy plan

Statement of intent

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.

Challenge number	Detail of challenge
1	Vocabulary gap and reading fluency remain an area for development to ensure that children can fully access all areas of the curriculum
2	Gaps in learning due to school closures and lack of access to curriculum content during this time continue to create attainment gaps in reading writing and maths and affect children's ability to make connections and recall fundamental knowledge and skills. Now 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)
5	A lack of variety of life experiences (cultural capital) at home and a lack of real experiences in terms of trips, visitors due to COVID restrictions impacting on understanding across the curriculum
6	Parental knowledge and understanding of how to appropriately support their child's learning and progress for our most vulnerable families

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
<p>Quality First Teaching is available to all children and staff are provided regular, high quality CPD</p> <p>Assessment for Learning will be used robustly to offer, when necessary, pre-teaching in preparation for recall and building on previous learning.</p> <p>Lessons will be designed to allow for regular pit-stops to maximise lesson time and ensure regular recall of learning for all pupils</p>	<ul style="list-style-type: none"> • Pupils are able to articulate and demonstrate their previous and new learning with accuracy • Adaptations to the curriculum will demonstrate increased fluency in reading and application of mathematical fundamentals • 100 day plans will be used effectively to ensure children keep up • Book Looks to show evidence of Quality First Teaching. • Planning clinics with a focus Quality First Teaching • Learning Walk to show evidence of Quality First Teaching

<p>Pupils will be able to articulate ideas, with confidence, using a wide range of tier three vocabulary across the curriculum to reduce the vocabulary gap with them and their peers</p>	<ul style="list-style-type: none"> • The lowest 20% of pupils will make accelerated progress. • Pupils will have improved decoding skills, phonic knowledge and will apply them within reading and spelling. • Lesson observations and learning walks evidence improved oracy and involvement by pupil premium children.
<p>Provide children with a range of strategies to improve their social and learning behaviours enabling them to consistently be a positive place for learning</p>	<ul style="list-style-type: none"> • 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 • Pupils will feel confident in their abilities and are able to take risks in learning, cope with failure and challenge, show resilience, be engaged and feel motivated within lessons.
<p>Pupils' attainment of ARE in reading, writing and maths is improved.</p> <p>Learning Champions will be implemented to ensure that children are targeted and supported 1:1 to improve attainment and fill gaps</p>	<ul style="list-style-type: none"> • Combined attainment in RWM will have increased to be at least in line with nationals • Attainment in reading will have improved to be at least in line with nationals • Attainment in writing will have improved to be at least in line with nationals • Attainment in maths will have improved to be at least in line with nationals
<p>Attendance will be improved in line with the national average. Measured by monitoring of termly attendance.</p>	<ul style="list-style-type: none"> • Attendance average of the vast majority of pupil premium children will be at least 96% by the end of the academic year.
<p>Pupils will experience a diverse range of enrichment activities that will increase their cultural capital and support their current and future learning</p>	<ul style="list-style-type: none"> • Positive pupil voice around the schools curriculum offer • Percentage of pupil premium pupils involved in extra-curricular and peripatetic activities will have increased. • At least 80% of pupil premium children in years 4 and 6 will have participated in residential opportunities. Funding will be supported for board and lodging for residential trips.
<p>Parents' knowledge and understanding of how to appropriately support their child's learning and progress will develop with appropriate support.</p>	<ul style="list-style-type: none"> • At least 90% of pupil premium parents will attend parents' evenings. • Workshops will be well attended and parents of PP children will be targeted for those that are most relevant

Parents will feel more confident in supporting their children's learning at home

- Ofsted Questionnaires will show that the majority of parents feel that they know how to support their children

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Planned CPD opportunities for teaching staff leading to improved teaching and pupil outcomes</p> <p>Actions and Approach <i>CPD will be strategically planned across the year and in response to monitoring and needs identified in data</i></p> <p><i>Planning clinics will be used regularly to ensure consistency and effective use of the T&L principles</i></p>	<p>The EEF Guide to the Pupil Premium States that QFT has the biggest impact on pupil outcomes</p> <p>“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</p>	<p>1, 2, 3</p>
<p>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</p>	<p>Reading is the gateway to all areas of the curriculum.</p> <p>EEF T&L toolkit – Reading Comprehension strategies +6 months</p> <p>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.</p>	<p>1, 2, 3</p>

<p>Actions and Approach</p> <p>Identified pupils are provided with regular 1:1 reading opportunities every week</p> <p>Reading spine and IPICK introduced to support children in reading well matched books</p> <p>Amazon Fires to be provided for targeted vulnerable families to enable access to reading resources at home.</p> <p>Linking reading and writing units will foster a rich, developing vocabulary.</p>	<p>Increased vocabulary will improve pupils' ability to articulate their thinking and understanding.</p>	
<p>Improve outcomes in Maths by utilising pre teaching and Maths Meetings to fill gaps and secure fundamentals</p> <p>Actions and Approach</p> <p>Analyse gaps in learning and track</p> <p>Pre teaching groups</p> <p>Strategically use of Maths Meetings</p>	<p>“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</p>	<p>2, 3</p>
<p>Staff training to support children who struggle with emotional self-regulation</p> <p>Actions and Approach</p>	<p>“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.”</p>	<p>3</p>

<p>Staff training on Commando Joes Program to develop children’s resilience and risk taking</p> <p>Staff training around the resource ‘The Scared Gang’ focusing on responses to pupils according to their individual profile</p> <p>Bespoke timetables for those pupils with the most complex needs</p>	<p>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 selfmanagement.”</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of targeted interventions planned through provision maps to support the catch-up of Pupil Premium children in Reading, Writing and Maths.</p> <p>Actions and Approach</p> <p>Small group interventions carried out across the school for identified children</p> <p>100 day plan activities will be planned and regularly reviewed to offer high-</p>	<p>“There is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catch-up strategy.”</p> <p>EEF Covid-19 Support Guide for Schools 2020</p> <p>Greater impact is seen when class sizes are reduced by at least 10 pupils.</p> <p>EEF Teaching and Learning Toolkit</p> <p>EEF Teaching and Learning Toolkit: Mentoring +2 months</p>	<p>1,2,3</p>

<p>quality , small group and 1:1 teacher led support</p> <p>Learning Champion Strategy set up to provide 1:1 tutoring opportunities for identified disadvantaged children to support their progress and attainment in a specific area of the core curriculum</p>	<p>“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.”</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 10,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subsidising residential trips and enrichment activities to continue to increase children a cultural capital</p> <p>Actions and Approach</p> <p>Cultural capital offer mapped out across every year group</p> <p>Enrichment clubs are offered free of charge</p> <p>Residential, schools trips and other enrichment activities are subsidised so all children are included</p>	<p>Support pupils with cultural capital by providing access to a wide range of enrichment experiences and curriculum.</p> <p>Sutton Trust: Outdoor adventure learning +4 months</p>	5
<p>Ongoing CPD and supervision for ELSAs from Educational Psychologist to ensure</p>	<p>ELSA programs have proved successful in improving social interactions and lead to improvements in challenging behaviours and a</p>	3, 6

<p>relevance of services offered.</p> <p><i>Actions and Approach</i></p> <p>Designated ELSA and nurture timetables</p> <p>Supervision supports staff in their delivery of high-quality sessions</p>	<p>reduction in disruptive behaviour in class.</p>	
<p>Improved outcomes for vulnerable and anxious children. Support for pupils and families of those exhibiting mental health difficulties</p> <p><i>Actions and Approach</i></p> <p>TaMHS support services weekly</p> <p>Trailblazers services</p> <p>School clinics and ongoing staff CPD</p>	<p>Pupils whose SEMH needs are supported learn better in class as their barriers to learning are reduced/removed.</p> <p>“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</p>	<p>3, 6</p>
<p>Disadvantaged pupils are supported to make good levels of progress and therefore they do not have any barriers to learning and attendance</p> <p><i>Actions and Approach</i></p> <p>Provide practical strategies to support learning at home</p> <p>Plan carefully for group-based parenting initiatives</p>	<p><u>Teaching and Learning Toolkit</u> suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year</p>	<p>3, 6</p>

Encourage parents to attend these events especially the most vulnerable		
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Total budgeted cost: £ 88, 555

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Activity area 2021/22	Impact from 2021-2022			
<p><u>Teaching</u></p> <p>Pupils will articulate ideas, with confidence, using a wide range of age-appropriate vocabulary.</p> <p>Pupils' attainment of ARE in reading, writing and maths is improved.</p>	<p>Lead teacher attended training sessions and will disseminate to all staff during 2022/23. Due to impacts of lockdown and staff absences this desired outcome will transfer to the academic year 2022/22.</p> <p>Significant staff changes had a major impact on outcomes at the end of last year.</p> <p>Year 6</p>			
Reading	SATS/TA All Pupils	Disadvantaged	Non disadvantaged	
		77%	67%	68%
Writing	SATS/TA All Pupils	Disadvantaged	Non disadvantaged	
		69%	50%	75%
Maths	SATS/TA All Pupils	Disadvantaged	Non disadvantaged	
		57%	50%	59%

		Year 5							
		RWM Combined		NC Maths		NC Writing		NC Reading	
		Attainment	Attainment	Attainment	Attainment	Attainment	Attainment	Attainment	Attainment
		EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
Not Disadvantaged	73	67%	16.40%	80%	24.70%	71%	19.20%	82%	31.50%
Disadvantaged (Ever6, PLAA or LAC)	15	47%	0%	60%	20%	47%	0%	53%	13%

		Year 4							
		RWM Combined		NC Maths		NC Writing		NC Reading	
		Attainment	Attainment	Attainment	Attainment	Attainment	Attainment	Attainment	Attainment
		EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
Not Disadvantaged	65	54%	10.80%	74%	24.60%	59%	20.00%	75%	27.70%
Disadvantaged (Ever6, PLAA or LAC)	12	17%	0%	50%	0%	33%	0%	42%	8%

		Year 3							
		RWM Combined		NC Maths		NC Writing		NC Reading	
		Attainment	Attainment	Attainment	Attainment	Attainment	Attainment	Attainment	Attainment
		EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
Not Disadvantaged	65	54%	6.20%	69%	12.30%	57%	6.20%	83%	35.40%
Disadvantaged (Ever6, PLAA or LAC)	18	28%	0%	56%	6%	33%	0%	56%	22%

Lessons learnt

There is a significant gap between disadvantaged and non-disadvantaged learners. The gap is most significant in reading. This is having a direct impact on RWM combined. Senior leaders will hold all teachers to account for these pupils at progress reviews and termly health checks.

Interventions need to be carefully planned and focus on specific needs for individual pupils. These will be monitored by Senior Leaders and Year group Leaders. Target groups of pupils will be monitored on a two-weekly basis.

<p><u>Targeted academic support and wider strategies</u></p> <p>Opportunities for social interactions which develop understanding of acceptable social behaviours will be increased.</p> <p>Attendance will be improved in line with the national average.</p> <p>Pupils will experience a diverse range of physical and cultural experiences which will enrich their life experiences.</p>	<p>Families reported that remote ELSA support was effective for targeted pupils. Development of Nurture TA role as a direct impact of increased need for extra support as a result of the pandemic and its ongoing impact on pupils' SEMH. This resulted in an extra member of staff joining the Inclusion Team and delivering Drawing & Talking sessions beginning Term 1 2022/23</p> <p>Bags of Hope and other donations were delivered on a regular basis to targeted families. This encouraged engagement of whole families and maintained a vital link for the children. Members of SLT regularly 'doorstep' visited key families in order to provide the vital link between school and home to encourage engagement and communication. It allowed opportunities to identify families/children who needed further targeted support through learning and nurture.</p> <p>Attendance meeting were held with families and in most cases this resulted in improved attendance.</p> <p>Vulnerable pupils joined Project Me sessions in school with Swindon Town coaches and families attended the graduation ceremony held at Swindon Town FC (Community Section)</p> <p>Targeted pupils attended STFC holiday camps and some have joined their junior teams.</p> <p>Guitar and drumming lessons provided for targeted pupils</p>
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
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Can Do Maths	Buzzard Publishing
Little Wandle	Collins

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

