



Grange Moor Primary School

Pupil premium strategy statement 2025-2026

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	63
Proportion (%) of pupil premium eligible pupils	9.37% 2024 funding is based on 9.5% 2025 current year
Academic year/years that our current pupil premium strategy plan covers	2025/26
Date this statement was published	8 th October 2025
Date on which it will be reviewed	13 th July 2026
Statement authorised by	Governing Body
Pupil premium lead	Donna Barker
Governor / Trustee lead	Laura Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,720
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£11,720

Part A: Pupil premium strategy plan

Statement of intent

It is the intent of our Pupil Premium strategy to close the gap between disadvantaged pupils and their non-disadvantaged peers by:

- Ensuring all pupils receive quality first teaching each lesson
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for students who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being, social, emotional and mental health and cultural capital
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most

Challenges

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

Challenge number	Detail of challenge
1	<i>Social and Emotional Barriers impacting on Learning</i> – Some children experience significant social and emotional needs which are a barrier to them accessing classroom learning fully.
2	<i>Parental drive and engagement</i> – Some disadvantaged pupils may have parents that are reluctant to engage fully with school compared with other families in school. This could be through attending parent consultation evenings, attending school events or not engaging fully with home learning now and with our remote learning offer during lockdowns.
3	<i>Attendance</i> – attendance for disadvantaged pupils has been below that of peers in school.
4	<i>Low prior attainment</i> – the majority of disadvantaged pupils are currently working at a level that is below expectations for their age. Some pupils have speech and language difficulties on entry to school that require referrals to the relevant service and a number of pupils have gaps in English and Maths with reading being a particular barrier to accessing the wider curriculum.
5	<i>Reduced access to broad and rich wider life experiences</i> – Some disadvantaged pupils may not have the same life experiences as their peers. In some instances there can be a lack of drive to push themselves above this, seek additional training or education or to seek better employment prospects.

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
All pupil premium pupils are better supported in their Social and Emotional needs so they can make better progress in their learning.	The social and emotional needs are better met and children supported to manage these areas more successfully which helps them be in a better place to engage in and remember learning in the classroom.
All Pupil Premium pupils to make accelerated progress in reading that enables them to fully access all areas of the curriculum.	Pupils are reading at a level that matches or exceeds that of their peers or have made strong, evident progress from their relative starting points.
All pupil premium pupils to make good or better progress in writing and mathematics.	Pupils are meeting or exceeding expectations at the end of the academic year or have made strong, evident progress from their relative starting points.
All pupil premium have good or better attendance and are punctual at the start of the school day.	Ongoing, regular attendance checks show that this group of pupils has attendance that is at least in line with that of their peers. Where it is not, there are clear strategies and support in place for this to improve rapidly.
All pupil premium pupils to have equal access to all extra-curricular activities as their peers, including residential and other out of school visits and musical opportunities.	All pupil premium pupils have taken part in extra-curricular activities on par with take-up of their peers.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £300 contribution rest school budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff CPD on quality first teaching (cognitive and metacognitive approaches, scaffolding, flexible grouping, using technology) to support learning for all groups of pupils.	Quality First Teaching (QFT) is a style of teaching that focuses on high quality and inclusive teaching for every child in a classroom. Quality First Teaching relies on a variety of learning strategies in order to be effective, like differentiated learning and the use of SEND resources. In short, QFT is an approach that highlights the need for a personalised learning experience and encourages greater inclusion of pupils with SEND needs.	4

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

Budgeted cost: £1000 contribution towards, rest school budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focused CPD for all Teaching Assistants throughout the school year.	Research (EEF) shows that there is evidence to suggest that a well-trained teaching assistant can have more impact leading an intervention planned by a teacher can have more impact than if they were simply deployed in the classroom	4
Provision of small group support across school led by teacher (added teaching capacity for years 5 and 6 through the appointment of a full time Upper Key Stage 2 teacher to supplement current job share)	Research has shown that +4 months progress can be made in small group tuition where a qualified teacher works with up to five pupils.	4

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

Budgeted cost: £ 9420

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution towards 75% of costs of school residential visits; all visits in school time provided for free; provision of externally and internally run after school activities for free (up to £1000 in total)	We know that if financial assistance was not given, these families would not be able to afford to send their children on these visits. In providing financial support, pupil premium children are given the same opportunities as their peers.	5
Provision of externally and internally run after school activities for free (up to £1000 in total). Additional staffing to run targeted accessible after school clubs for those disadvantaged children with a high need.	We know that if financial assistance was not given, these families would not be able to afford to send their children to such clubs/activities. In providing financial support, pupil premium children are given the same opportunities as their peers.	5

Supply uniform and book bags for all Pupil Premium children (up to £300 in total)	It is well known that when disadvantaged pupils have a poor image of themselves, their learning suffers. In offering a free school uniform each year these pupils are free from concerns about their appearance.	5
Identify pupil premium at the start of the year who may be at risk of lower attendance / more punctuality concerns / and have less parental support than their peers. Regular half-term supportive Engagement meetings in school with the headteacher.	Where such meetings have taken place in the past in school there is an improved pattern of attendance and punctuality. Parents have valued the opportunity to discuss issues that may be affecting the family and appreciate the further support that school can offer.	3
All classes to be taught a musical instrument every year as part of the music curriculum to ensure equal opportunity and encourage more children to take up music/instruments in the future.	Some children may not have access or exposure to learning a musical instrument. Exposure to this can encourage and inspire pupils to continue to raise aspirations.	5
Whole School Development of 'Trauma Informed' practise through targeted CPD for teachers and Teaching Assistants and the development of therapeutic sessions for those children who need it. Direct work and training carried out in school by child therapist team.	Research into the importance of play supports the need for children to explore and address social and emotional needs in a play based and therapeutic activity.	1
Development of Pastoral Space where interventions with a training pastoral Key Worker, both planned and reactive, are provided for children with Social, Emotional and Mental Health Needs appropriately.	We know that some disadvantaged children experience significant social and emotional needs which are a barrier to them accessing classroom learning fully.	1

Total budgeted cost: £11,720

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of EYFS

- There are 11 pupils in the cohort (9.1% per pupil)
- 1 pupil with EHCP
- 63.6% (7 pupils) achieved a good level of development
- 36.4% (4 pupils) did not achieve a good level of development
- Attendance for cohort 94.7%

Y1 Phonics Screen

- There are 11 pupils in the cohort (9.1% per pupil)
- 100% passed the phonics screen
- Average score – 37.4 / 40
- Range of scores – 35 to 39
- Attendance for cohort 98.4%

Y2 Phonics Screen (re-takes from Y1)

- 2 pupils retook the screen with one pupil passing with 35 marks. The other pupil scored 26 - last year was disapplied as working below the level of the screen
- 1 pupil with an EHCP was disapplied in both Y1 and Y2

End of Key Stage One Y2 teacher assessments

- There are 10 pupils in the cohort
- 2 pupils with EHCPs

	READING	WRITING	MATHS
<i>% of pupils working towards expectations</i>	30%	40%	30%
<i>% of pupils working at or exceeding expectations</i>	70%	60%	70%
<i>% of pupils exceeding expectations</i>	30%	-	10%

RWM combined: 60%

Attendance for cohort 96.4%

Y4 Multiplication Check

- There are 13 pupils in the cohort
- 69.2% achieved score of between 21-25 marks (average xx)
- 4 pupils scored 25
- 3 pupils scored 24
- 2 pupils scored 23
- 1 pupil scored 21
- 3 pupils scored below 20
- Average score was 21

End of Key Stage Two SATs results

- There are 8 pupils in this cohort

	READING	WRITING	MATHS
<i>% of pupils working towards expectations</i>	25%	37.5%	50%
<i>% of pupils working at or exceeding expectations</i>	75%	62.5%	50%
<i>% of pupils working at greater depth</i>	25%	-	12.5%

RWM combined: 37.5%

Attendance for cohort: 97%