# Pupil premium strategy statement – Grange Primary School

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** | 429 |
| **Proportion (%) of pupil premium eligible pupils** | 34.2% (147 pupils) |
| **Academic year/years that our current pupil premium strategy plan covers** | 2026/2027<br>2027/2028<br>2028/2029 |
| **Date this statement was published** | Monday 5th October |
| **Date on which it will be reviewed** | October 2027 |
| **Statement authorised by** | Daniel Kerbel, Headteacher |
| **Pupil premium lead** | Hannah Watson, Deputy Headteacher |
| **Governor / Trustee lead** | Faisal Khan |

## Funding overview

| Detail | Amount |
|---|---|
| **Pupil premium funding allocation this academic year** | £216005 |
| **Pupil premium funding carried forward from previous years** | £0 |
| **Total budget for this academic year** | £216005 |

## Part A: Pupil premium strategy plan

### Statement of intent

Grange Primary School is a fully inclusive mainstream primary school for pupils aged 3 to 11, with an ARMS provision for pupils with additional specialist needs. Our disadvantaged cohort reflects the complexity and diversity of our wider school community, including high levels of deprivation, high mobility, EAL and SEND.

Of our 147 Pupil Premium pupils, 34% (50 pupils) are on the SEND register, including 15% (22 pupils) with an EHCP. 61% are identified as EAL, although pupils are at different stages of English language acquisition. 50% of our Pupil Premium pupils are summer born. A third of the cohort (36%) joined the school after Reception and a fifth (19%) joined after Year 2.

Our analysis of learning barriers also highlights the complexity of the cohort. Eight pupils across the school have been identified as having significant learning barriers (five or six different barriers); all eight are Pupil Premium. Of the 121 pupils identified as having moderate learning barriers (three or four different barriers), 58% are Pupil Premium. Only two Pupil Premium pupils have no identified learning barriers.

This reinforces the importance of understanding individual barriers rather than assuming that disadvantage presents in the same way for all pupils. Our strategy therefore combines a strong universal offer with targeted support where assessment and professional knowledge identify a specific need.

Our strategy follows the EEF tiered approach, with high-quality teaching at its heart, supported by targeted academic support and carefully selected wider strategies. We will prioritise approaches that strengthen everyday classroom practice, particularly in reading, writing, mathematics, phonics, oral language and adaptive teaching. Targeted provision will be used where diagnostic assessment identifies a specific need, and wider strategies will address barriers such as attendance, wellbeing, behaviour, participation and access to enrichment.

Over the three-year period, we aim to:
• raise attainment and accelerate progress for disadvantaged pupils across the curriculum, with a particular focus on reading, writing and mathematics;
• strengthen oral language, vocabulary, communication and English language development, particularly for disadvantaged pupils with EAL and/or SLCN;
• improve attendance and punctuality and reduce persistent absence among disadvantaged pupils;
• ensure disadvantaged pupils with SEND and other additional needs receive timely, appropriate and effective support;
• strengthen wellbeing, engagement, behaviour, belonging and participation in the full life of the school;
• ensure disadvantaged pupils have equitable access to enrichment and experiences that build cultural capital, confidence and aspiration.

All staff share responsibility for disadvantaged pupils' outcomes. Leaders will monitor the implementation and impact of the strategy through assessment information, book scrutiny, pupil voice, attendance and behaviour information, provision reviews and regular review of the school improvement plan. We will adapt the strategy where evidence shows that an approach is not having the intended impact.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | **Writing and wider literacy attainment:** 2025/26 Year 6 outcomes show 47% of disadvantaged pupils achieving the expected standard in writing compared with 62% overall. Reading was 58% compared with 67%. The IDSR indicates that reading outcomes for disadvantaged pupils have generally been close to or above national, while writing has fluctuated and was below national in 2025/26. Analysis of pupils' work and assessment will be used to identify the specific components of writing – including composition, sentence construction, vocabulary, grammar and transcription – that are limiting individual pupils' attainment. |
| 2 | **Oral language, vocabulary, communication and English language development:** In the current disadvantaged cohort, 34% (50 children) are on the SEND register and within that 15% (22 children) have an EHCP. 37 of these children have speech, language and communication as their primary area of need. 61% of this group are classed as EAL. These remain important considerations for curriculum access, particularly for new arrivals and pupils with SLCN. |
| 3 | **Sustaining strong progress and attainment in reading and mathematics:** disadvantaged pupils' 2025/26 Year 6 maths attainment was 69% compared with 78% overall, but maths progress has been above national in each of the three years reported in the IDSR, including significantly above national in 2026. The strategy therefore needs to maintain this strength while addressing remaining attainment and greater-depth gaps. |
| 4 | **Attendance and engagement:** attendance for disadvantaged/FSM pupils has improved and the 2025/26 IDSR indicates attendance was above national, with persistent absence below national. Attendance remains an important protective factor, so the focus will be on sustaining this improvement and intervening early for pupils at risk. |
| 5 | **SEND, wellbeing and readiness to learn:** the previous strategy identified a high level of SEND and additional needs among disadvantaged pupils. These needs can interact with language, attendance and attainment, requiring early identification, effective classroom adaptation and appropriately targeted support. |

## 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 |
|---|---|
| Improved writing and reading attainment | Year-on-year improvement in disadvantaged pupils' reading and writing attainment; gaps with the wider cohort reduce; pupils identified as behind make accelerated progress. |
| Strong and sustained mathematics progress and attainment | The strong progress seen for disadvantaged pupils in mathematics is maintained; attainment gaps reduce over time; pupils needing support secure core knowledge and pupils capable of greater depth are appropriately challenged. |

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| Improved oral language, vocabulary and English language development | Assessment, observations and pupil voice indicate improved communication and vocabulary; EAL pupils' English development is monitored; identified SLCN pupils receive timely, reviewed support. |
| Sustained strong attendance and reduced persistent absence | Disadvantaged pupil attendance remains strong; persistent absence remains low; pupils at risk receive timely personalised support and barriers are addressed. |
| Improved wellbeing, behaviour, engagement and belonging | Pupils receiving support show improved readiness to learn and engagement; behaviour information indicates sustained improvement; disadvantaged pupils continue to participate equitably in enrichment and wider school life. |
| Effective identification and support for disadvantaged pupils with SEND and additional needs | Needs are identified early; provision is matched to need and reviewed; classroom adaptations are evident; targeted interventions are monitored and pupils make progress from their starting points. |

### 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: £119,617

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| **High-quality teaching and adaptive practice:** sustained CPD and peer coaching focused on assessment, feedback, adaptive teaching, reading, writing, mathematics, phonics, oral language and meeting the needs of disadvantaged pupils with SEND/EAL. | EEF recommends high-quality teaching as the highest priority within the tiered approach. Effective professional development and evidence-informed classroom practice are central to improving outcomes. | 1, 2, 5 |
| **Assessment and use of pupil-level information:** continue to use Insight/STAR and school assessment information to identify gaps, set priorities and adapt teaching; strengthen phase/subject leader monitoring of disadvantaged pupils. | EEF emphasises diagnosing pupils' needs and using reliable evidence alongside school knowledge. Assessment is most useful when it informs subsequent teaching and targeted support. | 1, 2, 5 |
| **Curriculum development and subject leadership:** provide release time and leadership support so subject leaders can monitor progression, curriculum implementation, books, pupil | High-quality teaching includes a broad, balanced and knowledge-rich curriculum that responds to pupils' needs. Monitoring implementation helps leaders identify where further support is needed. | 1, 2, 5 |

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| voice and the experience of disadvantaged pupils. | | |
| **Strengthen reading and phonics teaching:** maintain a DfE-validated systematic synthetic phonics programme and develop whole-school reading practice, including vocabulary, fluency and comprehension. | The DfE menu includes validated systematic synthetic phonics and high-quality teaching/assessment. EEF evidence supports phonics and reading approaches as important components of early literacy. | 1, 2 |
| **Strengthen teaching of writing:** roll out Mighty Writer from Nursery to Year 6 (including Nebula) to develop a consistent whole-school approach to oral rehearsal, sentence construction and composition. Introduce MagicLink handwriting across the school to strengthen transcription fluency and automaticity. Develop a consistent whole-school approach to the teaching of writing, including explicit modelling, vocabulary development, sentence-level work, planning, drafting, editing and improving. | The 2025/26 Year 6 outcomes identified writing as the most significant attainment gap for disadvantaged pupils, with 47% achieving the expected standard compared with 62% overall. A renewed focus on high-quality writing instruction, including composition, sentence construction and transcription, is therefore a key priority of the new strategy. | 1, 2, 5 |
| **Strengthen assessment and moderation in writing:** develop greater consistency in assessment of writing through regular moderation, exemplification and analysis of pupils' work. Use assessment information to identify specific barriers and adapt teaching, with particular attention to disadvantaged pupils who are close to but not yet achieving the expected standard. | Reliable assessment and moderation enable teachers and leaders to identify precise gaps, evaluate the impact of teaching and ensure that subsequent instruction is appropriately targeted. This will be particularly important in writing, where the 2025/26 attainment gap remains a priority. | 1, 2 |
| **Strengthen mathematics teaching:** develop fluency, reasoning and problem solving through evidence-informed teaching, curriculum planning and targeted professional development. | The DfE/EEF evidence base supports mastery and high-quality mathematics teaching, with targeted support used where assessment identifies specific gaps. | 1 |
| **Language-rich classrooms and inclusive communication:** staff training and coaching on vocabulary, questioning, dialogic talk, EAL and communication-supportive practice, including | EEF identifies oral language approaches as an evidence-informed way of improving learning. This is particularly relevant given our school's identified language profile. | 2, 5 |

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| appropriate strategies for pupils with SLCN. | | |

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

Budgeted cost: £26,623

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| **Targeted reading and phonics interventions:** small-group/individual provision for pupils identified through assessment, including additional phonics, reading fluency and comprehension support; review provision regularly. | EEF evidence supports targeted academic support when it is additional to and complements high-quality classroom teaching. Interventions should be structured, targeted and monitored for impact. | 1 |
| **Targeted mathematics interventions:** small-group support for pupils with identified gaps in number, fluency, reasoning or multiplication facts, with entry/exit assessment and close links to classroom teaching. | Targeted academic support can have a strong positive impact when it is well matched to identified need and delivered by trained staff. | 1 |
| **Targeted writing support:** provide small-group or individual support for pupils identified through assessment as having specific barriers to writing, including transcription, sentence construction, vocabulary, grammar or composition. Provision will complement classroom teaching, use approaches consistent with the whole-school writing strategy and be reviewed through entry/exit assessment and work scrutiny. | Targeted academic support is most effective when it is closely matched to identified need and complements high-quality classroom teaching. The focus of provision will therefore be determined by diagnostic assessment rather than by Pupil Premium status alone. | 1, 2, 5 |
| **Speech, language and communication support:** targeted in-house interventions delivered by trained staff, informed by Speech and Language Therapy recommendations where appropriate, with regular review of progress. | Communication and language is a significant barrier for the disadvantaged cohort and the previous strategy reported benefits from targeted support. | 2, 5 |
| **EAL induction and targeted language support:** assess new arrivals' English proficiency and educational background | We continue to experience high mobility and a high proportion of disadvantaged pupils with EAL. Early identification and targeted support are intended to | 2, 5 |

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| promptly; provide targeted support and monitor progress through the EAL register and pupil-level information. | prevent language needs becoming barriers to curriculum access. | |
| **Targeted tutoring/booster provision in priority year groups:** use assessment data to identify pupils who need additional support, with provision adjusted as pupils' needs change. | EEF evidence supports targeted small-group tuition as a useful component of a wider strategy when carefully targeted and monitored. | 1 |

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

Budgeted cost: £71,054

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| **Attendance strategy for disadvantaged pupils:** continue daily/weekly monitoring, Radar review, attendance clinics, personalised plans and close work with families and the local authority where required. Remove practical barriers to attendance where this is necessary and evidence-informed. | The DfE pupil premium guidance identifies attendance as a relevant wider barrier and expects schools to use evidence-informed approaches to address barriers to attendance. | 3 |
| **Pastoral, wellbeing and behaviour support:** maintain targeted wellbeing check-ins, nurture/mentoring and therapeutic or external support where assessment identifies a need; continue restorative and inclusive approaches to behaviour. | The previous strategy reported improved wellbeing and a reduction in suspensions alongside restorative, inclusive and targeted approaches. Wider strategies should be selected in response to identified barriers. | 4 |
| **Maintain and monitor equitable access to enrichment and wider experiences:** continue to provide a broad programme of trips, clubs, sport, arts, music and other enrichment opportunities, while monitoring participation by disadvantaged pupils. Where individual financial, practical or other barriers to participation are identified, provide appropriate support to ensure that these do not prevent a pupil from accessing opportunities available to their peers. | Monitoring during 2025/26 found no difference in access to enrichment between disadvantaged and non-disadvantaged pupils, and Adventure Booklet use was also equitable. The priority is therefore to sustain this position rather than introduce additional PP-specific provision solely on the basis of disadvantage. Pupil Premium funding may be used where an individual barrier to participation is identified. | 5 |

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| **Family engagement and support:** provide targeted workshops, communication and support for families where this will help pupils' learning, attendance, language development or wellbeing; maintain strong relationships with families of new arrivals. | EEF and DfE guidance emphasise understanding individual and family needs and addressing barriers to learning as part of a coherent strategy. | 2, 3, 4 |
| **Support for readiness to learn where a specific barrier is identified:** use pupil premium funding in line with DfE conditions to address exceptional, evidence-informed needs that directly affect access to education. | DfE guidance allows pupil premium to support identified needs, including exceptional circumstances where necessary to overcome a specific barrier to attainment, while maintaining the focus on educational outcomes. | 3, 4, 5 |

Total budgeted cost: £217,294

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

Our 2025/26 data shows a mixed but broadly positive picture for disadvantaged pupils. There are areas of strong performance and sustained improvement, alongside some remaining attainment gaps which will inform the priorities of our new three-year strategy.

**Attainment and progress**

At the end of Key Stage 2, disadvantaged pupils achieved the following outcomes:

- **Reading:** 58% of disadvantaged pupils achieved the expected standard, compared with 67% of the year group overall.
- **Writing:** 47% of disadvantaged pupils achieved the expected standard, compared with 62% overall.
- **Mathematics:** 69% of disadvantaged pupils achieved the expected standard, compared with 78% overall.
- **Reading, writing and mathematics combined:** 42% of disadvantaged pupils achieved the expected standard, compared with 53% overall.
- **SPAG:** 74% of disadvantaged pupils achieved the expected standard, compared with 78% overall.

The most significant remaining attainment gap is in writing, and this will therefore be a particular focus of the new strategy. Reading and mathematics also show attainment gaps at the end of Key Stage 2, although the picture is more positive when progress and outcomes across the school are considered.

There are a number of significant strengths in the attainment data. In Year 1 phonics, **88% of disadvantaged pupils achieved the expected standard compared with 89% of non-disadvantaged pupils**. In EYFS, disadvantaged pupils achieved higher outcomes than non-disadvantaged pupils in reading (67% compared with 63%) and writing (72% compared with 65%), with broadly similar outcomes in mathematics (61% compared with 63%).

The Multiplication Tables Check was another area of particular strength. **68% of disadvantaged pupils achieved a score of 20 or above compared with 72% of non-disadvantaged pupils, while 41% achieved full marks compared with 28% of non-disadvantaged pupils.**

The school's IDSR also provides positive evidence regarding progress in mathematics. Disadvantaged pupils' mathematics progress has been above national in each of the three years reported, including significantly above national in 2026. The three-year comparison is also above that of similar schools. Reading progress was close to national in 2026, while writing progress was also close to national.

The longer-term attainment picture shows that disadvantaged pupils' reading outcomes have generally been close to or above national outcomes. Writing outcomes have also been strong in previous years, although they fell below national in 2025/26, reinforcing the need for a renewed focus on writing within the new strategy.

**Attendance**

Attendance has been an important focus of the previous Pupil Premium strategy. The 2025/26 IDSR indicates that attendance for the FSM/FSM6 cohort was **above national**, while persistent absence was **below national**. This represents a positive position compared with the historic attendance picture identified in our previous strategy.

The new strategy will therefore focus on **sustaining this improvement**, while continuing to identify pupils at risk of persistent absence and working with pupils, families and relevant agencies to address individual barriers to attendance.

**Enrichment, wider experiences and engagement**

The previous Pupil Premium strategy identified increasing disadvantaged pupils' participation in enrichment and wider school life as an important priority. Monitoring through our enrichment tracker during 2025/26 found **no difference in access to enrichment between disadvantaged and non-disadvantaged pupils**. This indicates that disadvantaged pupils are accessing the school's wider enrichment offer equitably.

Similarly, monitoring of **Adventure Booklet use** found no difference between disadvantaged and non-disadvantaged pupils. This provides further evidence that disadvantaged pupils have equitable opportunities to engage with experiences beyond the formal curriculum.

These are positive outcomes against the previous strategy. The new strategy will therefore focus on **maintaining equitable access**, rather than assuming that disadvantaged pupils require additional provision simply because they are disadvantaged. We will continue to monitor participation and address individual financial or practical barriers where these are identified.

**Evaluation of the previous strategy**

The previous three-year strategy identified communication and language, reading, writing, mathematics, attendance, wellbeing, SEND and access to enrichment as key areas requiring attention.

The 2025/26 evidence indicates that several elements of the strategy have contributed to positive outcomes or have achieved their intended purpose. Early reading and phonics outcomes are broadly equitable between disadvantaged and non-disadvantaged pupils. Mathematics progress is a sustained strength, and attendance outcomes have improved to a position above national for the FSM/FSM6 cohort. Access to enrichment and Adventure Booklets is also equitable between disadvantaged and non-disadvantaged pupils.

However, the data also demonstrates that the previous strategy has **not eliminated all attainment gaps**. In particular, the Year 6 writing gap remains significant, with 47% of disadvantaged pupils achieving the expected standard compared with 62% overall. Reading, mathematics and combined RWM outcomes also remain below those of the wider Year 6 cohort. Greater-depth gaps remain particularly evident in reading and mathematics.

The new strategy will therefore build on the successful elements of the previous approach while sharpening the focus on **writing and wider literacy, language and communication, and ensuring that disadvantaged pupils continue to make strong progress in mathematics and reading**.

The previous strategy also placed significant emphasis on wellbeing, therapeutic support, behaviour and individual interventions. The attainment data alone does not allow us to establish the impact of each individual provision. These aspects will therefore continue to be evaluated through a combination of **provision reviews, pupil voice, attendance and behaviour information, intervention records, staff observations and family feedback**, alongside academic outcomes.

Overall, our evaluation indicates that the previous strategy has contributed to a number of positive outcomes and has successfully addressed some potential barriers to disadvantage. The new three-year strategy will retain approaches where there is evidence of positive impact, refine approaches where further improvement is required, and avoid treating areas as barriers where our evidence shows that disadvantaged pupils are already accessing provision and achieving equitably with their peers.