# Pupil Premium strategy statement - Grange Primary School

## This statement details our school’s use of Pupil Premium (and recovery premium for the 2024 to 2025 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 Primary School |
| Number of pupils in school (incl nursery) | 447 |
| Proportion (%) of Pupil Premium eligible pupils | 27.3% |
| Academic year/years that our current Pupil Premium strategy plan covers **(3 year plans are recommended)** | 2023/20242024/20252025/2026 |
| Date this statement was published | November 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by Headteacher | Daniel Kerbel  |
| Pupil Premium lead | Katalin Asmoucha  |
| Governor / Trustee lead | Michael Dimitriadis |

**Funding overview**

| **Detail** | **Amount** |
| --- | --- |
| Pupil Premium funding allocation this academic year | £191930 |
| Recovery premium funding allocation this academic year | £5873 |
| 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 | £197803 |

# Part A: Pupil Premium strategy plan

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## Statement of intent

| Grange Primary School is a fully inclusive mainstream primary school that admits pupils from 3 years old up to 11 years.The school also has a special educational unit (ARMS) which provides additional specialist facilities onsite for pupils with MLD/ASD that have an EHC plan.A high proportion of children attending Grange Primary School live in the highest quintile of deprivation. Even more of our children live in the top two highest quintiles of deprivation, over double compared with other Harrow Primary Schools. Our belief is - and research evidence shows (e.g. from The Sutton Trust, John Hattie, Michael Barber, EEF) - that the quality of teaching and learning is the most important factor in the achievement of all pupils. This is particularly true for pupils from areas with a high deprivation indicator. At the heart of our approach is high-quality teaching focussed on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.Our aim is to use Pupil Premium funding :* to help us achieve and sustain positive outcomes for our disadvantaged pupils
* to narrow the gap between pupils based on their individual needs and extend the learning of Pupil Premium pupils so that they are among the highest achievers in our school.
* to increase the progress, attainment and enjoyment of school life of our disadvantaged pupils, even if they are already performing above national expectations.
* to ensure that pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).
* to continue with our whole school approach to supporting children in developing character, acquiring and retaining knowledge, valuing learning for learning’s sake and developing cultural capital.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching and early identification of needs. All members of staff and governors accept responsibility for ‘socially disadvantaged’ pupils and are committed to meeting their pastoral, social and academic needs within a caring environment. As with every child in our care, a child who is considered to be ‘socially disadvantaged’ is valued, respected and entitled to develop their full potential, irrespective of need. Our key priorities are: 1. To raise the attainment and progress of pupils eligible for Pupil Premium funding so that:
* They have better attainment and progress than the national average for PP children
* They have better attainment and progress than the national average for all children (both PP and non-PP)
* They all make good or better progress
* There is no difference within the school between the progress made by PP children and their non-PP classmates
* Any gaps that exist between PP and non-PP children close over time
1. To address any inequalities in education of pupils eligible for Pupil Premium in order to:
* Enhance progress
* Raise attainment
* Increase enjoyment and participation in school life

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:• ensure disadvantaged pupils are challenged in the work that they’re set• act early to intervene at the point need is identified• adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieveWe will also provide disadvantaged pupils with support to develop their independent life skills as well as social communication and language skills using targeted speech & language and communication support We will continue to consider where additional support is required for vulnerable pupils (including those who have SEN, a social worker and young carers) whose education and wellbeing are impacted by adverse childhood, low attendance or poor educational history through tutoring, use of nurture groups and external therapies.  |
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## Challenges

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

| **Challenge number** | **Detail of challenge**  |
| --- | --- |
| 1 | Our assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. Furthermore, disadvantaged pupils are generally more likely to have communication and language difficulties than non-disadvantaged pupils in our school. This includes challenges around expressing their thoughts, communicating their needs, and presenting with social interaction difficulties. These are evident from Reception through to KS2. 27% of our disadvantaged pupils have (or had in the past) SLT involvement and / or have been identified with significant SLCN (12% of pupils in the whole school). |
| 2 | Internal and external (where available) assessments indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils in Years 1 - 5. Similarly, in writing there is a significant gap in all year groupsIn maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils in Years 1 - 3. (Based on Summer & Autumn 2024 data) |
| 3 | Our attendance and punctuality data indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. A higher proportion of disadvantaged pupils have been ‘persistently absent’ compared to their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress and attainment. |
| 4 | Our assessments (including wellbeing checks), observations and discussions with pupils and families have identified social and emotional issues for many pupils which continues to affect their attainment due to distressed behaviour leading to unpreparedness to learn. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in all areas. 97 pupils with social and emotional needs (52 of whom are disadvantaged) currently require ‘Daily well-being check-in’ provision. Currently, 7 (out of 11 in total) disadvantaged pupils have Play Therapy and 3 (out of 3 in total) disadvantaged pupils have 1 to 1 Music Therapy.  |
| 5 | Our assessments, observations and discussions with teachers, parents and pupils indicate that a high proportion of disadvantaged pupils (in our current cohort) have special educational needs / specific learning difficulties that negatively affect their academic progress.  |

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## 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 communication and language skills (including social communication and vocabulary) among disadvantaged pupils.  | Assessments, observations and professional reports indicate significantly improved communication and oral language skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Pupils with communication and language needs get access to speech and language therapy.  |
| Improved reading attainment among disadvantaged pupils in Years 1 - 5  | Reading outcomes in 2024/25 show that disadvantaged pupils are attaining in line with their peers and in line with national (for external tests such as KS2 SATs)Gaps in reading attainment narrow year on year |
| Improved writing attainment among disadvantaged pupils in Years 1 - 6  | Writing outcomes in 2024/25 show that disadvantaged pupils are closing the gap with their peers and with the national average. Gaps in writing attainment narrow year on year |
| Improved maths attainment among disadvantaged pupils in Years 1-3  | Maths outcomes in 2024/25 show that disadvantaged pupils are attaining in line with their peers and in line with national (for external tests such as MTC)Gaps in maths attainment narrow year on year |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Improved attendance as demonstrated by:* the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.
* the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 2% lower than their peers.
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| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing demonstrated by:* qualitative data from student voice (including student council), student and parent surveys and teacher observations
* a significant reduction in behaviour incidents (purple/orange/red on class charts) particularly in serious incidents that result in suspension
* an increase in positive rewards on class charts
* a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
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| To ensure early identification through in-house and external assessments and diagnosis (if appropriate) and to put in place early targeted support / provision | Barriers to learning are identified early and appropriate provision in place to support learning:* Additional needs concerns are recorded at least half-termly
* Referrals are made as soon as possible
* External agencies become involved and provide support
* All recommendations are followed through using in-class support and targeted interventions
* Frequently reviewed Individual support plans and or EHCPs show good progress
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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: £ 60,374

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| AHT coordinate and lead weekly professional learning sessions for all teachers and educatorsincluding training for staff to ensure QFT is embedded, early identification of SEN are well-understood, effective provisions are available and mapped, assessments are interpreted and administered correctly.(£5,946) | One of the biggest ways to impact pupil achievement is through quality teaching within the classroom (The Sutton Trust, Hattie). Professional learning is key to ensuring teaching within the classroom is high quality and children achieve well as a result.  | 1, 2, 4, 5 |
| SLT close monitoring of Pupil Premium progress and attainmentCost included above | The Sutton Trust defines effective teaching as that which leads to improved student achievement using outcomes that matter to their future success. SLT will monitor these outcomes closely to ensure gaps are being closed and progress is being made. | 2, 5 |
| Additional teacher support across the school to support quality first teaching and learning provided by PE teacher X 2 hours x week and extra qualified teacher 6 hours / week (£13,020) | P.E is highly regarded in our school and ties in directly with the mental well being of our children. In line with this our additional teacher support is vital in ensuring that our children are provided with additional activities and support during their lessons to engage them fully within P.E lessons. This bespoke and supportive approach will result in the children not only flourishing in P.E but also across other areas of the curriculum.  |  |
| School Improvement Partners through Harrow School Improvement Partnership(£5,000)  | Senior Leaders are supported to lead through regular conversations with our SIPs. Subject leads focus their time and effort on developing their subject across the school.  | 1, 2, 5 |
| Continued use of Sonar and STAR Assessment systems to track pupil achievement (£4514) | Assessment is key to ensure learning is constantly moving forward. Assessing prior learning is one of Rosenshine’s Principles of Effective Instruction and is key to ensure teachers know what the children have learnt and what they need to learn next. A robust assessment system is paramount in every school organisation.  | 1, 2, 5 |
| Purchase of an innovative software system for tracking small steps of progress for pupils with special educational needs (iASEND)(£726) | The iASEND pupil tracking system focuses on pupils’ curriculum stage and not their age. Each stage of the National Curriculum has been carefully broken down into the small steps that pupils with SEND require. At each step of any particular part of their curriculum, the depth of learning is recorded, providing a valuable tool for planning and targeting the next steps to be tackled. | 1, 2, 5 |
| Training for three teaching assistants to lead our in-house speech and language and communication interventions for pupils that identified as having SLCN including Makaton training(£1000) | Speech and language therapy supports pupils with speech, language and communication difficulty by breaking down the barriers that result from speech and communication impediments. The goals of S&L therapy include stimulating language development, modelling correct vocabulary and grammar, using repetition exercises to build language skills, improving pronunciation, strengthening the muscles used in speech, and learning to speak correctly.S&L therapy offers a number of benefits, including: improved self-esteem, increased independence, improved ability to comprehend and express ideas, thoughts and feelings.In the training our educators learned how to:- work closely with S&L therapists to carry over the work in order to achieve specific targets for pupils- work with pupils on a one-to-one basis - deliver group work and activities- record progress and update records - to prepare and use resources | 1, 2, 5 |
| Creating an immersive classroom to support high-quality teaching (£12,366)  | Use of high quality technology (hardware and software) that support high-quality teaching of core subjects and the wider curriculum. In today’s diverse and inclusive educational landscape, assistive technology has emerged as a powerful tool in fostering an inclusive classroom environment. By breaking down barriers and providing tailored support, assistive technology ensures that students with varying abilities and needs can actively participate and thrive alongside their peers. Effective use of assistive technology enables schools to create meaningful experiences by bringing the outside world into the classroom which can be empowering for all learners - particularly disadvantaged learners. Immersive classrooms realistically simulate real-world situations in a safe, engaging digital environment. Unlike the classroom, participants are not passive spectators. Instead, they practise and apply their skills as close to the real world as possible.<https://pressbooks.pub/techcurr2023/chapter/inclusive-education-with-assistive-technology/> |  |
| Subsidising HLTA qualification for a member of staff with emphasis on integrated SLT and OT provisions as well as Maths specialism(£499) | In the dynamic landscape of education, the role of Higher-Level Teaching Assistants (HLTAs) stands out as a crucial component in fostering learning environments conducive to growth, creativity, and academic excellence. HLTAs play a multifaceted role, often serving as a bridge between educators and students and contributing significantly to the holistic development of learners.HLTAs are pivotal in implementing differentiated instruction strategies to meet students’ individual learning needs. They work closely with class teachers to adapt lesson plans and materials to accommodate individual learning styles and abilities.The contributions of HLTAs extend far beyond the confines of the classroom, leaving a lasting impact on students’ academic achievement and personal development. By providing targeted support, fostering inclusive learning environments, and collaborating closely with teachers and other stakeholders, HLTAs help unlock the potential of every learner they encounter. | 1, 2, 5 |
| Subject leaders release time: minimum 1 session per week x2 subject leads (£5,317)  | Subject leaders play a key role in developing the curriculum and supporting the learning of all children. Their additional release time will enable them to meet with teachers to plan effectively, look at pupil books, hold pupil voice conversations and observe lessons. These approaches will positively impact the learning experiences for all of our children.  | 1, 2, 5 |
| Purchase of a [DfE validated Systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme) (Success For All) to secure stronger phonics teaching for all pupils (including the subject leader release time 1 session / week)(£4250)  | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:[Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 1, 2, 5 |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Use of White Rose Primary Maths, Science Maths and Fluency Bee and Infinity Core and Mathletics(£2647)We will also fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).(£2324)  | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:[Maths\_guidance\_KS\_1\_and\_2.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)The EEF guidance is based on a range of the best available evidence:[Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf) | 2 |
| Improve the quality of social and emotional (SEL) learning via use of zones of regulation in all classrooms..SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. No additional cost this year | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):[EEF\_Social\_and\_Emotional\_Learning.pdf(educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) | 4 |
| Improve the quality of teaching and learning via using educational softwares /Technology:Spelling Shed from EdShed(£675)Widgit(£295)No more marking(£595)Purple Mash£1200 | Technology is now a big part of classrooms and is doing great at replacing old teaching methods. Specialised educational softwares have a major benefit: it can keep students interested and motivated and they aid students in learning more efficiently. Another benefit of using educational softwares is that it is more accessible for all learners and it promotes active participation and involvement during the process of learning. Educational softwares aid teachers, students, and schools in many ways: specific softwares are developed specifically to assist learners to access a wide range of subjects. Technology allows students to study at their own speed and from any location in an engaging, fun way.. All they require is a laptop, smartphone, or computer as well as an Internet connection.<https://ischoolmaster.com/blog/educational-software> | 1,2,5 |

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

Budgeted cost: £64,466

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| Three teaching assistants trained andsupported by SLT lead our in-house individualised and frequent speech and language and communication interventions for pupils that are identified as having SLCN.£15,504.00 | The different types of intervention offered to children with SLCN are:For pupils that ‘struggle’ - in SLCN terms, has moderate speech, language or communication difficulties , orFor pupils that have SLCN associated with another type of SEN such as moderate learning difficulties Child has persistent speech, language or communication difficulties such as DLD or ASD related communication and interaction difficultiesOur speech and language therapists support the programme at all levels, and provide training for staff. Makaton training is also provided to one member of staff to use with pupils with SLCN<https://speechandlanguage.link/slcn-in-school/intervention/><https://speechandlanguage.link/wp-content/uploads/2024/04/337644-ICAN-Bercow-Report-WEB.pdf> | 1, 2, 5 |
| Every class has an additional adult (educator) in class to support learning and achievement in general. (This includes extra capacity in EYFS due to high levels of need.) Additionally, Teaching Assistants support Pupil Premium children in class for 1 session per week.(£31,605)  | Educators (also known as teaching assistants) are adults who support teaching and learning in the classroom. Educators’ duties can vary widely, but they are generally deployed in two ways; to support the teacher and groups of pupils in the general classroom learning, or to provide targeted interventions, which are often delivered out-of-class. Each week, an additional teacher or HLTA supports Pupil Premium children in class. The benefit of supporting children in class is that they are still able to experience and benefit from the teacher’s teaching input. The additional adult can then provide scaffolds or challenge their learning to ensure children are working at their Zone of Proximal Development (Vygotsky, 1978) | 1, 2, 5 |
| HLTA to lead small group interventions in Y6 to close achievement gapCost included above | +4 months A Year 6 HLTA focuses on common, short-term learning objectives for groups of Y6 pupils. Pupils are identified through teacher assessment and grouped accordingly. The HLTA uses a range of approaches from collaborative work (+5 months), individualised instruction (+4 months) and direct feedback (+6 months).  | 1, 2, 5 |
| NELI programme in Early Years to improve language and Early Literacy Skills.No additional costNessy Learning Programme(£640) | NELI was developed by Dr Silke Fricke (University of Sheffield), Dr Claudine Bowyer-Crane (NIESR) and Professors Maggie Snowling and Charles Hulme (University of Oxford). They understood that identifying children’s language needs early and providing them with targeted language support could ensure they have the fundamental foundations needed for good language and social and emotional development as well as later literacy and numeracy skills. They adapted approaches frequently used by speech and language therapists and developed NELI as a resource that could be used by schools for pupils in Reception class with weak oral language skills.<https://www.teachneli.org/what-is-neli/evidence-and-programme-development/> Nessy Reading & Spelling and Nessy Numbers are an internet-based literacy & maths program that provides structured and personalised learning plans to support children between the ages of 6 and 11.  | 1,2 |
| A range of wave 1 & 2 additional phonics sessions targeted at pupils with additional needs (including disadvantaged pupils) who require further phonics support coordinated by phonics lead. (£4,293)  | Interventions including: KS2 Phonics Phoneme Family Intervention, KS2 Daily Phonics & Reading sessions, KS2 Alternative Phoneme Intervention. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:[Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 1, 2, 5 |
| Wave 1- 2 reading interventions (Yellow and Red readers) targeted pupils with additional needs (including disadvantaged pupils) who require further reading / comprehension support coordinated by phonics lead. Yellow Readers:(£2400)Red Readers:(£2570) | Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.The Education Endowment Foundation Attainment Gap report (EEF 2018:16) found that targeted small group and one-to-one interventions have the potential for the largest immediate impact on improving pupils’ attainment, and that when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils’ progress. Our data shows that tangible benefits arise from the intervention in terms of pupil progress, improved engagement in reading and improvement in pupil behaviour.<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies> | 1,2,5 |
| A range of additional wave 2 maths interventions targeted at pupils with additional needs (including disadvantaged pupils) who require further numeracy support coordinated by Maths lead.(£3852) | Mathematical achievement in the primary years is an important predictor of future academic achievement, access to employment opportunities and health outcomes. Research suggests that many children fail to perform to their full capabilities in mathematics. Evidence-based interventions provide additional instruction, support and resources to help students improve their understanding of maths topics. Our evidence based maths interventions taught in a small group setting.  | 2 |
| X4 additional boosters after school hours for Y6 children(£1,712) |  | 1, 2, 5 |
| Reciprocal Reading Intervention in Y5 and Y6(£1,890)  | +2 monthsReciprocal reading is a structured approach to teaching strategies (questioning, clarifying, summarising and predicting) that students can use to improve their reading comprehension. Intervention will take place with 14 children across Year 5 and 6, 50% of whom are disadvantaged. | 2 |

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

Budgeted cost: £74,991

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| DHT focus on behaviour and support for staff(£15,239) | DHT monitors behaviour across the school, identifies trends and initiates interventions to address issues. Also coordinates educator support of key pupils.[Behaviour interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions) | 4 |
| Inclusion Team to support pupil mental wellbeing, safeguarding and vulnerable families through regular dialogue and referrals to support. (£20,678)  | SENDCo, Deputy SENCo, Attendance Officer and Deputy DSL support all vulnerable families through conversations and in-school support. Working closely with educators to provide pastoral support to all Pupil Premium children. The Inclusion Team builds great relationships with vulnerable families to promote attendance and punctuality. Vulnerable and Pupil Premium children are in school more often and able to engage in lessons more often to support achievement. This includes being offered breakfast club and after school club free of charge. | 4 |
| Embedding principles of good practice set out in the DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice.This will involve training and release time for staff to develop and implement new procedures and supporting attendance officer to improve attendance. (cost covered above) | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  | 3 |
| Playground equipment: to purchase and finance maintenance of new zipwire, swing and other equipment (including immersive classroom)(£7,500 approx)  | Having safe places to go and enjoy spending time having fun and engaging in activities was among the priorities highlighted by young people in wellbeing focus groups organised by the Office of National Statistics. Spending time in natural environments is good for us all. It encourages us to be more sociable, our brains start to take in all the sights, sounds and smells from the environment and this engagement makes us more relaxed. With fewer feelings of stress and anxiety, being outdoors makes us feel happier and gives us energy. There’s also evidence that being exposed to sunlight while outdoors helps to normalise sleep schedules and, often, heading into nature encourages us to be more physically active.Well-designed playgrounds are ideal spaces for children and visitors to learn and play and make new connections.This can be through including playground equipment for different types of play, so every visitor can be included in games.<https://www.handmadeplaces.co.uk/blog/articles/how-outdoor-play-supports-good-mental-health-in-children-.html#:~:text=It%20encourages%20us%20to%20be,happier%20and%20gives%20us%20energy>. | 3, 4 |
| Brilliant Club(£2,779) | Pupil Premium children are given the opportunity to take part in extra curricular clubs that deepen their understanding of the world.  | 4 |
| Subsidised uniform, breakfast club and enrichment opportunities (£12,000 approx) | Vulnerable families have the option of asking for subsidised uniform to ensure pupils are dressed appropriately for school. Children are able to worry less about their clothing to focus on learning and other areas of school life. Pupil premium families are offered funding support to attend trips and enrichment opportunities including residential trips.  | 4 |
| Therapeutic interventions including play therapy, music therapy, nurture groups, mentoring and workshops(£27,595)  | The aim of therapeutic interventions is to decrease difficulties that significantly interfere with a child’s normally functioning. As a result, children often show improved communication and understanding between the child and others. Children begin to develop self-observation skills, resulting in improved impulse control and more adaptive ways of coping with anxiety and frustration. This enables the child to focus more in classroom learning.  | 4 |
| Mental Health Support Team (MHST) and Optivita Programme for Families based in school once day a week(costs included above) | Children and families supported via parent workshops, 1:1 parent support and workshops in class (brain buddies) | 4 |
| Weekly nurture groups ran by different organisations:Watford FCHarrow Young CarersArt for WellbeingBrentford FC Community Sports Trust(costs included above) | Nurture groups are designed to address the social and emotional needs that can hamper pupils' learning. So as well as providing academic teaching, the group is designed to help children develop vital social skills, to develop confidence and self-respect, and to take pride in behaving well and in achieving. When the nurture groups were working well they made a considerable differenceto the behaviour and the social skills of the pupils who attended them. Throughintensive, well-structured teaching and support, pupils learnt to manage theirown behaviour, to build positive relationships with adults and with other pupils and to develop strategies to help them cope with their emotions.<https://assets.publishing.service.gov.uk/media/5a800636e5274a2e8ab4dbb5/Supporting_children_with_challenging_behaviour_through_a_nurture_group_approach.pdf> | 1,2,3,4,5 |
| A range of workshops:Music workshopGrowing/Gardening workshopShakespeare project(costs included above) | Music workshop: A 2 day workshop . Led by musicians highly experienced in working with children with additional needs, each group explores Mozart’s opera The Magic Flute. These sessions are specifically tailored to build confidence, teamwork and communication skills as well as allowing children with additional needs to take part in activities centred around movement, imagination, singing, story-telling and listening in a safe, flexible, and relaxed space.Veg Growing/Gardening workshop:To plant and grow a variety of vegetables and fruits. To learn and understand the process of planting and growing them and the importance of healthy eating as well as environmental issues.  | 1,2,4 |

**Total budgeted cost: £**199,831 estimated total based on numbers

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

| Leaders at Grange have adopted a curriculum which we call the Grange Destiny Curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge and cultural capital they need to succeed in life. Our curriculum is continuously monitored and reviewed through the Extended Leaders forum. The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of disadvantaged pupils and particularly pupils with additional needs, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. We work extensively with external agencies such as educational psychologists, speech and language therapists etc and all of the recommendations and consequent provisions are clearly and carefully collated for easy reference and continuous review by the Grange staff team ensuring that the end point of learning is meaningful and worthwhile. Children with EHC plans have their Section F provision tracked by our inclusion team to ensure that they receive the provision required by their plan and that teachers and educators are supported to deliver that provision.We have analysed the performance of our school’s disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. We have used our evidence bases such as core subject data tracking to identify areas for specific focus in teaching and that has helped significantly in terms of outcomes seen in progress measures at the end of the 2023/24 academic year. We continue to identify areas that were not secured in previous years for individual children and globally for cohorts, our curriculum ensures 'catch up' and 'staying on track' to enable good progress for both disadvantaged and non-disadvantaged children in Grange.**The combined RWM data** demonstrated that overall in Key Stage 2, disadvantaged pupils made significant progress although the combined RWM EXS+ rate is still below national average ( 52% compared to the national average of 61%). Less progress is reflected in the Key Stage 1 data, though it should be noted that assessment criteria in EYFS differs notably with more focus on social, emotional and communication and language development. We also should take into account the high number of new joiners throughout the year which can have an effect on our data. In Key Stage 1, a high percentage of disadvantaged pupils have some special educational needs (particularly with SLCN) which now we identified as one of our key challenges to achievement among our disadvantaged pupils. In order to ensure that this group of disadvantaged pupils that also have SEN will remain to be a main focus moving forward, we have slightly changed the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.(See changes in Part A) To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).**Improved maths attainment among disadvantaged pupils in Years 3-5**Our data demonstrates that the gap in maths attainment between disadvantaged and non-disadvantaged year 1-2 pupils narrowed and in Year 3 disadvantaged pupils outperform all children. This is evident in our much improved MTC results: in 2022, 54% of disadvantaged children scored 20+ and only 31% achieved 25 marks . (all children: 72% for 20+ and 38% scored 25). In 2023: 70% of disadvantaged pupils scored 20+ and 60% of the disadvantaged pupils scored 25.(38% of all pupils scored 25). In 2024, slightly less (69%) of our disadvantaged pupils achieved 20+ score but only 38% scored 25. This will have to be addressed during this academic year. In Year 4 pupil data, pupils attaining at the expected standard matched with slightly less disadvantaged pupils attaining at a greater depth standard. Year 5 pupil data shows a slight attainment gap (3%) however our year 6 PP children outperform all pupils. Our end of Key Stage 2 data for disadvantaged pupils (July 2024) shows strong performance in mathematics, with 81% of PP students achieving the expected standard (EXS+) and 16% reaching the Greater Depth Standard (GDS), both exceeding national averages. **Improved Phonics check outcome and reading attainment among disadvantaged pupils in Years 5-6**Our Phonics screening check data shows that our disadvantaged pupils performed significantly better in 2024 (79%) than in 2023 (72.2%) and the gap between the non-disadvantaged and disadvantaged groups also slightly narrowed. Furthermore, our disadvantaged pupils performed well above the disadvantaged national figure of 68%, with 79% meeting the expected standard and the gap between the national average and our PP children is down from 6.8% (in 2023) to 1% in 2024. This is definitely a great achievement. Our whole school progress data shows that there is still a significant gap in reading attainment in years 1-4 however in Year 5 and 6 it shows that there was a significant improvement in reading attainment for disadvantaged pupils, consequently the attainment gap between disadvantaged and non-disadvantaged pupils was also narrowed significantly. Through the end of Key Stage 2 data after disapplication we can see that disadvantaged pupils performed in line with their peers, though below national assessment data which means that reading remains a concern, with only 55% achieving EXS+, well below the national average of 74%. This will be addressed in our current plan as one of our key challenges to achievement among our disadvantaged pupils. In order to ensure that this challenge continues to be a focus, we have slightly changed the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.(See changes in Part A) To further improve reading outcomes, especially for Pupil Premium children, we will continue implementing targeted reading interventions with personalised plans (Red and Yellow readers) and evidence-based programmes.We will also increase dedicated reading time (DEAR time) and provide focused booster sessions as well as provide ongoing professional development for teachers focusing on the latest literacy strategies and data-driven instruction to ensure teaching practices effectively address student needs. By addressing these areas during our current plan, we aim to enhance overall student performance and close the gap in reading achievement.**Improved writing attainment among disadvantaged pupils in Year 6**Our whole school progress data shows that there is still a gap in writing attainment in years 1-4 however there is a clear improvement in year 5 and in year 6 disadvantaged pupils attaining EXS + is 9% higher than all children.Our end of Key Stage 2 writing progress data (July 2024) shows that our disadvantaged pupils performed exceptionally well, slightly exceeding the national average at 74% for EXS+ (79% after disapplication). **Improved attendance, behaviour and wellbeing among disadvantaged pupils throughout the whole school**We have also drawn on school data, observations and provision reviews to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.Although attendance in general is a constant area of challenge for us, the data demonstrated that there is some improvement in the attendance of disadvantaged pupils in the last 3 years: in 2022/23 15% of all children’s and 19% of disadvantaged pupils’ attendance was below 90% (persistent absence). In 2023/24 15% of all children’s and 18% of disadvantaged pupils’ attendance was below 90% whilst this academic year 17% of disadvantaged pupils’ attendance was below 90% (data from end of October 2024). Our Attendance officer continued a strong partnership with the LA welfare officer to work with families of highest concern.Despite the external pressures of high mobility and economic deprivation, we make sure that each day for each child at Grange is a day of safety, joy, learning, growing of their independence and growing of their power to contribute to the wider community. We engage with the constant challenge of ensuring the highest attendance rate possible. Many of our families face the challenge of not having extended family close by and the socioeconomic bracket of many of our parents making their housing vulnerable which results in uncertainty. We follow up on a daily basis with weekly meetings to target improvement in attendance for the most vulnerable which has an impact on our attendance. We continuously work with our families and external agencies to rapidly improve attendance for all children.Our data on behaviour demonstrated that there is a significant reduction in all behaviour incidents (purple/orange/red on class charts) including serious behaviour incidents resulting in suspensions and an increase in positive rewards on class charts. In the 2022/23 academic year we had 9 children who had suspensions and 6 were disadvantaged children whilst in 2023/24 we had 5 children who had suspensions of whom 4 were disadvantaged children.Our qualitative data from student voice (including student council), student and parent surveys, teacher observations as well as provision reviews confirm that there is a clear improvement in pupils’ overall wellbeing. Moreover, there is a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. Grange is a vibrant, happy and caring school where all children feel safe and enjoy learning. Pupils’ attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. Disadvantaged children feel confident about themselves and engage and enjoy their learning. We know this through their conversations with us and their engagement in their learning which is visible in class and in their daily school experiences.Based on all the information above, the performance of our disadvantaged pupils mostly met (and in some cases exceeded) expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.Our evaluation of the approaches delivered last academic year indicates that although we have made good progress in supporting and promoting high-quality teaching in Grange, this should remain one of our top priorities for pupil premium spending in the future. More accurate assessment has made it easier for teachers to narrow the gap as they can identify exactly what each pupil needs to work on. Continued focus by phase leads to ensure regular assessment information entered on SONAR and used regularly to inform planning.STAR assessment tests continue to be a worthwhile investment for ease of tracking progress and detailed gap analysis information provided. Additional laptops purchased to help with time needed to complete assessments. Continued focus needed on curriculum by subject leads to ensure clear progression of knowledge and skills is understood & utilised by all teachers in all subjects in order to plan for maximum progress.More focus needed this year on disadvantaged pupils' progress with the MTC as well as on improving reading attainment in years 1-5 and writing in all year groups. Our current SDP (2024/25) set strategic goals to improve our: - effective use of formative assessment in all subjects (embedding feedback strategy and developed Medium Term planning); -teaching and learning by supporting effective adaptation for challenge at all levels to ensure good progress with specific focus on all disadvantaged pupils progress and achieving Greater Depth -CPD delivery by changing the structure of our professional development to be more focussed and targeted in year groups/educator CPD.-Reading and writing outcomes for all pupils including those that are disadvantaged. We also learned from data that although focus on supporting language and communication development has been very beneficial and led to improved outcomes, especially in writing, this area clearly continues to be huge barriers for our pupils, particularly those who are disadvantaged. As a result, we have reviewed our strategy plan and made some changes to how we intend to use some of our budget this academic year to make improvements in this area.In 2024/25 attendance support will continue through attendance officer and via our Radar system, more use of EPN system for persistent absence and continued liaison with the Local Authority for support. We will continue to offer breakfast club free of charge to parents struggling with attendance and punctuality.Play therapy and Music therapy as well as external nurture groups / workshops will continue next academic year and selection will continue to be based on a discussion in Radar. We will also expand therapy offer to include additional support such as Brentford FC Community Sports Trust and Optivita Programme for Families. |
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Externally provided programmes

| Programme | Provider |
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