



Grange Primary School

Pupil Premium Strategy Statement 2020-21

Introduction

Grange Primary School is a fully inclusive mainstream school that admits pupils from 3 years old up to 11 years. Our aim is to ensure that all 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). As it says in the headteacher's welcome on our website, "each and every child matters to us" and "we aim to provide the very best education for our children."

Background

The Pupil Premium Grant is additional funding for publicly funded schools in England to raise the attainment of 'socially disadvantaged' pupils of all attainment groups and to close the gaps between them and their peers. Research shows these students underachieve compared to their non-deprived peers. The Pupil Premium Grant is provided in order to support these pupils to reach their full potential. The Government have used pupils entitled to free school meals, children of service personnel and looked after children (LAC) as an indicator for deprivation and have deployed a fixed amount of money to schools per pupil, based upon the number registered for Free School Meals (FSM).

'We know a good education is the key to improving young people's life chances, to enable them to progress into adulthood with the skills and confidence for success. The Pupil Premium will provide schools with the resources with which to address inequalities in the system and raise the attainment of those pupils from low income families'.

Source DfE website

Principles

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 intention is to use the Pupil Premium Grant 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. We will 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.

We recognise that this is a key area of development for our school and we aim to ensure all pupils, including those from a 'socially disadvantaged' background, make outstanding progress and reach the expected levels of attainment and beyond.

Moral Purpose

We spend a great deal of time working in collaboration with each other (staff, parents & governors) and partner organisations (some of which are mentioned below). In an attempt to be our very best, we use these opportunities to learn and help others learn. We don't have all the answers, but we have made steps in the right direction over the past two academic years and know that being a great school is only possible if everyone works together.

Together, we strive to:

- Make a difference in the lives of all pupils;
- Commit to reducing the gap between high and low performers within our school;
- Be continually aware of and reviewing the workload of our educators so that growth, commitment, engagement, and the constant development of leadership is being fostered at all levels

The aim of our use of Pupil Premium funding is to increase the progress, attainment and enjoyment of school life of all of our children, even if they are already performing above national expectations.

Key Priorities: -

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 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

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

How Grange Primary School uses Pupil Premium

Our belief is - and research evidence shows (e.g. from The Sutton Trust, John Hattie, Michael Barber) - 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. 17% of children attending Grange Primary school live in the highest quintile of deprivation compared with just 6% in Harrow Local Authority. This extends to 54% who live in the top two highest quintiles of deprivation, almost double compared with other Harrow Primary Schools. On the contrary, only 3% of Grange Primary School pupils live in the least deprived quintile and 10% in the top two least deprived quintiles, compared to 14% and 36% respectively in Harrow Local Authority.

Number and percentage of pupils in January School Census 2019 by IDACI Decile*				
IDACI Decile	Grange Primary School		Harrow L.A. Primary Schools	
	Number of Pupils	Percentage of Pupils	Number of Pupils	Percentage of Pupils
Most deprived 10%	0	0.00%	21	0.09%
10-20%	109	18.14%	1501	6.57%
20-30%	87	14.48%	1479	6.47%
30-40%	147	24.46%	3534	15.47%
40-50%	112	18.64%	3782	16.56%
50-60%	99	16.47%	4374	19.15%
60-70%	20	3.33%	2306	10.10%
70-80%	13	2.16%	2702	11.83%
80-90%	10	1.66%	2505	10.97%
Least deprived 10%	4	0.67%	633	2.77%
unmatched	0	0.00%	5	0.02%
Grand Total	601	100.00%	22842	100.00%

Number and percentage of pupils in October School Census 2020 by IDACI Decile*				
IDACI Decile	Grange Primary School		Harrow L.A. Primary Schools	
	Number of Pupils	Percentage of Pupils	Number of Pupils	Percentage of Pupils
Most deprived 10%	0	0.00%	16	0.07%
10-20%	97	17.35%	1418	6.32%
20-30%	77	13.77%	1431	6.38%
30-40%	130	23.26%	3373	15.03%
40-50%	99	17.71%	3696	16.47%
50-60%	101	18.07%	4384	19.54%
60-70%	30	5.37%	2288	10.20%
70-80%	8	1.43%	2719	12.12%
80-90%	14	2.50%	2497	11.13%
Least deprived 10%	3	0.54%	615	2.74%
unmatched	0	0.00%	4	0.02%
Grand Total	559	100.00%	22441	100.00%

Achieving good outcomes for all pupils is one of the strategic goals of the School Development Plan to 2021. This links directly to improving the quality of teaching & learning so that it is consistent across the school. Effective teaching will have the biggest positive effect on our most disadvantaged pupils; ensuring the gap closes between the most disadvantaged and the most advantaged pupils in our school community and in the U.K.

The focus on improving outcomes and the quality of teaching ensures all staff members are supported in developing the skillsets needed to enable our children to make rapid progress from low starting points and secure levels of high attainment, at the end of each Key Stage and across all year groups. The drive for Continuous Professional Development ensures not only high quality learning, but that motivation is high and staff development and retention is good.

Our training for staff this year will include Safeguarding, Feedback & Marking, Behaviour for Learning, Assessment, Curriculum, a focus on Mathematics and Quality First Teaching. We have raised staff awareness to ensure learning is personalised and provision is monitored through work scrutiny, data analysis, learning conversations and lesson visits. Termly Pupil Progress Meetings identify any year group, class or pupils that are underachieving and any intervention needs are addressed swiftly. These interventions are reviewed on a half-termly basis.

While we know that enriching classroom experiences are paramount in the primary learning journey, we also know that providing enhancements and enrichments to the curriculum are just as important. Experiencing the broader world is a crucial factor before joining it.

In addition to the above, some children will need more time and/or support to ensure they are able to fulfil their potential. In these cases, additional targeted intervention and support strategies are provided and the impact reviewed regularly. Some of the strategies we use are:

- Pre-teaching
- Immediate intervention groups
- Play therapy
- Behaviour plans
- Nurture groups

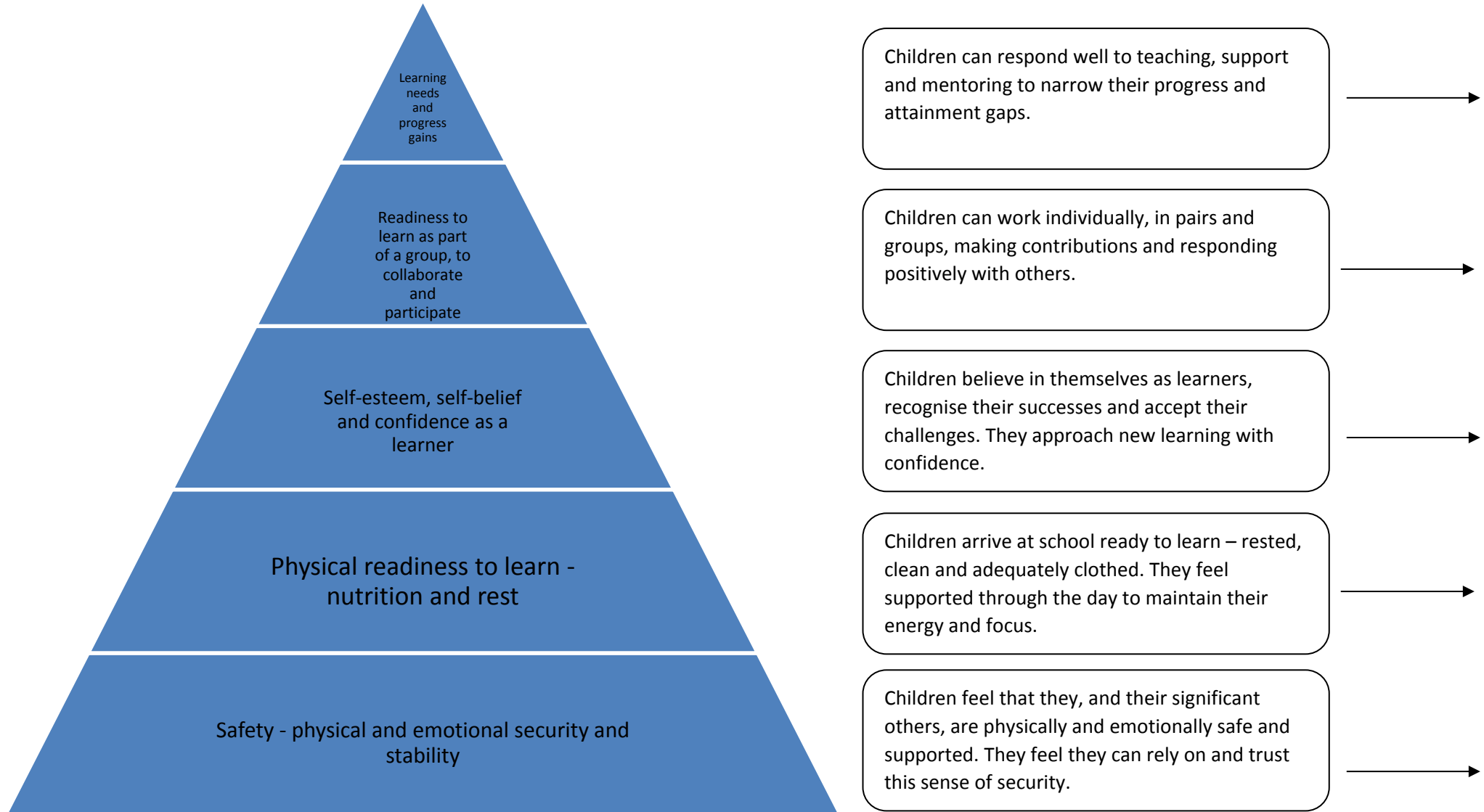
In addition, we will strengthen parental engagement in learning through increasing the support on offer to parents in:

- Parenting skills sessions (online at present due to COVID-19)
- Support in helping their child to learn
- Behaviour Management & Emotional Support
- Targeted parent's meetings and workshops (online at present due to COVID-19)
- Financial support with school trips, school journeys and after school clubs
- Breakfast Club
- The Magic Breakfast
- Uniform

The above will include both in house support run by school staff and the support of external agencies such as:

Early Support, Harrow Children's Services, CAMHS, The Brilliant Club, DebateMate, Catholic Children's Society, Faraway Trees and many more.

A hierarchy of learners' needs: How the Grange School Pupil Premium Spending Plan fits in.



Strategic level for the whole school to indicate the numbers of pupils receiving support at each layer in the hierarchy, the overall range of provision, costs and broad impacts.

Total of PP children: 177

Total: £223,328

Learning needs and progress gains £121,637

QFT (177 pupils): Aspire – focus on improving T&L £1,599, Compass £408 & STAR Assessment £1,627 to improve accuracy of assessment (both formative & summative), 0.6 x DHT tracking of and provision for PP pupils £38,344, 0.2 x Inclusion lead support for pupils who are PP and SEND £10,633, 0.4 x teaching & learning lead support raising quality of teaching £10,836, focus support in class by teachers no additional cost, focus support in class by educators £31,944, , Grange Destiny Curriculum introduction no cost

Interventions: HLTA cover for weekly Pupil Premium Time (177) £22,041, software to support home learning (177) £950, pre-teaching (177), immediate intervention in Y6 (42) no cost, Educational Psychologist Support (13) £2300, SEN interventions including: 5 minute box, Number box, Numicon Big Ideas, Nussy reading & spelling, Nussy writing, Nussy touch type, Short term memory support, Perceptuo-motor programme & Toe by Toe (33) £955

Readiness to learn as part of a group to collaborate and participate £52,368

Emotional support: Daily Nurture Groups (5) £22,122, 0.2 x behaviour lead support (18) £12,781, pastoral support from behaviour mentor (18) £17,465

Interventions: HLTA cover for weekly Pupil Premium Time (177) £22,041, software to support home learning (177) £950, pre-teaching (177), immediate intervention in Y6 (42), Phonics interventions across the school (20) no cost, speech & language intervention (5) No cost

Self-esteem, Self-belief and confidence as a learner £9,808

Aspirations: The Brilliant Club (9) & DebateMate (5) £1,017

Additional Resources: Subsidised enrichment (177) £2,541, ICT equipment to encourage engagement & support learning £6,250

Physical readiness to learn – nutrition and rest £16,615

Additional Resources: Magic Breakfast (100) £4,375, Breakfast Club (5) £1900, After-school Club (2) £3,800, Subsidised school uniform (15) £258

Challenging barriers: Improving attendance (45) £6,282

Safety – Physical and emotional security and stability £22,900

Emotional Support: Play therapy (14) £22,900, Daily Nurture Groups (5) £22,122, Virtual Parenting Skills sessions run by Early Support (8) No cost

Challenging barriers: Direct work & close liaison with Harrow Children's Services (24) no cost