

Pupil Premium Strategy Statement – Grange Primary School

This statement details our school's use of Pupil Premium (and recovery premium for the 2021 to 2022 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	493
Proportion (%) of Pupil Premium eligible pupils	34%
Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Daniel Kerbel
Pupil Premium lead	Ronan Rasheed
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£244,065
Recovery premium funding allocation this academic year	£29,100
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	£273,165

Part A: Pupil Premium strategy plan

Statement of intent

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 and sustained 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, 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. 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.

Challenges

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

Challenge number	Detail of challenge
1	Limited access to devices to engage in home learning
2	Narrowing the attainment gap across Reading, Writing, Maths and Science
3	Attendance and Punctuality linked to Safeguarding (level 1)
4	Distressed behaviour leading to unpreparedness to learn (level 2)
5	Significant gap between Pupil Premium children and non-Pupil Premium children achieving greater depth in maths

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
Ensure all Pupil Premium children are accessing home learning online at home and are benefitting as a result (review strategy to ensure access for all children)	<ul style="list-style-type: none"> -Home learning tasks posted and accessed through Google Classroom. -Provide devices to support Pupil Premium children accessing home learning. -Support children in school to access home learning tasks.
Progress in reading, writing and maths is at least in line with non-Pupil Premium children.	<ul style="list-style-type: none"> -All teachers and educators are confident in assessing pupils in reading, writing and maths. -All teachers and educators use our assessment system (Compass) to assess children regularly and accurately. -Teachers use Compass to plan for the gaps in Pupil Premium children's knowledge. -Teaching is high quality, focussed and based on the gaps in pupils' learning. -All Pupil Premium children make progress from their starting points. -Each term, the progress made from baseline/key stage assessments between Pupil Premium and non-Pupil Premium children closes. -Additional support once per week for Pupil Premium children is used effectively and children make progress as a result.
Pupil Premium children are in school on time and more often. Attendance for PP children is at least good (96%)	<ul style="list-style-type: none"> -Pupil Premium families are supported to ensure the barriers to coming into school are reduced. -Breakfast club is offered free of charge to Pupil Premium families. -Admin officer supports Pupil Premium families through phone calls and transport to ensure children are in school. -Strong partnership with the Local Educational Authority (LEA) to check and monitor the welfare of Pupil Premium children. -Magic breakfast supply bagels for all Pupil Premium children across the school. -SLT and specific adults meet and greet the children and parents/carers in the morning and after school. - Pupil Premium children's attendance is in line with their peers.
Improvement in behaviour for learning	<ul style="list-style-type: none"> -Reduction in purple, orange and red incidents on Class Charts each term. -An increase in positive rewards on class charts each term. -Comments from pupil voice (student council) on behaviour in classrooms and around the school. -Nurture groups for target Pupil Premium children to support them to regulate emotions and prepare for the school day.

	<ul style="list-style-type: none"> -CC Ambassadors (Y6 pupils) support children to follow the school rules. -Opportunities to join a Debate Mate club. -Y6 children have the opportunity to join The Brilliant Club and take part in a university-style course.
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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: £34,634

Activity	Evidence that supports this approach	Challenge number(s) addressed
AHT coordinates and leads weekly professional learning sessions for all teachers and educators (£11,500)	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.	2, 4, 5
School Improvement Partners through Edison Learning to focus on subject leaders and improving teaching and learning (£1,599)	Subject leads focus their time and effort on developing their subject across the school. Senior Leaders are also supported to lead through regular conversations with our SIPs.	2, 4, 5
Compass and STAR Assessment systems to track pupil achievement (£408+£1627=£2,035)	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.	2, 5
Subject leaders release time: minimum 1 session per week x3 subject leads (£12,300)	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.	2, 5
HLTA to lead small group interventions in Y6 to close achievement gap (£7,200)	+4 months A Year 6 HLTA focusses 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).	2, 3, 4, 5

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

Budgeted cost: £161,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher or Higher Level Teaching Assistant to support Pupil Premium children in class for 1 hour per week. (£16,862)	+4 months Each week, an additional teach 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, 4, 5
Every class has an additional adult (educator) in class to support learning and achievement (£100,596)	+4 months 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.	2, 3, 4, 5
Software to support home learning (£950)	+5 months Home learning refers to tasks given to children by their teachers to be completed at home. We have an online-only approach and use Google Classroom as the hub for all homework tasks. Children may be provided with links to other websites or platforms to complete their tasks, or may have to complete a Google Document to evidence their home learning.	1, 2
Speech and language support (£23,000)	+6 months Our qualified speech and language intervention teacher works with children across the school to support their oral language development. These interventions are on a 1:1 basis to ensure the adult can provide bespoke teaching and precise feedback to the pupil.	2, 4, 5
Phonics lead coordinates and leads phonics support for all educators and year groups (£20,252)	Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.	2, 5

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

Budgeted cost: £76,871

Activity	Evidence that supports this approach	Challenge number(s) addressed
DHT (0.2) to focus on behaviour and support for staff (£13,498)	DHT monitors behaviour across the school, identifies trends and initiates interventions to address issues. Also supports behaviour mentor to support key pupils.	2, 4
SENDCo to support pupil welfare and safeguarding (£10,000)	SENDCo supports all vulnerable families through conversations and in-school support. Works closely with educators to provide pastoral support to all Pupil Premium children.	2, 3, 4
Admin Officer (0.2) supporting vulnerable families through regular dialogue and referrals to support (£4,250)	Admin officer 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.	2, 3, 4, 5
Daily Nurture groups (£2,266)	Nurture group prepare children for the day ahead. Children discuss the Zones of Regulation and provide strategies to help children regulate their behaviour.	3, 4
Pastoral support from behaviour mentor (£20,399)	Behaviour mentor supports children who struggle to regulate their behaviour during the school day. He teaches and promotes self-regulation and enables children to return to their learning. Behaviour mentor to support training assistant behaviour mentor to spend time with pupils	2, 3, 4
Brilliant Club and Debate Mate (£1017)	Pupil Premium children are given the opportunity to take part in extra curricular clubs that deepen their understanding of the world.	2, 5
Subsidised uniform and enrichment opportunities (£2541)	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.	3, 4
Play therapy for pupils (£22,900)	The aim of play therapy 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.	2, 4, 5

Total budgeted cost: £273,165