



Evaluation of 2021-22

The academic year 2021-2022 was the first full academic year since the beginning of the COVID-19 pandemic. Although all of the children were in school, we still saw the impact of the amount of missed school in terms of attainment, particularly for our most disadvantaged pupils. We also continued to see high absence levels due to covid illness. Despite this, we can celebrate the fantastic accelerated progress our Pupil Premium children made, as evidenced by the KS2 SATs data for 2022. In all subjects, progress for Pupil Premium pupils was significantly above national and Local Authority averages. In addition to this, Pupil Premium children made greater progress than 'all' children in Reading (+2.0 compared to +1.2) and the same progress in writing (+0.8 compared to +0.9).

PROGRESS

Subject	Level	Grange Primary School (2021)	Local Authority - Harrow	
		Value	Value	Gap
Reading	Avg. Prog. Score	2.0	0.5	+1.5
	Conf. Int.	±2.6 -0.60 to +4.60	±0.5 0.00 to +1.00	n/a
Writing	Avg. Prog. Score	0.8	0.3	+0.5
	Conf. Int.	±2.6 -1.80 to +3.40	±0.5 -0.20 to +0.80	n/a
Maths	Avg. Prog. Score	2.2	0.7	+1.5
	Conf. Int.	±2.4 -0.20 to +4.60	±0.5 +0.20 to +1.20	n/a

In the 2021-22 cycle (April 2021- March 2022), Grange Primary received £244,065 of Pupil Premium Funding and £29,100 Recovery funding

Summary Information					
School	Grange Primary School				
Academic Year	2021-22	Total PP budget	£244,065 (+£29,100 recovery)	Date of most recent PP Review	13.09.22
Total Number of pupils	493	Number of pupils eligible for PP	168	Date for next PP Strategy Review	Autumn 2022

Evaluation of expenditure				
Previous Academic Year	2021-2022			
Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria?	Lesson learned (and whether you will continue with this approach)	Cost (Staffing & Resources, rounded to nearest £)
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">Software to support home learningDevices to support accessSupport in school to access	<p>Almost all children were able to access online learning through resources provided (laptops/chromebooks/ipads/internet/dongl es)</p> <p>Impact seen in progress at KS2 - children were able to continue learning during COVID closures, absence due to home isolation and also continued home learning when in school which resulted in above average progress.</p>	<p>Home learning will continue to be completed online so children who have been given devices will keep them to ensure they can access.</p> <p>Due to high mobility, we need to ensure any children who leave who have been loaned a device return it so we can give it to a different child and not lose capacity.</p>	£950
Progress in reading, writing and maths is at least in line with non Pupil Premium children.	<ul style="list-style-type: none">AHT coordinates and leads weekly professional learning sessions for all teachers and educatorsSchool Improvement Partners through Edison Learning to focus on subject	<p>As outlined above, progress in reading and writing was in line or above that of non-pupil premium children at the end of KS2. It was also above national and Local Authority in all subjects.</p> <p>In Maths, non-pupil premium children at Grange achieved better progress (+2.9</p>	<p>Focus on quality of teaching should continue as this benefits all pupils but especially those who are eligible for Pupil Premium.</p> <p>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.</p> <p>Continued focus by phase leads to ensure regular assessment information entered</p>	£195,344

	<p>leaders and improving teaching and learning</p> <ul style="list-style-type: none"> • Compass, STAR & NFER Assessment systems to track pupil achievement • Subject leaders release time: minimum 1 session per week x3 subject leads • HLTA to lead small group interventions in Y6 to close achievement gap • Additional teacher or Higher Level Teaching Assistant to support Pupil Premium children in class for 1 hour per week. • Every class has an additional adult (educator) in class to support learning and achievement • Speech and language support • Phonics lead coordinates and leads phonics support for all educators and year groups 	<p>compared to +2.2) so this must continue to be a focus this year.</p> <p>Improvement in quality of teaching across the school (from lesson visits, book looks and learning conversations)</p> <p>More accurate data captured for all pupils, particularly those lowest attaining which enables better progress tracking. Teachers completed Compass (assessment system) more regularly and therefore could close gaps more quickly.</p> <p>Improved curriculum offer with clearer progression in knowledge & skills in all subjects</p>	<p>on Compass and used regularly to inform planning.</p> <p>STAR assessment tests were 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. Introduction of NFER annual test to corroborate assessment judgements was also worth the investment as it gave teachers extra confidence in their judgements.</p> <p>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</p>	
<p>Pupil Premium children are in school on time and more often.</p> <p>Attendance for PP</p>	<ul style="list-style-type: none"> • Admin Officer (0.2) supporting vulnerable families through regular dialogue and referrals to support. 	<p>Attendance dipped nationally last academic year due to the continued impact of COVID. Attendance of all pupils was 92% which was in line with national. Attendance of pupil premium pupils was only just before this at</p>	<p>Attendance support to continue through attendance officer and via radar system.</p>	<p>£5,537</p>

children is at least good (96%)	<p>Attendance at weekly radar meeting to plan for specific support where needed.</p> <ul style="list-style-type: none"> Brilliant Club and Debate Mate 	<p>91%. This was above national PP attendance which was 90% (as evidenced by FFT attendance tracker).</p> <p>More children took up the offer of breakfast club in order to improve attendance and punctuality.</p> <p>Attendance officer continued strong partnership with LA welfare officer to work with families of highest concern.</p>	<p>Offer of breakfast club free of charge to parents struggling with attendance and punctuality to continue.</p>	
Improvement in behaviour for learning	<ul style="list-style-type: none"> DHT (0.2) to focus on behaviour and support for staff SENDCo to support pupil welfare and safeguarding Daily Nurture groups Pastoral support from behaviour mentor Subsidised uniform and enrichment opportunities Play therapy for pupils Brilliant Club and Debate Mate 	<p>Reduction in purple, orange and red incidents over the year.</p> <p>Increase in positive rewards seen.</p> <p>Good participation in DebateMate and The Brilliant Club. Brilliant Club had 58% Pupil Premium participation, 50% no parental history of higher education and 75% pupils living in 40% most deprived areas according to IDACI. Pupils reported the following after completing The Brilliant Club:</p> <p>"I loved it and thought it was fun. I am hoping to come to Cambridge University when I'm older."</p> <p>"It was cool to explore the university. The Scholars Programme made me feel smarter and more confident about university."</p> <p>Children made progress in their written communication, subject knowledge and critical thinking as evidenced by the final report.</p>	<p>Play therapy to continue next academic year and selection to continue to be based on a discussion between the PP Lead & Inclusion Lead.</p> <p>The Brilliant Club & Debate Mate to continue next academic year</p>	£71,604