

Pupil Premium strategy statement

This statement details our school's use of Pupil Premium (and recovery premium for the 2023 to 2024 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	445
Proportion (%) of Pupil Premium eligible pupils	28%
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	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Daniel Kerbel
Pupil Premium lead	Hannah Watson
Governor / Trustee lead	Carol Kirkland

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£243,235
Recovery premium funding allocation this academic year	£17,835
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	£261,070

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 use pupils entitled to free school meals, children of service personnel and looked after children (LAC) as an indicator for deprivation and deploy 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 three 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 staff 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 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

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	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils in Years 3 - 5. The same can be said of reading attainment in Years 5 and 6. Gaps in attainment in reading for disadvantaged pupils have widened through KS2.
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 and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment due to distressed behaviour leading to unpreparedness to learn. 34 pupils (21 of whom are disadvantaged) currently require additional support with social and emotional needs, with all receiving 1 to 1 or small group interventions.
5	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils continues to be impacted to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in all areas.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved maths attainment among disadvantaged pupils in Years 2-4 (now 3-5)	Maths outcomes in 2023/24 show that disadvantaged pupils are attaining in line with their peers and in line with national (for external tests such as KS1 SATs and MTC) Gaps in maths attainment narrow year on year
Improved reading attainment among disadvantaged pupils in Years 4-5 (now 5-6)	Reading outcomes in 2023/24 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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Improved attendance as demonstrated by: <ul style="list-style-type: none"> - the overall absence rate for all pupils being no more than 4%, 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 8% and the figure among disadvantaged pupils being no more than 2% lower than their peers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> - 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) - an increase in positive rewards on class charts - a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £77,638

Activity	Evidence that supports this approach	Challenge number(s) addressed
AHT coordinates and leads weekly professional learning sessions for all teachers and educators (£18,553)	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
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 compass and STAR Assessment systems to track pupil achievement (£3,089)	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 additional standardised diagnostic assessments (NFER) where needed Training for staff to ensure assessments are interpreted and administered correctly. (cost covered above under professional learning)	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 5
SLT close monitoring of Pupil Premium progress and attainment (£19,998)	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
Subject leaders release time: minimum 1 session	Subject leaders play a key role in developing the curriculum and supporting the learning of all children. Their additional release time will enable	1, 2, 5

per week x2 subject leads (£2,025)	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.	
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase relevant resources and fund ongoing teacher training and release time. (£2,130.80)	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1, 2, 5
Purchase of a DfE validated Systematic Synthetic Phonics programme (Success For All) to secure stronger phonics teaching for all pupils. (£2,447 for scheme) (£8,721 for leadership)	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	1, 2, 5
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will 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). (£7,771)	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) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	2
Improve the quality of social and emotional (SEL) learning via use of zones of regulation in all classrooms.	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):	4

SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. (£7,904)	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £86,085

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. (£18,886)	+4 months 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
Every class has an additional adult (educator) in class to support learning and achievement. This includes extra capacity in EYFS due to high levels of need. (£40,751)	+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.	1, 2, 5
NELI programme in Early Years to improve language and Early Literacy Skills. (no cost)	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.	1

	https://www.teachneli.org/what-is-neli/evidence-and-programme-development/	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support coordinated by phonics lead. (£8,333)	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	1, 2, 5
X4 additional boosters after school hours for Y6 children (£1,712)		1, 2, 5
HLTA to lead small group interventions in Y6 to close achievement gap (£14,592)	+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).	1, 2, 5
Reciprocal Reading Intervention in Y5 and Y6 (£215 for intervention trial) (£1,596 for delivery)	+2 months Reciprocal 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: £103,720

Activity	Evidence that supports this approach	Challenge number(s) addressed
DHT focus on behaviour and support for staff (£14,991)	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)	4
SENDCo to support pupil welfare and safeguarding.	SENDCo supports all vulnerable families through conversations and in-school support. Works closely with educators to	4

(£19,735)	provide pastoral support to all Pupil Premium children.	
Admin Officer supporting vulnerable families through regular dialogue and referrals to support. (£12,160)	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. This includes being offered breakfast club and after school club free of charge.	3
Embedding principles of good practice set out in the DfE's Improving School Attendance 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
Brilliant Club (£2,646)	Pupil Premium children are given the opportunity to take part in extra curricular clubs that deepen their understanding of the world.	4
Subsidised uniform and enrichment opportunities (£11,188)	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, art therapy, music therapy, drama therapy, nurture groups, mentoring and workshops (£43,000)	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) based in school once day a week (FOC)	Children and families supported via parent workshops, 1:1 parent support and workshops in class (brain buddies)	4
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Total budgeted cost: £ £267,443 estimated total based on numbers