



Evaluation of 2022-23

156 of our school's 463 pupils, that are considered for Pupil Premium, are classified as disadvantaged. This is 34% of our cohort. This is significantly higher than the national average. The academic year 2022-2023 was the second 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 and other illness. Despite this, we can celebrate the fantastic accelerated progress our Pupil Premium children made, as evidenced by the KS2 SATs data for 2023. In all writing and maths, progress for Pupil Premium pupils was significantly above national and Local Authority averages. Progress in maths for pupil premium was exceptional at +4.63 compared to the Local Authority average of +0.71. Attainment in maths for disadvantaged pupils also deserves celebration. 82.8% of disadvantaged pupils achieved the expected standard which is 21.2% higher than the Local Authority average (61.6%). Focus for next academic year will need to be on reading, where progress was lower than that of 'all' pupils and of national and local authority averages.

In the 2022-23 cycle (April 2022- March 2023), Grange Primary received £232,038 of Pupil Premium Funding and £21,105 Recovery funding

Summary Information					
School	Grange Primary School				
Academic Year	2022-23	Total PP budget	£232,038 (+ £21,105 recovery funding)	Date of most recent PP Review	02.10.23
Total Number of pupils	463	Number of pupils eligible for PP	156	Date for next PP Strategy Review	Autumn 2024

Evaluation of expenditure				
Previous Academic Year	2022-2023			
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 £)

Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> - weekly professional learning - school improvement partner support - use of assessment systems - subject leader release time - oral language interventions - additional adult capacity - NELI programme 	<p>Oral language and vocabulary were a key focus across all subjects but particularly writing. At KS2, the gap between our disadvantaged pupils to non-disadvantaged pupils nationally closed by 11.6%. Our disadvantaged pupils meeting the expected standard rose by 13.1% and was higher than disadvantaged pupils nationally. In addition, our disadvantaged pupils made better progress in writing than national non-disadvantaged pupils (+1.62 vs +0.34) and increased by 1.04 on the previous year. The disadvantaged pupil(s) in our school are in the 20th percentile for Writing Progress Score when compared to other schools.</p>	<p>Oral language and vocabulary clearly continue to be huge barriers for our pupils, particularly those who are disadvantaged. Focus in this area has been very beneficial and led to improved outcomes, especially in writing. We will continue with this approach as per our 3 year pupil premium strategy.</p>	£44,649
Improved maths attainment among disadvantaged pupils in Years 1-3 (now 2-4)	<ul style="list-style-type: none"> - weekly professional learning - school improvement partner support - use of assessment systems - close monitoring of progress and attainment - subject leader release time - enhancement of maths curriculum and teaching - additional adult capacity 	<p>In the KS1 SATs, our school's gap for disadvantaged pupils achieving the expected standard in maths compared to non-disadvantaged pupils nationally closed by 4.6% compared to the previous year. There was an increase of 7.4% of pupils achieving the expected standard and it was 4.3% more than disadvantaged pupils nationally. Disadvantaged pupils in Y2 started the year with 42% reaching the expected standard, this rose to 62% by the end of the year. Y3 went from 48% to 56% and Y4 from 24% to 29%. Although these increases are less dramatic, they still show improved attainment.</p> <p>In the MTC, 54% of disadvantaged children scored 20+ and 31% achieved full marks (25). This is lower than 'all' children where the results were 72% for 20+ and 38% for full marks.</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 on SONAR and used regularly to inform planning.</p> <p>STAR assessment tests continue to be a worthwhile investment for ease of tracking progress and detailed gap analysis information provided. Additional</p>	£89,299

Improved reading attainment among disadvantaged pupils in Years 3-4 (now 4-5)	<ul style="list-style-type: none"> - weekly professional learning - school improvement partner support - use of assessment systems - close monitoring of progress and attainment - subject leader release time - additional adult capacity 	<p>Reading attainment for disadvantaged pupils in Y5 increased from 34% at the start of the year to 66% by the end of the year. This is a dramatic improvement.</p> <p>Sadly, in Y4 reading attainment remained at 24% by the end of the year.</p>	<p>laptops purchased to help with time needed to complete assessments.</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>More focus needed this year on disadvantaged pupils progress with the MTC.</p> <p>More focus needed on improving reading attainment in the currently Y5 (previous Y4)</p>	
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> - weekly professional learning - additional adult capacity - DHT focus on behaviour and support - SENCo support pupil welfare/safeguarding - admin officer supporting vulnerable families through regular dialogue and referrals - embedded principles of good practice for improving school attendance 	<p>Data from Perspective shows that absence for disadvantaged pupils in our school is in line with national data (a difference of 0.5%). However, our data for persistent absence is 4.6% higher than national disadvantaged students so this is an area we need to continue to focus on.</p> <p>Another positive is that only 1 of our disadvantaged pupils comes under the category of severe persistent absence. This puts us in line with national data.</p> <p>Attendance officer continued strong partnership with LA welfare officer to work with families of highest concern.</p>	<p>Attendance support to continue through attendance officer and via radar system.</p> <p>More use of EPN system for persistent absence and continued liaison with Local Authority for support.</p> <p>Offer of breakfast club free of charge to parents struggling with attendance and punctuality to continue.</p>	£11,388
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> - weekly professional learning - school improvement partner support - Improved SEL via zones of regulation 	<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 77% Pupil Premium participation, 31% no parental</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. Expanded therapy offer to include Music and Art as well as</p>	£107,806

	<ul style="list-style-type: none"> - additional adult capacity - DHT focus on behaviour and support - SENCo support pupil welfare/safeguarding - subsidised clubs, enrichment opportunities and uniform - therapeutic interventions - MHST in school once a week 	<p>history of higher education and 69% pupils living in 40% most deprived areas according to IDACI. Pupils reported the following after completing The Brilliant Club:</p> <p>"I thought it was great and I am thankful to be here."</p> <p>"It has been a great experience." Children made progress in their written communication, subject knowledge and critical thinking as evidenced by the final report.</p>	<p>additional support such as MHST and Watford FC mentoring.</p> <p>The Brilliant Club to continue next academic year.</p> <p>Sadly debatamate will not continue due to lack of capacity.</p>	
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