

Pupil premium strategy statement – Grange Park Primary School

This statement details our school’s use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	847
Proportion (%) of pupil premium eligible pupils	20.3%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Tijen Hassan
Pupil premium lead	Tracy Murray
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 224,180.
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 224,180.

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate goal is to ensure that all disadvantaged pupils at Grange Park Primary School reach their full potential, regardless of their background. We aim to bridge the attainment gap between disadvantaged and non-disadvantaged pupils by providing a high-quality education tailored to their individual needs.

Specifically, we strive to:

- Close the attainment gap in reading, writing, and mathematics.
- Improve attendance rates.
- Foster positive behaviour and attitudes toward learning.
- Support the development of strong, resilient mental health.
- Prepare pupils for the next stage of their education at the end of each keystage.

To achieve these objectives, our pupil premium strategy focuses on:

- **Targeted interventions:** Providing additional support through small-group support, one-to-one support, and specialist interventions.
- **High-quality teaching:** Ensuring all pupils, including disadvantaged pupils, receive high-quality teaching in the classroom.
- **Parental engagement:** Building strong partnerships with parents to support their child's education.
- **Positive behaviour and mental health support:** Promoting positive behaviour and providing mental health support.
- **Effective use of data:** Using data to identify pupils who need additional support and monitor the impact of interventions.

We intend to create a positive and inclusive learning environment where all disadvantaged pupils can thrive and achieve as well as their non-disadvantaged counterparts.

Challenges:

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

Challenge number	Detail of challenge																																								
1	<p>The attainment of disadvantaged pupils at Grange Park is higher than non disadvantaged pupils nationally by 1%. The attainment gap in the combined reading, writing, and maths attainment between disadvantaged and non-disadvantaged pupils has narrowed over three years. However, we will closely analyse data and use pupil premium funding to further support disadvantaged children and continue to close the attainment gap.</p> <table border="1"> <thead> <tr> <th>Year 6</th> <th>EXS RWM GP DA Pupils</th> <th>EXS RWM GP Non-DA Pupils</th> <th>EXS RWM GAP between GP DA and GP Non-DA Pupils</th> <th>EXS RWM DA National</th> <th>EXS RWM Non DA National</th> <th>EXS RWM Gap between GP DA and national Non-DA Pupils</th> </tr> </thead> <tbody> <tr> <td>2023/2024</td> <td>68%</td> <td>77%</td> <td>-9%</td> <td>45%</td> <td>67%</td> <td>1%</td> </tr> </tbody> </table>	Year 6	EXS RWM GP DA Pupils	EXS RWM GP Non-DA Pupils	EXS RWM GAP between GP DA and GP Non-DA Pupils	EXS RWM DA National	EXS RWM Non DA National	EXS RWM Gap between GP DA and national Non-DA Pupils	2023/2024	68%	77%	-9%	45%	67%	1%																										
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2	<p>The gap in attainment between disadvantaged and non-disadvantaged pupils at the end of KS1 remains a challenge. Foundational knowledge, particularly in areas like phonics, reading, and mathematics, is crucial for later academic success. Disadvantaged pupils are more likely to struggle with foundational skills, which can hinder their progress in later years.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>EXS Reading GP DA Pupils</th> <th>EXS Reading GP Non-DA Pupils</th> <th>EXS Reading GAP between GP DA and GP Non-DA Pupils</th> </tr> </thead> <tbody> <tr> <td>2023/2024</td> <td>56%</td> <td>88%</td> <td>-32%</td> </tr> <tr> <th>Year</th> <th>EXS Writing GP DA Pupils</th> <th>EXS Writing GP Non-DA Pupils</th> <th>EXS Writing GAP between GP DA and GP Non-DA Pupils</th> </tr> <tr> <td>2023/2024</td> <td>62%</td> <td>73%</td> <td>-11%</td> </tr> <tr> <th>Year</th> <th>EXS Maths GP DA Pupils</th> <th>EXS Maths GP Non-DA Pupils</th> <th>EXS Maths GAP between GP DA and GP Non-DA Pupils</th> </tr> <tr> <td>2023/2024</td> <td>50%</td> <td>86%</td> <td>-36%</td> </tr> </tbody> </table>	Year	EXS Reading GP DA Pupils	EXS Reading GP Non-DA Pupils	EXS Reading GAP between GP DA and GP Non-DA Pupils	2023/2024	56%	88%	-32%	Year	EXS Writing GP DA Pupils	EXS Writing GP Non-DA Pupils	EXS Writing GAP between GP DA and GP Non-DA Pupils	2023/2024	62%	73%	-11%	Year	EXS Maths GP DA Pupils	EXS Maths GP Non-DA Pupils	EXS Maths GAP between GP DA and GP Non-DA Pupils	2023/2024	50%	86%	-36%																
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	1.8% unauthorised		0.9% unauthorised		
	5 pupil unauthorised absent for 10+ days		5 pupil unauthorised absent for 10+ days		
	Persistently absent		Persistently absent		
	Persistently absent (10% or more sessions missed)	12.30%	-6.9%	Persistently absent (10% or more sessions missed)	5.40%
	Absence Patterns		Absence Patterns		
	4 pupils have been repeatedly late to school on the same day			1 pupil has been repeatedly late to school on the same day	
4	Disadvantaged pupils may exhibit challenging behaviour, which can disrupt learning for themselves and others.				
	2023 2024 academic year % of children involved in level 3 behaviour incidents				
	Non-disadvantaged	Disadvantaged	Gap		
	4.8%	6.9%	-2.1%		

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									
<p>Challenge 1: The gap in attainment between disadvantaged and non-disadvantaged pupils at the end of KS2 for reading, writing & maths combined is reduced to 0%</p>	<ul style="list-style-type: none"> - Assessments and observations indicate significantly improved reading, writing & maths attainment among disadvantaged pupils. - This is evident through statutory assessment, and through other sources of evidence, including engagement in lessons, book reviews, moderation and ongoing formative assessment. 									
<p>Challenge 2: The gap in attainment between disadvantaged and non-disadvantaged pupils at the end of KS1 for reading, writing & maths is reduced, where all pupils have a strong grasp of foundational knowledge taught.</p>	<ul style="list-style-type: none"> - Assessments and observations indicate significantly improved reading, writing & maths attainment among disadvantaged pupils. - Appropriate foundational knowledge is embedded and KS1 children are successful at building on that knowledge in KS2 									
<p>Challenge 3: The significant gap in attendance between disadvantaged and non-disadvantaged pupils, particularly in persistent absence, is reduced by half</p>	<ul style="list-style-type: none"> - The data shows that the significant gap in attendance between disadvantaged and non-disadvantaged pupils, particularly in persistent absence, is reduced by half: <table border="1" data-bbox="735 1048 1399 1256"> <thead> <tr> <th></th> <th>From</th> <th>To</th> </tr> </thead> <tbody> <tr> <td>Attendance % gap</td> <td>-1.9%</td> <td>-0.95%</td> </tr> <tr> <td>Persistently absent % gap</td> <td>-6.9%</td> <td>-3.45%</td> </tr> </tbody> </table>		From	To	Attendance % gap	-1.9%	-0.95%	Persistently absent % gap	-6.9%	-3.45%
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<p>Challenge 4: The number of disadvantaged children involved in level 3 behaviour incidents is reduced and therefore the gap between disadvantaged and non-disadvantaged children involved in level 3 behaviour incidents is reduced.</p>	<ul style="list-style-type: none"> - The end of term behaviour reports show a reduction in disadvantaged children being involved in level 3 behaviour incidents. - The end of year behaviour report shows the percentage gap between disadvantaged and non-disadvantaged pupils involved in level 3 behaviour incidents, narrow. 									

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: 150, 000

Cost	Evidence that supports this approach	Challenge number(s) addressed
Cost of English lead TLR	Research suggests that explicit instruction, modelling, and guided practice are effective strategies for improving Pupil learning. (Rosenshine, B. V. (2012). Principles of Instruction: Design Effective Lessons.)	1, 4
- Cost of Read Write Inc scheme of work and replenishing resources - Cost of RWI development days	The importance of systematic synthetic phonics is strongly emphasised in the newly published foundational knowledge documents. The government's focus on strong foundations in early reading aligns closely with the research supporting systematic synthetic phonics. The revised core criteria for effective systematic synthetic phonics teaching programs highlight the importance of a structured and sequential approach to teaching phonics.	1, 4
Cost of English lead time out of class to support monitor and model		1, 4
Cost of Maths lead time out of class to support monitor and model		1, 4
Cost of EYFS lead TLR		1, 4
Cost of EYFS lead time out of class to support, monitor and model		1, 4
Cost of Learning Mentor	The Adverse Childhood Experiences (ACEs) Study has shown that childhood trauma can have long-lasting effects on physical and mental health, as well as academic achievement.	3
Cost of additional ELSA		3

Targeted academic support

Budgeted cost: £ 30, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Booster groups before and after school carried out by teaching staff	EEF research shows that small group tuition is effective. The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.	1, 2, 4
Colourful semantics	The EEF has outlined the positive impact that these interventions have on pupils' learning. Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.	1, 2, 4
Toe-By-Toe		
Spelling made easy		
Language for thinking		
Social stories		
SALT resources		
Direct Phonics		
Talkabout		

Wider strategies

Budgeted cost: £ 50, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA: emotional literacy support assistant	While specific, large-scale studies may be limited, the qualitative and anecdotal evidence, combined with broader research on mental health and well-being, strongly suggests that ELSA programs and learning mentor support can have a positive impact on children's mental health, their attendance and academic achievement	2, 3
ELSA: emotional literacy support assistant training		
Additional hours Learning mentor		

Total budgeted cost: £ 230, 000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils: [Pupil premium review - Data](#)

<p>Limited speech and language:</p> <p>Limited speech and language skills, characterised by gaps in phonics, continue to pose some challenges that impact the development of reading, writing, and vocabulary acquisition in a language-rich environment. It is noteworthy that these challenges are currently more prevalent in younger year groups and specifically, those eligible for Pupil Premium (PP). This is incorporated in the new strategy with a focus on foundational knowledge.</p>
<p>Disadvantaged children on the Learning mentor caseload</p> <p>Following the national trend, Grange Park continues to see a rise in instances of poor mental health and social and emotional difficulties. Grange Park also sees a rise in children who have difficulties in self regulating. These children include those from disadvantaged backgrounds and those eligible for Pupil Premium</p>
<p>Gaps in learning caused by school closures:</p> <p>The gaps in learning, caused by school closures, have narrowed in the past academic year.</p>
<p>Large gap in maths attainment: fluency, reasoning and problem-solving skills:</p> <p>Pupil premium review - Data</p> <p>The data shows that the gap has narrowed between disadvantaged pupils and non disadvantaged pupils at Grange Park to -14%.</p>
<p>Attendance:</p> <p>Pupil premium review - Data</p> <p>The data shows that the gap has narrowed between the absence of disadvantaged students and the rest of the school, including those who are persistent absentees.</p>
<p>Insularity among our disadvantaged community:</p> <p>With our broad and balanced curriculum offer and our progressive trips, visits and workshops map we are confident pupils at Grange Park grow in cultural capital. We will continue to support cultural capital for children who are unable to make contributions towards school trips, workshops and other enrichment opportunities.</p>
<p>Lack of parental engagement:</p> <p>We continue to work with our families of disadvantaged children to increase parental engagement with home learning, attendance and reading. e.g. Holding home learning surgeries, sharing attendance figures, highlighting national reading events. This is also encouraged through teacher - parent communication (formal and informal)</p>