

Pupil Premium Strategy Statement 2022-2023

School overview

Metric	Data
School name	Grange Primary Academy
Pupils in school	231 including Nursery
Proportion of disadvantaged pupils	40%
Pupil premium allocation this academic year	£119, 110 + £3400 Early Year PP (£122,510)
Academic year or years covered by statement	2022-2023
Publish date	September 2022
Review date	July 2023
Statement authorised by	Chris Latimer
Pupil premium lead	Lydia Meek
Governor lead	Lisa Savva

Disadvantaged pupil attainment last academic year Yr 1- Yr 5

Measure	Score
Reading	59% av
Writing	30% av
Maths	50% av

Measure	Score
Meeting expected standard at KS2	Reading – 86% Writing – 57% Maths – 86% RWM – 38%

Strategy aims for disadvantaged pupils

Measure	Activity
<p>Priority 1</p> <p>To narrow the attainment gap between disadvantaged and non-disadvantaged pupils</p>	<p>Ensure all relevant staff have received relevant training to support children in and out of class effectively.</p> <p>Ensure that the Rosenshine principles of instruction are embedded to support Quality First Teaching.</p> <p>The attainment and progress of children is closely monitored and the gap between PP and non PP is continually measured to identify where additional resources may need to be directed</p>
<p>Priority 2</p> <p>For all disadvantaged pupils in school to make or exceed nationally expected progress rates.</p>	<p>Work to ensure all progress scores for disadvantaged pupils are in the positive range at the end of KS2 in Reading, Writing and Maths.</p> <p>Subject leaders to hold staff accountable for provision which is consistent and high quality in each year group.</p>
<p>Priority 3</p> <p>Removing the barriers to achieving the schools priorities.</p>	<p>Ensuring staff use evidence-based whole-class and small group teaching interventions and that they happen regularly</p> <p>Weak Language and Communication skills - many children enter school without the breadth of vocabulary that would be expected for their age. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently.</p> <p>Low attainment on entry to the Early Years Foundation Stage in all areas but particularly understanding, listening and attention and writing.</p> <p>A higher proportion of PP children have SEMH SEND needs which impacts on their ability to make positive learning choices.</p> <p>A higher percentage of PP children are late to school than non-Pupil Premium pupils</p> <p>A higher percentage of PP children require wellbeing and pastoral support to enable them to be 'ready for learning'</p>
<p>Projected spending</p>	<p>£4000 Staff development and training</p> <p>£10,000 Speech and Language Support</p> <p>£38,000 Pastoral Support Strategies</p> <p>Class Support Staff</p>

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Writing	Improved PP writing scores Gap between PP and non PP is less than 10% in all year groups	July 23
Progress in Reading	Improved PP reading scores Gap between PP and non PP is less than 10% in all year groups	July 23
Progress in Mathematics	Improved PP maths scores Gap between PP and non PP is less than 10% in all year groups	July 23
Phonics	Achieve national average expected standard in PSC	July 23
Other	Reduce PA of PP children in all year groups Increase punctuality of PP children in all year groups Less than 2% gap between attendance of PP and non-PP children in all year groups	July 23

Targeted academic support for current academic year

Measure	Activity
Priority 1 Writing	<ul style="list-style-type: none"> To ensure that all staff have the subject knowledge required to accelerate progress and attainment To ensure that the extensive work carried out in developing the schools writing journey has maximum impact for all PP children's progress and attainment To upskill support staff with appropriate approaches and pedagogy to teaching intervention To forensically analyse summative assessment data and identify the children who require catch up and carefully plan and monitor how this is supported. To identify pupils who may require more targeted support and ensure that it is put into place and is effectively meeting their needs

Priority 2 Reading	<ul style="list-style-type: none"> • To ensure that Accelerated Reader is embedded across the school and use the data to inform teaching and provision • To promote a love of reading throughout school and a buzz about reading through the focus on Reading for Pleasure as part of the UL Reading project • To forensically analyse summative assessment data and identify the children who require catch up and carefully plan and monitor how this is supported. • For all staff to be confident to support children to make rapid progress during whole class teaching • To continue the work of the English Hub to ensure that phonics provision in EYFS and KS1 is strong and gets children off to a good start
Priority 2 Maths	<ul style="list-style-type: none"> • For daily recall to be embedded into practice • For children's knowledge of maths facts to improve across the whole school • To use recall and 7 minute times tables to support attainment and progress • For all staff to be confident to support children to make rapid progress during whole class teaching • To ensure that same day and additional group interventions are highly effective in closing gaps and increasing progress and attainment
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Pupils basic emotional and social needs may not be currently met and thus mean they are not in a position to make accelerated progress • Parental support with encouraging learning reinforcement at home can be limited at times
Projected spending	£26,000

Wider strategies for current academic year

Measure	Activity
Priority 1 To improve attendance and punctuality and progress of disadvantaged pupils and ensure they are in line with national expectations To work pro-actively with families and provide bespoke support	<ul style="list-style-type: none"> • To provide tailored support for families with low attendance and poor punctuality • To provide pupils with the opportunity to attend the free Breakfast Club provision • To provide free breakfast for all children at the beginning of the school day. • To support families welfare needs to remove barriers to attend school

<p>Priority 2</p> <p>To enhance pupils' cultural capital by providing a breadth of experiences</p>	<ul style="list-style-type: none"> To ensure the curriculum is balanced and carefully sequenced, and curriculum allows opportunities for cultural development To allow pupils to partake in visits, both virtually and in school, which build on skills and knowledge from curriculum lessons To provide greater enrichment opportunities for disadvantaged pupils. To have themed curriculum days to deepen children's understanding of specific topic areas
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> Parents of children with poor attendance and punctuality are supported by the well being team to address potential barriers Ensure targeted children attend breakfast club and have access to the wellbeing team
<p>Projected spending</p>	<p>£45,000</p>

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow staff high quality Professional Development delivered by internal staff and external professionals	Use of INSET Days and staff meetings Regular, timetabled subject release time Monitoring to ensure impact
Targeted support	Ensuring high quality support is prioritised Identifying gaps and targeting the support effectively for most impact	Forensic data analysis used to impact both whole class and small group provision Adult support is directed accurately and appropriately to the most need
Wider strategies	Engaging with the families facing the most challenges	Working closely with the LA Supporting and challenging where appropriate to develop a mutually respectful relationship

Review: last year's aims and outcomes

Aim	Outcome
<p>Pupils eligible for pupil premium will make better than expected progress in reading, writing and maths. helping to diminish the difference between themselves and their peers.</p>	<p>Reading - the gap has closed in most year groups; bearing in mind most year groups had an influx of students which will have affected the overall PP progress and attainment in comparison to non-PP. A continued effort to maintain daily reading sessions is vital to ensure that reading is</p>

	<p>consistently taking place and revisited following the class teacher’s list with PP children being a priority.</p> <p>Writing - The gap has closed in most year groups, if not exceeded non-PP (years 1, 2 and 6); bearing in mind most year groups had an influx of students which will have affected the overall PP progress and attainment in comparison to non-PP. Once again, a continued effort to ensure that all staff are aware of who their PP children are and to check in with them regularly during writing lessons. Ensuring teachers are clear on the gaps for these children and are planning to fill them. If vocabulary is an issue ensuring that the working walls reflect this. Ensure pre teaching happening and that writing is scaffolded appropriately from the start of the new year.</p> <p>Maths - The gap has not closed in most year groups; other than where the gap exceeded non-PP in years 3 & 6. Bear in mind most year groups had an influx of students which will have affected the overall PP progress and attainment in comparison to non-PP. Using the new White Rose Maths materials should, hopefully, close the gap across the school. Future and continued analysis of maths data to see if there is a particular area which PP children within a class/across the school are finding more difficult which could be targeted. Ensure additional resources are accessible and being utilized. For future consideration, it has been discussed about looking at a way that we can make data tracking as accurate as possible, by tracking the same cohort throughout the year and having any new pupils tracked separately in order to clearly see PP progress and attainment.</p>
<p>Differentiation across the school will effectively support pupil outcomes and reduce barriers to learning. All pupil premium children will receive teaching where they make progress in every lesson</p>	<p>Internal and external monitoring demonstrates high quality teaching and learning. This will be continued into the new academic year</p>
<p>Communication and Language Skills are developed with greater % of children achieving the expected level at the end of EYFS.</p>	<p>Further SALT interventions to be embedded into school this academic year as a direct result of input from last years strategy.</p>

Attendance for children eligible for pupil premium is in line with non PP and PA for PP children has reduced.

2019-2020 PP 95% Non PP 95%
 2020-2021 PP 94% Non PP 94%
 2021-2022 PP 88% Non PP 93%

2019-2020 PP PA 8.7% Non PP PA 12.7%

2020-2021 PP PA 21.4% Non PP PA 24.9%

2021-2022 PP PA 44% Non PP PA 26%

PP Data Tracking 2021-2022

Reading																	
Sept Baseline			December				March				June						
Reception Literacy	PP On Track	Non PP On Track	Gap	PP On Track	Non PP On Track	Gap	Gap closed/ opened	PP On Track	Non PP On Track	Gap	Gap closed (-)/ opened (+)	PP On Track	Non PP On Track	Gap	Gap closed/ opened	PP progress since baseline	Non-PP progress since baseline
	0%	21%	21%	9%	21%	12%	9%	47%	-38%	26%		33%	71%	-38%	-64%	33%	50%
	July PP At+	July Non PP At+	Gap	Dec PP At+	Dec Non-PP At+	Gap PP v Non PP	Gap closed (-)/ opened (+)	March PP At+	March Non-PP At+	Gap PP v non PP	Gap closed (-)/ opened (+)	June PP At +	June Non-PP At +	Gap	Progress in gap closing since baseline	PP progress since baseline	Non-PP progress since baseline
Year 1	91%	73%	18%	55%	87%	-32%	-50%	73%	79%	-6%	-26%	67%	57%	10%	-8%	-24%	-16%
Year 2	43%	75%	-32%	40%	75%	-35%	-3%	78%	80%	-2%	-33%	44%	69%	-25%	7%	1%	-6%
Year 3	27%	33%	-7%	15%	42%	-26%	-20%	40%	45%	-5%	-21%	27%	44%	17%	24%	0%	11%
Year 4	64%	45%	19%	53%	57%	-4%	-23%	60%	71%	-11%	8%	60%	60%	0%	-39%	-4%	15%
Year 5	20%	50%	-30%	20%	59%	-39%	-9%	44%	65%	-20%	-19%	22%	50%	-28%	2%	2%	0%
Year 6	50%	64%	-14%	50%	55%	-5%	9%	43%	42%	1%	-6%	86%	55%	31%	45%	36%	-9%
Averages:	49%	57%	-8%	39%	62%	-23%	-16%	59%	68%	-7%	-16%	51%	56%	-5%	-2%	6%	6%

PP Data Tracking 2020-2021

Writing																	
Sept Baseline			December				March				June						
Reception Literacy	PP On Track	Non PP On Track	Gap	PP On Track	Non PP On Track	Gap	Gap closed/ opened	PP On Track	Non PP On Track	Gap	Gap closed/ opened	PP On Track	Non PP On Track	Gap	Gap closed/ opened	PP progress since baseline	Non-PP progress since baseline
	0%	21%	-21%	9%	21%	-12%	-9%	9%	47%	-38%	26%	33%	71%	-38%	-64%	33%	50%
	July PP At+	July Non PP At+	Gap PP v non PP	Dec PP At+	Dec Non-PP At+	Gap PP v non-PP	Gap closed (-)/ opened (+)	March PP At+	March Non-PP At+	Gap PP v non PP	Gap closed (-)/ opened (+)	June PP At +	June Non-PP At +	Gap	Progress in gap closing since baseline	PP progress since baseline	Non-PP progress since baseline
Year 1	73%	53%	20%	55%	53%	2%	-18%	55%	64%	-10%	11%	55%	53%	2%	-18%	-18%	0%
Year 2	27%	65%	-38%	15%	65%	-50%	-12%	22%	60%	-38%	-12%	67%	45%	22%	60%	40%	-20%
Year 3	14%	20%	-6%	19%	25%	-6%	0%	13%	33%	-20%	14%	13%	25%	-12%	-6%	-1%	5%
Year 4	0%	0%	0%	13%	21%	-8%	-8%	13%	21%	-8%	0%	20%	20%	0%	0%	20%	20%
Year 5	0%	17%	-17%	0%	22%	-22%	-5%	0%	24%	-24%	2%	0%	28%	-28%	-11%	0%	11%
Year 6	27%	30%	-3%	10%	33%	-23%	-20%	29%	36%	-8%	-15%	57%	45%	12%	15%	30%	15%
Averages:	20%	29%	-9%	17%	34%	-17%	-10%	20%	41%	-21%	4%		Averages	-6%	-3%	15%	12%

PP Data Tracking 2021-2022

Maths																	
Reception Number	Sept Baseline			December				March				June				PP progress since baseline	Non-PP progress since baseline
	PP On Track	Non PP On Track	Gap	PP On Track	Non PP On Track	Gap	Gap closed/opened	PP On Track	Non PP On Track	Gap	Gap closed/opened	PP On Track	Non PP On Track	Gap	Gap closed/opened		
	9%	43%	-34%	18%	43%	-25%	9%	18%	80%	-62%	37%	33%	88%	-55%	-92%	24%	45%
	July PP At+	July Non PP At+	Gap PP v Non PP	Dec PP At+	Dec Non-PP At+	Gap PP v Non PP	Gap closed (-) /opened (+)	March PP At+	March Non-PP At+	Gap PP v non PP	Gap closed (-) /opened (+)	June PP At +	June Non-PP At +	Gap PP v non PP	Progress in gap closing since baseline	PP progress since baseline	Non-PP progress since baseline
Year 1	91%	73%	18%	73%	87%	-14%	12%	82%	79%	3%	-17%	39%	59%	-20%	-38%	-55%	-14%
Year 2	43%	75%	-32%	80%	75%	5%	-37%	44%	87%	-42%	47%	44%	55%	-11%	21%	53%	-20%
Year 3	27%	33%	-7%	33%	33%	0%	-7%	13%	9%	4%	-4%	20%	17%	3%	10%	16%	-16%
Year 4	64%	45%	19%	36%	79%	-43%	62%	33%	57%	-24%	-19%	33%	40%	-7%	-26%	-45%	-5%
Year 5	20%	50%	-30%	0%	47%	-47%	17%	11%	47%	-36%	-11%	11%	39%	-28%	2%	32%	-11%
Year 6	50%	64%	-14%	50%	33%	17%	-30%	43%	42%	1%	15%	86%	64%	-22%	-8%	36%	0%
Average:	43%	55%	-11%	41%	57%	-15%	6%	38%	53%	-16%	2%	39%	46%	-20%	-19%	9%	-3%