

Pupil Premium Strategy Statement 2025-2026

School overview

Metric	Data
School name	Grange Primary Academy
Pupils in school	240 including Nursery
Proportion of disadvantaged pupils	42%
Pupil premium allocation this academic year	£122,535 + £3150 Early Year PP
Academic year or years covered by statement	2025-2026
Publish date	September 2025
Review date	July 2026
Statement authorised by	Chris Latimer
Pupil premium lead	Zena Lauer
Governor lead	

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£122,535 + £3150 Early Year PP
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.	N/A

Statement Of Intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the use of funding to ensure pupils from disadvantaged backgrounds are given the same opportunities as those who are not.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure disadvantaged pupils are able to access the same enrichment opportunities as other pupils

Strategy aims for disadvantaged pupils

Measure	Activity
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils	Ensure all relevant staff have received relevant training to support children in and out of class effectively. Ensure that the Rosenshine principles of instruction are embedded to support Quality First Teaching. 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
To narrow the attendance gap between disadvantaged and non-disadvantaged pupils	Our attendance data over the last 3 years indicates that attendance amongst disadvantaged pupils has been lower than for non-disadvantaged pupils.
To narrow the Vocabulary deficit between disadvantaged and non-disadvantaged pupils	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. Internal data indicates that children who are disadvantaged enter Reception behind their non-disadvantaged peers with the largest gap being in Literacy.
Creating opportunity to build cultural capital and connection	To ensure that a higher percentage of disadvantaged pupils attend clubs and trips. To ensure extra support is provided to disadvantaged pupils to work towards completing their EWC passports.

Targeted academic support for current academic year

Measure	Activity	Projected Spend
Writing	- 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.	£18,000

	- To identify pupils who may require more targeted support and ensure that it is put into place and is effectively meeting their needs - Writing lead to establish cycle of teacher development targeting staff with identified low attaining PP. - Whole school CPD on Writing planning, teaching and assessment. Focus on production of high-quality scaffolds for PP children.	
Priority 2 Reading	- To ensure that Accelerated Reader and Reading + in Year 6 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 - 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 - Whole school CPD on reading curriculum to upskill staff with appropriate approaches and pedagogy to teaching intervention - Whole school introduction of WellComm	£19,000
Priority 2 Maths	- 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 - Whole school CPD on maths curriculum to upskill staff with appropriate approaches and pedagogy to teaching intervention	£18,000
Closing attainment gaps in phonics.	- Sounds Write SLA in place to support effective CPD of staff in phonics 1:1 or small group tutoring for identified PP pupils to accelerate progress. - Phonics Leader to run parent workshops to establish confidence with supporting Phonics at home.	£9000

	• Whole school CPD on phonics curriculum to upskill staff with appropriate approaches and pedagogy to teaching intervention • Parents to observe lessons for their children to increase confidence in supporting phonics at home.	
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Wider strategies for current academic year

Measure	Activity	Projected Spend
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	• 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 children's welfare needs to remove barriers in attending school • To provide pupils with the opportunity to attend the free after school provision •	£30000
To enhance pupils' cultural capital by providing a breadth of experiences	• 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 • School Clubs offer reviewed; spaces targeted towards PP. • Participation in clubs tracked and monitored to identify gaps in opportunity for PP. • Part or whole funding for participation in trips and visits for PP children. • PP children have over proportionate representation in Student Leadership opportunities	£4000

To remove any potential barriers to learning through pastoral intervention	• Roald Dahl Ready Room to provide targeted, proactive and reactive support for children to ensure that they are ready to learn. • Lunch Bunch Club for pupils identified through school well-being tracker • Targeted interventions such as PBs, D&T etc for pupils identified through school well-being tracker • Forest School sessions for pupils identified through school well-being tracker	£28,000
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Further Information

Pupil progress meetings are held termly with teachers following standardised testing for maths, reading and writing. Children are tracked from starting points (KS1 or EYFS) and intervention is put in place for children that are not making expected progress. Intervention may be 1-1, small group or support for improving the quality of wave 1 teaching. Teachers and Leaders identify specific needs of PP children (behaviour, attendance, learning, emotional) and put an action in place to address the specific need of the child. These are monitored termly. Many of our Pupil Premium children are also on the SEND register. We have a specialist Well Being team that meet weekly to discuss challenges, review strategies and create opportunities for our children, including those who are eligible for Pupil Premium funding.

Monitoring and Implementation

Area	Outcome
PP children to access high quality teaching every day.	CPD sessions predominately focused on QFT teaching. Rosenshine strategies used within learning sequences to support small-step learning.
Increase in PP attainment in RWM	Pupil Progress meetings focused first on PP children. Barriers to learning identified and support plans put in place. % of on track PP children has risen,
Attendance gap between disadvantaged and non-disadvantaged pupils closed	Gaps in both attendance and PA closed by 1% between disadvantaged and non-disadvantaged pupils Attendance for all children improved by 2% and PA by 15% demonstrating a positive impact for all children.
PP children in Early Years are acquiring 'school ready' language skills	SALT interventions a huge success for pupils and staff. This is now embedded into EYFS practice.
PP children with SEMH needs are well-supported.	PP children in Murphy Room The Roald Dahl Ready Room Lunch Bunch Breakfast Club Attendance
Increase cultural capital of PP children to ensure they have enriched opportunities.	Increased PP attendance at Breakfast Club, Clubs and trips

Review: last year's aims and outcomes

Aim	Outcome
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.	At the end of EYFS, 80% of the disadvantaged group achieved the GLD compared to the non-PPG group of 71%%. Analysis indicates that this is not specific to any ELG. 36% of the disadvantaged group passed the Year 1 PSC compared to 47% of the non-disadvantaged group. Analysis of data at the end of the 2025 academic year has highlighted the largest attainment gaps between disadvantaged

	and non-disadvantaged in the following year groups and subjects: Year 2 Reading, Writing, Maths Year 3 Writing Year 4 Reading, Writing, Maths Year 5 Reading, Writing, Maths Year 6 Reading, Writing, Maths These year groups will be a focus of the current plan.
Attendance for children eligible for pupil premium is in line with non-PP and PA for PP children has reduced.	Our analysis of attendance for 2024/25 indicates the attendance is lower for disadvantaged pupils compared to their non-disadvantaged peers. The percentage of persistent absence is also higher. Despite an overall positive impact of our attendance strategy, it will continue to be a high priority for the school which is why it will remain as a focus on the current plan. Attendance 2019-2020 PP 95% Non PP 95% 2020-2021 PP 94% Non PP 94% 2021-2022 PP 88% Non PP 93% 2022-2023 PP 88% Non PP 93% 2023 – 2024 PP 91% Non PP 95% 2024 - 2025 PP 93% Non PP 96% Persistent Absence 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% 2022- 2023 PP PA 41 Non PP PA 25% 2023 – 2024 PP PA 25% Non PP PA 10% 2024 – 2025 PP PA 29% Non PP PA 4%
Reading	Our monitoring also indicates that children who are disadvantaged read less compared to their non-disadvantaged peers and their vocabulary is more impoverished. The disadvantaged group also enter EYFS with a lower baseline in Literacy compared to their non-disadvantaged peers. School has identified vocabulary as a barrier to children

	reading and has purchased WellComm to support this.
Well Being	Our assessments and observations also indicate that mental wellbeing of the disadvantaged group was lower when compared to their non-disadvantaged peers and parental engagement is often lower amongst the disadvantaged group. The pupil premium funding for the current year will need to be used for targeted interventions in these areas.