

# Pupil premium strategy statement – Grange View CE 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                                                                                                                                                     | 153( Including 2 year olds and Nursery) |
| Proportion (%) of pupil premium eligible pupils                                                                                                                                | 32 (20%)                                |
| Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b> | 2024-25 to 2026-27                      |
| Date this statement was published                                                                                                                                              | Dec 2024                                |
| Date on which it will be reviewed                                                                                                                                              | June 2026                               |
| Statement authorised by                                                                                                                                                        | Louise Laskey                           |
| Pupil premium lead                                                                                                                                                             | Louise Laskey                           |
| Governor / Trustee lead                                                                                                                                                        | Rebecca Griffin                         |

## Funding overview

| Detail                                                                                                                                                                             | Amount |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Pupil premium funding allocation this academic year                                                                                                                                | £41440 |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable)                                                                                          | £0     |
| <b>Total budget for this academic year</b><br><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> | £41440 |

# Part A: Pupil premium strategy plan

## Statement of intent

*At Grange View CE Primary School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.*

Our main aims are:

- To ensure that all pupils at Grange View CE Primary access a high quality curriculum offer that meets their needs.
- Ensure all staff are well trained and equipped to manage and support potential barriers to learning in all year groups for pupil premium pupils.
- To remove barriers to learning that are created by poverty, family circumstance and background.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are appropriately addressed and assessed.
- To develop reading skills so that all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Deliver early intervention and support from Early years to Year 6
- Run evidence based interventions and out of school additional provision.
- Provide quality enrichment activities, visits and visitors.
- Engage and equip parents with the necessary information and resources to raise the profile of learning at home and attendance at school
- To close the disadvantaged gap and the post lockdown gaps in reading, writing and maths across the school.

## 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 Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. |
| 2                | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.                                                                                                                                     |

|   |                                                                                                                                                                        |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 | Internal and external assessments indicates that both English and maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. |
| 4 | Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.                       |

## 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 teaching, resourcing and assessment of phonics leading to improved outcomes for pupils in phonics, reading and writing. | Improved Phonics Screening results, in line with National Averages.<br>Improved Read Write Inc assessment results.<br>Children in all year groups will be reading with greater accuracy and fluency.                                                                                                    |
| Narrow the gaps in Reading, Writing and Maths by developing children's basic Maths skills.                                       | Improved Maths outcomes in all year groups.<br>Children have a greater understanding of how to write and are more confident in writing at length more frequently.<br>Children are able to communicate more confidently.<br>Speaking, oracy and listening skills are improved with a growing vocabulary. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.                                | Sustained high attendance by 2026/27 demonstrated by:<br>Whole school:<br>96.16% 2023-24<br>PP 95% 2023-24<br>2024- 2025-94.92%<br>PP 24-25-93.97%                                                                                                                                                      |

## 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 (for example, CPD, recruitment and retention)

Budgeted cost: £5266

| Activity                                                                                                                                          | Evidence that supports this approach                                                                                                                                                                                                                                                         | Challenge number(s) addressed                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| Updated Read Write Inc phonics training for all school staff, including new resources to support teaching and learning from School Phonic leader. | RWI is an accredited phonics teaching programme which has been validated by the DfE.<br><br><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>                                                                                                                                    | Updated Read Write Inc phonics training for all school staff, including new resources to support teaching and learning from School Phonic leader. |
| Release time for the Leadership team to track and monitor PP children, including lesson observations and meetings with staff.                     | Detailed understanding of provision and progress across school will allow for a clear view of the big picture and effective feedback to staff.<br><br>Pupil attainment levels will improve as staff are well informed about the needs and development of this target group –gap will narrow. | 1,2,3,4,5                                                                                                                                         |
| Release time for English and Maths Lead to access additional support through Oracy Project and maths hub                                          | These projects aims to secure firm foundations in the development of good oracy to support language/communication skills<br>For all children from Nursery through to Year 6 to embed math's knowledge and skills                                                                             | 2                                                                                                                                                 |
|                                                                                                                                                   |                                                                                                                                                                                                                                                                                              |                                                                                                                                                   |
|                                                                                                                                                   |                                                                                                                                                                                                                                                                                              |                                                                                                                                                   |

## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £30394

| Activity                                                            | Evidence that supports this approach                                                                                                                                                                                                                                                                                         | Challenge number(s) addressed |
|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Teacher/TA-led interventions<br>- reading, writing, maths in KS1/2. | Familiar, additional adults used to staff smaller, targeted groups. Allows extra challenge and additional scaffolding.<br><br>Small group tuition teaching strategy from the EEF teacher toolkit. "The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. | 1,2,4                         |

|                                                             |                                                                                                                                                                                             |   |
|-------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| TA - led Maths interventions and resources for KS1 and KS2. | Support pupils below expected with maths skills for life.<br><br>Small group tuition teaching strategy from the EEF teacher toolkit. "The average impact of the small group tuition is four | 2 |
|-------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|

|                                                                                                                                        |                                                                                                                                                                                                                                                                                         |       |
|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
|                                                                                                                                        | additional months' progress, on average, over the course of a year.                                                                                                                                                                                                                     |       |
| Additional staffing in Reception Class during to deliver communication, language, social/emotional and behaviour education strategies. | Focused, small group work and individual interventions will improve "school readiness".<br><br>Pupils will be ready to learn and have good attitudes towards school routines and expectations.<br><br>Communication/language difficulties will be identified, ready for further action. | 3,5   |
| 1:1 Communication and language interventions and resources with HLTA.                                                                  | A number of individual children require 1:1 tuition daily to work on speech, language and communication targets.<br><br>These pupils will be better able to access the full curriculum as speech, listening and attention skills improve.                                               | 1,3,5 |
| Small Group and 1:1 interventions for KS1 and 2 children with continuing difficulties in Literacy and Maths.                           | Individualised targets can be addressed with individual children. Intensive and focused tuition of this sort is felt to be effective in meeting specific needs.<br><br>Secure learning of targeted areas will enable pupils to attain at levels closer to expectation and to peers.     | 1,2,4 |

|                        |                                                                                                                                                               |   |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| Times Tables Rockstars | A sequenced programme of daily times tables practice. Children are able to use this at home and at school. This has been used with success in previous years. | 2 |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---|

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5480

| Activity                                                                                                                                        | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                     | Challenge number(s) addressed |
|-------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Parent communication: Parent meetings, Dojo communication software, online assemblies</p> <p>Resources to be provided where appropriate.</p> | <p>These sessions and resources will support parents' understanding of how they can help with different aspects of school life including; communication skills, phonics, maths, e-safety.</p> <p>Increased engagement will lead to more homework completed, higher pass rate for phonics, every child a reader by Year 2, reading challenge completed by all pupils.</p> | 1,2,3,4,5                     |
| <p>Thrive and ELSA Trained Teaching Assistant for 3 afternoons each week</p>                                                                    | <p>A ELSA or Thrive led intervention for promoting the emotional wellbeing of children and young people. Small group work or 1:1, addressing individual or group needs using Thrive support and strategies</p>                                                                                                                                                           | 5                             |
| <p>Subsidise the staff and resources costs of a breakfast club and after school club.</p>                                                       | <p>Children are at school on time. Social interaction benefits friendships and working relationships. Children will be in a good frame of mind for beginning lessons.</p> <p>Good nutrition improves concentration and learning power giving children a good start to the day.</p>                                                                                       | 1,2,3,4,5                     |
| <p>Subsidies are made to the costs of Year 4 residential trips.</p>                                                                             | <p>Outdoor learning encourages independence, collaborative learning, physical and emotional challenge, practical problem solving and reflection.</p> <p>Pupils will have increased levels of resilience and perseverance, independence, confidence and team spirit with which to engage confidently in learning, particularly during transition phases.</p>              | 5                             |

|                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |
|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Strategies to improve attendance amongst PP pupils.             | <p>Pupils are not further disadvantaged by poor attendance.</p> <p>Rewards and inducements for children to attend more regularly (certificates, prizes, treats in school)</p> <p>Admin duties related to collaborative work with EWO, tracking absence, 1<sup>st</sup> day phone calls, data preparation</p> <p>Headteacher time in meetings with parents and EWO, data analysis, reporting to governors, meeting, associated admin.</p> | 1,2,3,4,5 |
| Subsidies are made to the costs of all trips throughout school. | Educational activities out of school enhance the curriculum by developing transferable learning skills, broadening experiences and developing a love of learning from a range of contexts, the                                                                                                                                                                                                                                           | 5         |

Total budgeted cost: £ 41140 ( £300 contingency of additional resource costs)

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Disadvantaged pupil progress scores for last academic year 2023-24

| Measure                        | Data<br><br>%PP\ %non PP |
|--------------------------------|--------------------------|
| EYFS Good level of development | 0/ 61% ( 1 PP pupil)     |
| Y1 Phonics                     | 100/93                   |
| KS1 Reading (Y2)               | 83/ 73                   |
| KS1 Writing (Y2)               | 50/53                    |
| KS1 Maths (Y2)                 | 67/73                    |
| KS2 Reading (Y4)               | 75/67                    |
| KS2 Writing (Y4)               | 75/61                    |
| KS2 Maths (Y4)                 | 87/78                    |

Desired outcome from 2025-26

**To improve progress and attainment across school of disadvantaged pupils of all abilities. To close the attainment gap between disadvantaged pupils and their peers**

- Reading, writing and maths gaps closes over time with progress from start-ing points
- Targeted support for progress Y1 phonics, Y2 R,W,M outcomes, Y4 R,W,M outcomes – PP pupils have made expected progress in Phonics, in R/W/Maths Y4 and Y2 writing from starting points

### **Improve PP pupils' Personal Development social/emotional/mental development**

- Focus on Mental health through PSHE sessions and ELSA/THRIVE to support high self-esteem. General Behaviour in and out of school good.
- Pupil premium attendance supported through Free Breakfast club where needed
- Y4 residential visit
- Visits to local areas and beyond
- Weekly celebration assemblies, virtual visits accessed to continue to develop mental health and wellbeing.

## **Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

| <b>Programme</b>   | <b>Provider</b>                      |
|--------------------|--------------------------------------|
| Thrive             | Fronting the Challenges Projects LTD |
| Read Write Inc     | Ruth Muskin                          |
| White Rose Maths   | White Rose Maths                     |
| ELSA               | NCC                                  |
| Oracy Project/RISE | North of Tyne                        |

## **Service pupil premium funding (optional)**

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

|                                                                             |
|-----------------------------------------------------------------------------|
|                                                                             |
| <b>The impact of that spending on service pupil premium eligible pupils</b> |
|                                                                             |

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*