

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

This Pupil Premium Impact Review report summarises the impact that we have seen in school with the effective use of our Pupil Premium spend in the current academic year. When further information and data becomes available it will be updated as and when, and as such this document is very much a working document that is updated.

Once again, we are being guided by the evidence base of the EEF Education Endowment Foundation suite of resources- see below. In some areas as you will note from previous PP impact reports this has been beneficial in some areas. In our experience whilst we have used the EEF Guide to The Pupil Premium Document and Guidance.

What is the most effective way to support disadvantage pupils achievement?



Over the last few years our Pupil Premium Strategy has been built around key information and research taken from the EEF guide to effective use of Pupil Premium. The link for this document and for further information on using Pupil Premium effectively can be found below:

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

We have also considered previous NFER research that highlights that more successful schools who promote high levels of attainment have a number of things in common. It identified seven building blocks of success:

Figure 2: Building blocks for success



We have also considered information taken from the DFE report: Supporting the attainment of disadvantage pupils.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730628/London_Effect_Qual_Research_-_Research_Report_FINAL_v2.pdf

School overview

Detail	Data
The Grange CP School	
Number of pupils in school	315
Proportion (%) of pupil premium eligible pupils	43 children equating to 14 % of school population.
Academic year/years that our current pupil premium strategy plan covers	September 2024-25 2025-2026 2026-2027
Date this statement was published	November 2024
Date on which it will be reviewed	Mid-Year Data Review March 2025 End of Year Impact Review July 2025
Statement authorised by	B Boswell
Pupil premium lead	B Boswell
Governor lead	Standards Governors committee. A Badger

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Total funding available to school £68340
Recovery premium funding allocation this academic year	N/ A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/ A
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	£83044 (£-14704)

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview Updated September 2024

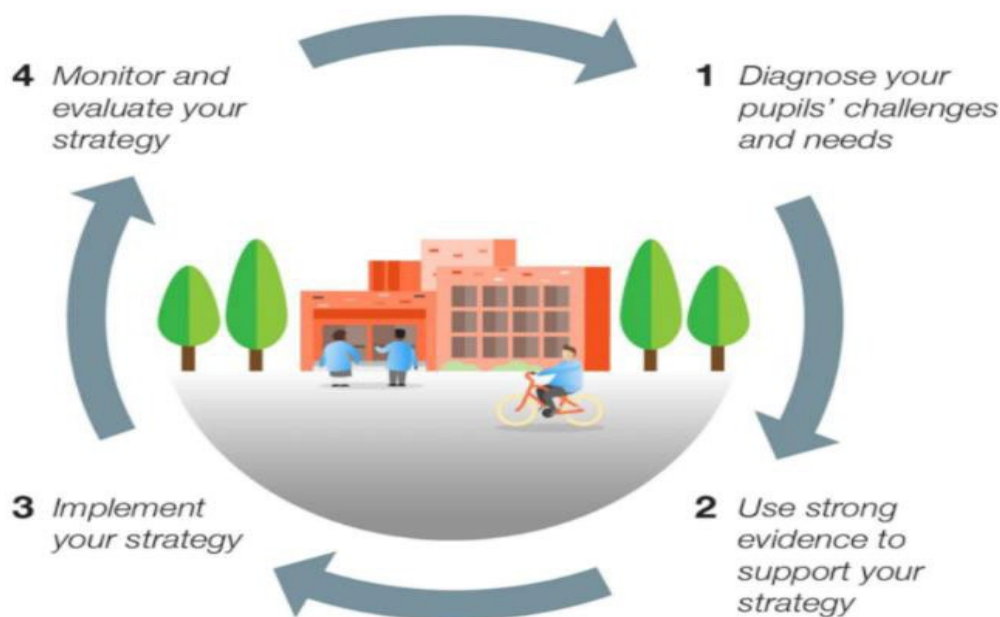
Part A: Pupil premium strategy plan

Statement of intent: Updated September 2024-25

Challenges

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

Following information from the EFF as school we will be following the implementation cycle to ensure that we are measuring carefully the impact of our Pupil Premium Strategy.



The EEF recommends schools consider different evidence sources with the tiered model in mind. This will help us to prioritise the allocation of funding, energy, training and time, and try to balance our approach across three key areas:

Part A: Pupil premium strategy plan

Statement of intent

The Grange Community Primary School Vision and Mission Statement

Vision

Our children will reach their maximum potential through high standards in teaching, learning and leadership. We will provide a caring, inclusive learning environment where everyone is valued and respected and prepare our children to become valuable members of the wider global community.

“Our vision is to create a school community where every child participates, excels and takes pride in their achievements...”

Mission Statement

The Grange Primary School allows everyone to participate by:

- Providing a welcoming, safe, happy school where everyone is respected and listened to; a school where we take pride in ourselves and our achievements, enabling all children to become confident and successful learners.
- Striving to be the hub of our local community and an integral part of our society; building and joining communities locally and beyond.
- Being a partner in the education of our pupils and being committed to working in partnership with our parents and wider community.

The Grange Primary School encourages everyone to excel by:

- Working for the highest possible standards of achievement and behaviour in a stimulating environment.
- Valuing independence, developing a deeper level of learning and providing a curriculum which enables our pupils to become active citizens of the future.
- Endeavouring to be a centre for outstanding teachers, where quality leadership is extended to professionals in other schools and where the staff are committed to their own learning journey and the sharing of quality practice.

The Grange Primary enables everyone take pride in their achievements by:

- Encouraging everyone to do their very best.
- Developing a love of learning inspired by quality teaching.
- Building and developing upon individual strengths and talents.

Our core values help children to develop their social and moral code, as they build their sense of uniqueness and self-worth as an individual. We believe all children deserve the opportunity to nurture their individual talents and to achieve their true potential.

At The Grange Community Primary School, we aim to strategically use pupil premium funding to achieve our vision and ensure all children achieve excellence and reach their full potential. The school draws from national research alongside analysing individual and group school data to identify barriers to learning and ensure money is used appropriately to work towards overcoming these.

At The Grange Community Primary School:

- We have high expectations for **all** pupils.
- We ensure that teaching and learning opportunities meet the needs of **all** pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed.

A range of provision is considered to meet pupil needs.

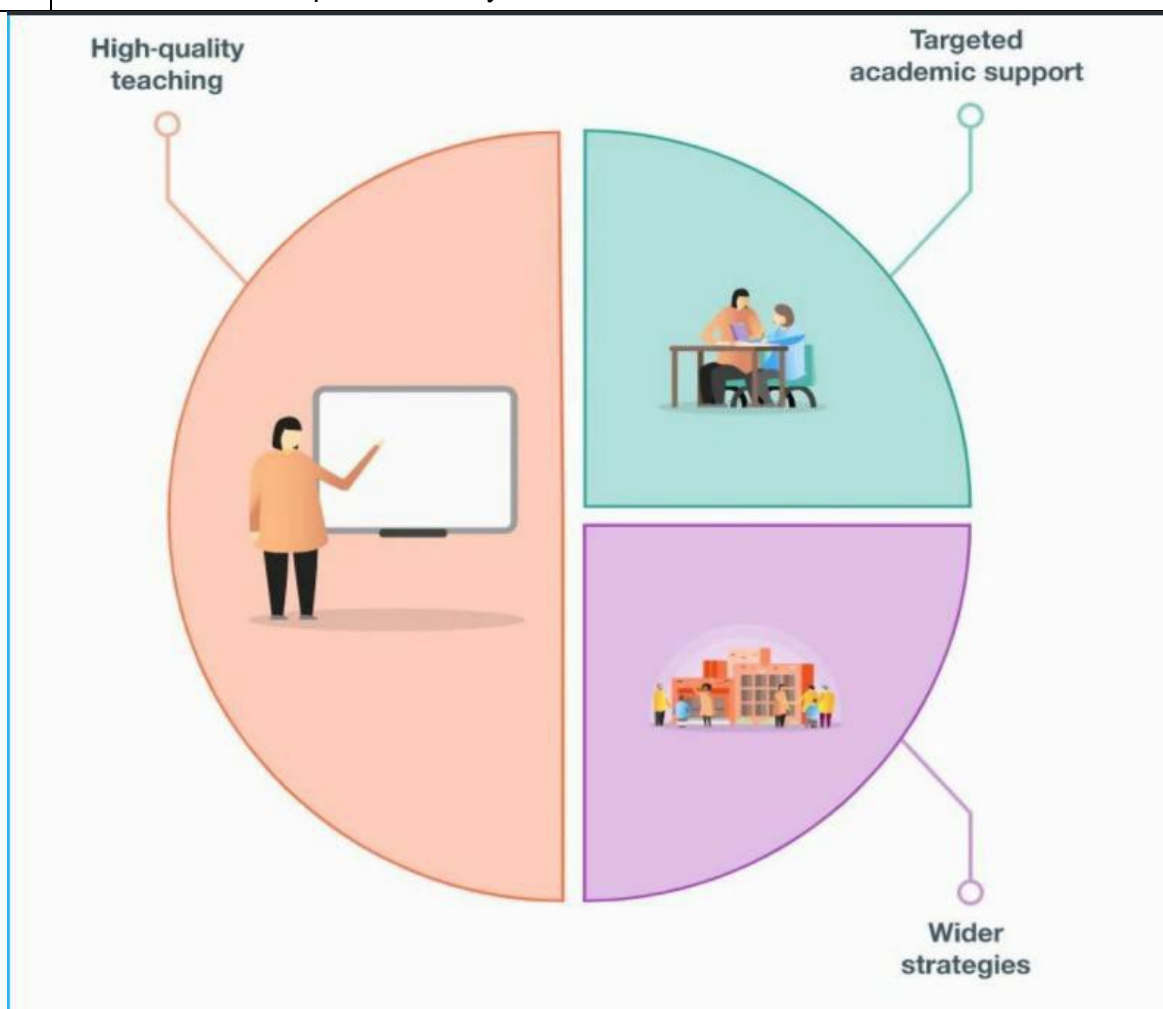
- One to One and small group tuition
- Inclusion in enrichment activities including school trips & visits
- Provision of Lap-top PCs to support individual students
- Additional curriculum support from targeted resources in identified subjects where required improvement has been identified
- Individual and small group support for students identified as having difficulties managing their emotions and behaviour and/or maintaining relationships with peers and adults (SEMH)
- Increased access to ELSA and Children and Families Officer to support emotional and mental health
- Increased support for Literacy & Numeracy
- Staff CPD activity

Challenges

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

1	<p>Diagnose your pupil’s challenges and needs. We have looked specifically at the profile of all our Pupil Premium children across the school and thought carefully about how we address the individual barriers that these individual children have in order to achieve our high aspirations for them.</p>
2	<p>Use strong evidence to support your strategy We will be using some evidence taken from the EFF Teachers Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit For example Behaviour interventions and Feedback.</p>

	As a school we will also look at our own procedures and interventions that have over the years proven to be successful to enable all our PP children to be Flying High from their starting points and to achieve the best standards that they can academically. (See academic standards below.) The interventions that we have been using in school in the past have proven to show high impact and we feel that children with similar needs will benefit from the high quality interventions that are developed and provided.
3	Implement your strategy Very clear and concise timeframes are allotted to each action below, to enable us to utilise the PP and recovery funding across the year at different points.
4	Monitor and evaluate your strategy: In previous years we have had a Pupil Premium Impact Review Report that is a continual working document. This enables us to measure not just the long term impact but also short term interventions. This also enables us to share with the PP Lead Governors and enables us to showcase and case study successes that we have with the funding and to demonstrate our effective use of our Pupil Premium spend in the previous academic year. When further information and data becomes available it will be updated as and when, and as such this document is very much a working document that is updated Termly.



This three year plan will be reviewed and rag rated for the impact of the Pupil Premium plan at the end of each year with a mid-year review.

Significant Impact	Evidence shows that the impact is significant for example targeted PP children have made significant accelerated progress.
Moderate Impact	Evidence shows that the impact is moderate for example targeted PP children have made some progress in line with their Non-PP peers.
No Impact	Evidence shows that there has been no measurable impact on targeted PP children and their families.

Challenge number	Detail of challenge – High Quality Teaching
High Quality Teaching	Maths
HQT 1	<p>Specific gaps in children’s learning: Mathematical number knowledge: Developing problem solving and reasoning skills - that Pupil Premium children are challenged in their Mathematical thinking and develop their reasoning skills in KS1 and Years 3,4 and 5.</p> <p>Some PP Children in EYFS, KS1 and LKS2 have a poor understanding of place value and number from initial assessments and from previous internal academic data captured did not reach ELGs AND Year 2 SATs expectations. Interventions for Maths will need to be developed for PP children.</p>
	Reading and Writing
HQT 2	Specific gaps in children’s learning: Reading knowledge: Trying to develop a balanced whole reader with benchmarking at the heart of reading assessments and RWI at the core of Early Reading development with PP in KS1 .
HQT 3	Initial Reception Data assessments shows that some PP children have difficulties with Communication and Interaction. Children’s oracy skills will need developing and clear focus on this within the classroom provision in order to develop children’s PSED.
HQT 4	Male PP children are not reaching EXS in writing across KS2 currently 50% of Male PP children are at EXS against all PPG at 83%. This is down compared to PP Females at 100%.
	QFWT (Quality First Wave Teaching)
Targeted Academic Support	
TAS 1	Analysis from previous data shows that a number of PP children in KS2 have difficulties with writing- individual writing interventions.
TAS 2	<p>PP children’s benchmarking reading levels to be improved through high quality interventions led by class teachers and TAs.</p> <p>PP children receive reading interventions to accelerate their reading skills. Identification of PP children and those children who are priority readers- across Year 3 4 5.</p>
Wider Strategies	

WS 1	Analysis of CPOMS demonstrates that some PP children have difficulties with emotional well-being (including self-esteem, self-confidence and behaviour.)
WS 2	Previous attendance data shows that some PP children have a history of very poor attendance and other family issues that need supporting.
WS 3	Attitudes to learning-some PP children lack the resilience and emotional intelligence to cope with any challenges in school, academically and socially.
WS 4	PP children on entry are assessed for SEND needs. School tracking systems shows more children are entering school with unidentified SEND needs.
WS 5	Children to have access to Trips and Visitors at different point of the year to talk about ambitions and high aspirations.
WS 6	Parental Support for PP: Developing greater parental engagement with harder to reach PP families. Developing access to external agencies for specific families and support.
WS 7	Developing access to extra –curricular and lunchtime clubs for all PP to experience across the year.

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
High Quality Teaching	
<p>Maths</p> <p>HQT 1 Specific gaps in children’s learning: Mathematical number knowledge: Developing problem-solving and reasoning skills- Pupil Premium children are challenged in their Mathematical thinking and develop their reasoning skills in KS1 and KS2.</p> <p>Some PP Children in EYFS, Year 1/2 and KS2 have a poor understanding of place value and number from initial assessments and from previous internal academic data captured did not reach ELGs. Interventions for Maths will need to be developed for PP children.</p>	<p>Some PP Children in EYFS, Year 1/2 and LKS2 are able to develop their number skills and make good progress from their starting points.</p> <p>83% x PP children in Year 2 Year 3 Year 4 Year 5 Year 6 will reach the EXS in Maths.</p>
<p>Reading and Writing</p> <p>HQT 2 Specific gaps in children’s learning: Reading knowledge: Trying to develop a balanced whole reader with benchmarking at the heart of reading assessments and RWI at the core of Early Reading development with PP in KS1.</p> <p>HQT 3 Initial Reception Data assessments shows that some PP children have difficulties with Communication and Interaction. Children’s oracy skills will need developing and clear focus on this within the classroom provision in order to develop children’s PSED.</p> <p>HQT 4 PP children are not reaching EXS in writing across KS2 currently 69% of all PP children are at EXS with Years 5 and Year 6 being particularly low. This is significantly down compared to their peer .</p>	<p>PP children will make good progress from their starting points for reading and across KS1 and KS2 will move up book bands and are tracked rigorously for RWI FTT.</p> <p>KS2 interventions reading interventions includes PP children and these children are tracked carefully.</p> <p>83% PP children achieve EXS in RWM.</p> <p>All PP children in EFYS reach- ELG for reading and writing.</p> <p>KS2 PP writing across the school is carefully monitored by the SL and advice given over QFWT.</p>
Targeted Interventions – Targeted Academic Support	
<p>TAS 1 Analysis from previous data shows that a number of PP children in KS2 have difficulties with writing therefore high-quality individual writing interventions will be required.</p> <p>TAS 2</p>	<p>Reading and writing interventions for PP are tracked and monitored carefully.</p> <p>PP children’s benchmarking reading levels to be improved through high-quality interventions led by class teachers and TAs.</p>

<p>PP children’s benchmarking reading levels to be improved through high quality interventions led by class teachers and Tas when appropriate.</p> <p>PP children receive reading interventions to accelerate their reading skills. Identification of PP children and those children who are priority readers- across KS2</p>	<p>All children including PP improve their Benchmarking assessment levels and make good progress from their previous year’s assessment.</p>
<p>Wider Strategies</p>	
<p>W1: Analysis of CPOMS demonstrates that some PP children have difficulties with emotional well-being (including self-esteem, self-confidence and behaviour.)</p>	<p>Analysis of CPOMS demonstrates that some PP children have difficulties with emotional well-being (including self-esteem, self- confidence and behaviour.) Support will be given by mentoring when necessary with CAFO and other senior leaders.</p> <p>Incidents on CPOMS of individual children is lower and each individual child is tracked to see levels of behaviour.</p> <p>Attitudes to learning-some PP children lack the resilience and emotional intelligence to cope with any challenges in school, academically and socially.</p>
<p>WS 2: Previous attendance data shows that some PP children have a history of very poor attendance and other family issues that need supporting</p>	<p>All PP children maintain current levels of attendance or surpass it. For those children with persistent absence below 90% this is increased in line with their peers.</p> <p>Whole school PP attendance is above last year - with the same relevant children.</p>
<p>WS 3:Attitudes to learning-some PP children lack the resilience and emotional intelligence to cope with any challenges in school, academically and socially.</p>	<p>Engagement of all children across the school is deemed good by external visitors. This includes all our PP children. PP children are deemed to have shown good attitudes to learning.</p>
<p>WS 4 PP children on entry are assessed for SEND needs. School tracking systems shows more children are entering school with unidentified SEND needs.</p>	<p>Analysis of SEND register shows that there is some potential for SEN Needs – Early identification of children’s needs is required in order to support quickly and meaningfully.</p> <p>PP leader and SENCO meet regularly to talk through any concerns with PP children to identify growing needs. SENCO time is devoted to working with some children.</p>
<p>WS 5 Children to have access to Trips and Visitors at different point of the year to talk about ambitions and high aspirations.</p>	<p>All children with PP – have access to all trips within school so that they are able to access the wider curriculum.</p>

<p>WS 6 Parental Support for PP: Developing greater parental engagement with harder to reach PP families. Developing access to external agencies for specific families and support.</p>	<p>All PP will feel engaged in the school environment and will have opportunities for one to one time .</p>
<p>WS7 Developing access to extra –curricular and lunchtime clubs for all PP to experience across the year.</p>	<p>All PP children will have access to extra-curricular clubs and for paid sessions schools will make adequate arrangements if the children would like to attend the club.</p>

Activity in this academic year 2024-25

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

Teaching

Budgeted cost: See Below for the totals costs:

Challenge number	Detail of challenge – High Quality Teaching	Evidence that supports this approach	Activity and Cost:
High-Quality Teaching			
HQT 1	<p>Maths</p> <p>HQT 1 Specific gaps in children’s learning: Mathematical number knowledge: Developing problem solving and reasoning skills- that Pupil Premium children are challenged in their Mathematical thinking and develop their reasoning skills in KS1 and KS2.</p> <p>Some PP Children in EYFS, Year 1/2 and KS2 have a poor understanding of place value and number from initial assessments and from previous internal academic data captured did not reach ELGs. Interventions for Maths will need to be developed for PP children.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>Mastery Learning: <i>‘mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics.’</i></p> <p><i>NCTEM – Maths Mastering Number programme</i></p>	<p>CPD with Teachers via Maths subject leader, enables staff to provide enriched high quality Maths lessons. Problem solving activities are given as part of the step process.</p> <p>Introduction of NCTEM Maths Mastering Number Programme to be introduced in class as part of QFWT in KS1 and KS2</p> <p>£3500</p> <p>Software: £350</p> <p>Maths text books: £3500</p> <p>KS1 Maths Primary Stars: £650</p> <p>EYStaffroom: £150</p>

Reading and Writing

HQT 2	<p>Specific gaps in children's learning: Reading knowledge: Trying to develop a balanced whole reader with benchmarking at the heart of reading assessments and RWI at the core of Early Reading development with PP in KS1.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p>A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently as part of GR programme.</p>	<p>Guided reading sessions are consistent across the school and CPD staff meetings have been developed.</p> <p>Release time for Subject leader to monitoring the effectiveness of Guided Reading and the Benchmarking assessments that are completed.</p> <p>Reading and phonics subject leadership time: release time to monitor standards in Reading and Phonics.</p> <p>£3120 Reading £1200 Phonics</p> <p>Early Reading RWI leadership: assessment and organisation of the groups of children. £600</p>
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		<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>3. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p>4. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently. Clear interventions are developed for those children who will need to develop specific phases of sounds.</p> <p>TA led interventions specifically focussing on Early reading. This is developed as part of catch up and pupil premium funding.</p>	<p>Other leadership release time to be budgeted as and when.</p> <p>£11700 as part of the GR interventions in class.</p> <p>Software FE, ORT E BOOKS, Talking stories etc: £5000</p>
HQT 3	<p>Initial Reception Data assessments shows that some PP children have difficulties with Communication and Interaction. Children's oracy skills will need developing and clear focus on this within</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>3. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p>	<p>TA led interventions specifically focussing on how to develop resilience as part of the whole school Thrive practices in school.</p>

	<p>the classroom provision in order to develop children's PSED.</p> <p>Lack of identified needs in pre-school.</p> <p>PP children on entry are accessed for SEND needs. School tracking systems shows more children are entering school with unidentified SEND needs.</p>	<p>4. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.</p> <p>Children are able to work well in school when self regulated.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Behaviour Interventions are shown to have a significant impact.</p>	<p>TAs: £7800</p>
<p>HQT 4</p>	<p>PP children are not reaching EXS in writing across KS2 currently 69% of all PP children are at EXS. This is significantly down compared to their peers.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p>A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.</p>	<p>Small group writing interventions to be developed as and when appropriate to do so from Term 3: Initial support going into writing.</p> <p>Cover Teacher (HT) and TA Interventions:</p> <p>£10000</p>

Targeted Academic Support			
TAS 1	Analysis from previous data shows that a number of PP children in KS2 have difficulties with writing- individual writing interventions.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension- strategies	See above (10k)
TAS 2	PP children’s benchmarking reading levels to be improved through high quality interventions led by class teachers and TAs. PP children receive reading interventions to accelerate their reading skills. Identification of PP children and those children who are priority readers- across Year 3 4 5.	Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently as part of GR programme	
Wider Strategies			
WS 1	Analysis of CPOMS demonstrates that some PP children have difficulties with emotional well-being (including self-esteem, self-confidence and behaviour.)	https://educationendowmentfoundation.org.uk/news/modelling-social-and-emotional-learning-promoting-protective-factors-to-support-pupil-wellbeing Modelling the social and emotional well being of all PP pupils. Children are able to work well in school when self regulated. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	CAFO and SENCo time to monitor and work with individual children developing ELSA interventions. CAFO: £9000

		Behaviour Interventions are shown to have a significant impact.	SENCO: £9000
WS 2	Previous attendance data shows that some PP children have a history of very poor attendance and other family issues that need supporting.	https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance https://www.gov.uk/government/publications/working-together-to-improve-school-attendance Work concentrated on developing a clear action plan and rationale for improving attendance.	Office admin to organise EWO meetings, monitor attendance and send appropriate letters, text to families. Liaison with families. £3500
WS 5	Children to have access to Trips and Visitors at different point of the year to talk about ambitions and high aspirations.	Children's cultural capital is develop as they have access to trips that they might not be able to access with families.	Reserve capital of £2630 to fund trips over the year.
WS 6	Parental Support for PP: Developing greater parental engagement with harder to reach PP families. Developing access to external agencies for specific families and support.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	Leaders work with families across the year £1000

WS 7	<p>Developing access to extra – curricular and lunchtime clubs for all PP to experience across the year.</p> <p>WAC for PP pupils</p>		<p>Clubs for PP children to be included throughout the year: not charged – free (school-based)</p> <p>£100 to fund uniform across the year.</p> <p>Swimming: £200</p> <p>£10044</p>
		Total Projected Funding Costs:	£83044

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the **2023 to 2024** academic year.

The Grange CP School 3 Year Pupil Premium Strategy Plan LONG-TERM PLAN 2022-2025

P1 Effective teaching through CPD and curriculum development-

- The most important factor for attainment and progress is effective teaching. We prioritise staff development through quality teaching and support sessions.

P2 Focus on English- specifically phonic, writing and reading skills

- Children need to be good readers to succeed not just in literacy but to access the wider curriculum. A priority within our local context of a growing percentage of EAL pupils and refugees.

P3 Focus on mathematics - specifically developing problem solving and reasoning skills

- Children will develop their confidence and fluency skills in mathematics. Pupils should become fluent in the fundamentals of mathematics, including through varied and frequent practice, so that pupils develop conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems.

P4 Focus on ensuring all pupil premium pupils have access to the full range of educational experiences and activities by helping them to remove financial barriers

- Support family social, emotional and mental health by CAFO.

Barriers to learning these priorities address

- Ensuring staff apply new approaches and strategies in their lessons and wider approaches to developing the curriculum.
- Encouraging wider reading and reading for pleasure and supporting families who have difficulty in supporting their children.
- Ensuring class teachers and support staff use evidence-based interventions.
- Encouraging problem solving and reasoning skills and supporting families in being able to understand and develop this approach.
- Family and pupil mental health

Review of outcomes: 2023 to 2024 Overview Total budgeted cost: £91,578

Allocation: £82,490 (additional costs were met through the school budget: £9088): against 23/24 priorities listed on previous strategy document

PRIORITY 1 Effective teaching through CPD and curriculum development						
Member of staff responsible: Head and Deputy Head teacher						
Objectives	Initial Actions to be taken current academic year	By whom	By when	Resources needed	Progress indicators	Success criteria
To ensure that staff are providing high quality daily teaching and enriched learning opportunities and developing a creative and engaging curriculum which interests and inspires the children and meets their needs.	<p>Plan a range of CPD opportunities linked to SiP priorities.</p> <p>Plan team teaching schedule including planning time, feedback and staff inset allocation for the sharing and modelling of good practice.</p> <p>Provision of booster and support/intervention group and additional allocation of staff.</p> <p>Plan a schedule of induction and support for ECTs.</p> <p>Plan twilight sessions to support subject leaders in developing their roles and meeting the requirements of the revised Ofsted Framework and the three I's.</p> <p>Ensure all new staff are trained and regularly using any new teaching programs e.g., Purple Mash, RWInc, etc</p>	LILT	Summer Term 2024 and to be re- viewed and amended at the end of each term and reported on to the Governing Body in the Spring term SIP progress review.	<p>Use of Training funding allocation</p> <p>Staff inset allocation</p> <p>Purchase of re- sources from curriculum budget.</p> <p>Project Spend PP</p> <p>20K</p>	<p>Phase Leader Monitoring reports. Work scrutiny. Lesson observation</p>	<p>Staff termly self-reviews will evidence an increase in confidence.</p> <p>Pupil progress across core and foundation subjects will meet our good progress measure for targeted pupils.</p>
Next Steps Years 2 and 3	<p>Continue to revise planning.</p> <p>Plan the next stage of training identified by review and self-evaluation process.</p> <p>Continue to track PP attainment and progress and identify and gaps and implement targeted support as appropriate. Evaluate the impact of the support programs.</p>					

Review Summer/Autumn 2024

Pupil premium children do well at The Grange.

Ofsted 2023

Leaders have planned carefully for pupils' personal development. Alongside a wide range of clubs and extra-curricular activities, they ensure that pupils are well prepared for life in modern Britain. They do this through the taught curriculum and through living the values expressed in 'The Grange Way'. Through personal, social, health and economic education, pupils regularly reflect on their views and their place in the world. This helps them to build their understanding of the world and to develop their social skills. There is a strong sense of inclusivity reflected through this work. Leaders monitor participation in different activities to ensure that pupils with SEND and disadvantaged pupils are fully included.

Targeted teaching

- Through CPD and mentoring we have been developing high quality teaching, assessment and a curriculum which responds to the needs of pupils
- CPD on evidence-based approaches for example feedback, metacognition, reading comprehension, phonics and mastery learning has ensured good provision for PPG pupils
- Mentoring and coaching of ECTs and RQTs has focused on PP pupils
- Technology and other resources have focused on supporting high quality teaching and learning

Targeted academic support

- Regular interventions to support language development, literacy, and numeracy are showing high attainment and progress – regular tracking is in place and bespoke provision delivered
- Activity and resources to meet the specific needs of disadvantaged pupils with SEND are undertaken daily
- Teaching assistant (TA) deployment and interventions are focused on PP/SEND pupils and are reviewed on a regular basis
- One to one and small group tuition and QFT ensures progress

Wider strategies

- Supporting pupils' social, emotional and behavioural needs through the CAFO/ELSA and external agency support: 70%

ELSA Nurture Work

3 x support due to issues at home around parental separation

1 x support with ADHD diagnosis

2 x social care involvement
1 x previous CWCF, also has Attach Team Support
1 x previously on CIN
1 x MH support around contact with a parent
1 x previous CWCF around attachment

9 total

CAFO Family Support

1 x Ukrainian Refugee Status
2 x asylum seeker
5 x finance/food bank vouchers/secondary uniform
2 x history in refuge
1 x parents MH and addiction
4 x attendance
1 x housing
1 x bereavement
1 x parental illness
1 x behaviour at home
1 x home visit when missing from school

20 total

Specialist Outreach

1 x CWCF
1 x External Therapist

2 total

31 in total

Supporting attendance:

PP vs. Non-PP Attendance

- **PP Attendance:** PP students show variability in attendance across year groups, with an average attendance rate slightly below the school's total and above National.
- **Non-PP Attendance:** Non-PP students consistently have higher attendance rates, with averages closer to or exceeding national expectations.
- **Gap Analysis:** PP students typically lag by approximately 1-3% behind Non-PP students in attendance across most year groups, indicating a notable attendance gap that suggests a focus area for intervention.

360 Attendance view

Download PDF

Time period: Year To Date



The Grange Community Pri (9312058) %FSM6 Quintile 2

Comparator: FFT National

Attendance Headlines

YEAR TO DATE

4 Sept 23 - 19 Jul 24

All Pupils	Girls	Boys	FSM6	Not FSM6	Persistent absentees
96.0% ●	95.7% ●	96.3% ●	93.3% ●	96.4% ●	6.5% ●

Weekly Attendance

School FFT National



FSM6			All	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
FSM6	43	School	93.3%	93.8%	88.1%	95.6%	93.5%	94.5%	93.1%	94.6%
		FFT National	91.8%	90.1%	91.3%	91.9%	92.2%	92.2%	92.0%	91.9%
		Difference	+1.6% ●	+3.7% ●	-3.2% ●	+3.7% ●	+1.3% ●	+2.3% ●	+1.2% ●	+2.7% ●
Not FSM6	262	School	96.4%	96.2%	95.8%	96.8%	97.4%	95.7%	96.9%	96.4%
		FFT National	95.2%	94.1%	95.0%	95.4%	95.6%	95.6%	95.5%	95.4%
		Difference	+1.2% ●	+2.1% ●	+0.8%	+1.4% ●	+1.8% ●	+0.1%	+1.4% ●	+1.0% ●

Persistent Absenteeism

- **PP Persistent Absenteeism:** PP students display a higher rate of persistent absenteeism (a student absent for 10% or more of the school year) than their Non-PP peers.
- **National Comparison:** The school's PP persistent absenteeism rate aligns closely with national figures for similar demographics, although it slightly exceeds the rate among Non-PP peers within the school.

3. Gender and SEND Group Comparisons

Gender-Based Progress and Attendance

- **Boys vs. Girls:** Male PP students show slightly higher absenteeism rates than female PP students, while progress levels for boys are marginally lower in Writing and Reading. Girls outperform boys in all core subjects on average, with a more significant difference noted in Writing.

SEND Students Comparison

- **Attendance:** PP students with Special Educational Needs (SEND) have markedly lower attendance rates than non-SEND PP students.
- **Progress:** Progress measures for SEND students within the PP category are significantly lower, aligning with national trends. However, the progress gap between SEND and Non-SEND students indicates an area for additional support to close the achievement gap.

4. Recommendations for Improvement

1. Targeted Interventions for Attendance:

- Implement specific support programs aimed at reducing persistent absenteeism among PP students, particularly focused on male and SEND PP groups.

2. Enhanced Literacy and Numeracy Support:

- Provide additional support in literacy and numeracy to boost PP students' progress, particularly in Writing and Math, where gaps are most pronounced.

3. Engagement Programs:

- Develop family and community engagement initiatives tailored to PP families to encourage higher attendance and sustained academic involvement.

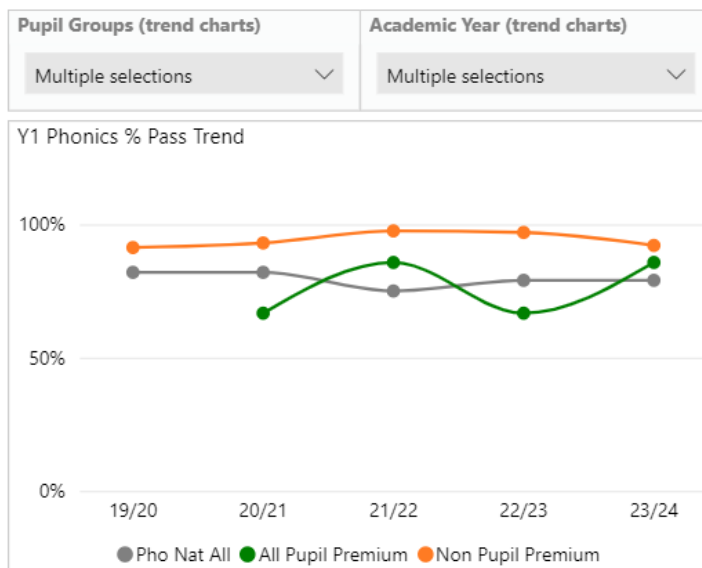
4. Monitoring and Reporting:

- Increase the frequency of monitoring PP progress, with termly reports to track improvements in both attendance and academic performance

- Extracurricular activities including sports, outdoor activities, arts, culture 48% and trips 100% and Residential 100% have been available to all pp children – taking precedence in all cases
- Breakfast club/WAC 26/44 (59%) pupils attend WAC. 73% of those have WAC paid for through the PPG fund. 100% are provided with and take up meals at WAC 43%
- Communicating with and supporting parents 82% attended parent consultations face to face – the remaining 18% were spoken to via telephone. Extra PP parent meetings are run throughout the year – attendance is very high – all parents are spoken to.
- The Grange Curriculum provides pupils with exciting, varied and breadth of learning.
- Pupil questionnaires show that children enjoy school and are enthused to learn more.
- Teachers and support staff have planned a wide range of visits/WOW events/experiences to inspire/enhance learning and make it memorable.
- Each year group have spent allocated funding on providing WOW days and events which excite and enthuse children to learn across all subjects.
- Children have been exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.

- Teachers seek advice from Disadvantaged Lead relating to any specific concerns related to specific Disadvantaged pupils.
- School proactive in delivering the outside agency plans
- Regular CAFO support of families/ parents/carers.
- 100% pupils who require a loan of a laptop have accessed one.
- We revised the long term and medium-term planning and have worked to develop subject leadership using a whole school common thread, the curriculum vision, SIP, appraisal targets and identified next steps required to develop their role. Year groups have amended their planning in the summer terms and will continue to amend across the year.
- Team teaching opportunities took place across the in spring and summer, we have rescheduled this to continue for the next academic year.
- Booster sessions were carried out in all year groups based on assessment data at both points.
- Staff reviewed the SIP in the summer term and identified the need for more training on the teaching of reading and writing and team-teaching opportunities and demonstration sessions for TAs and RQTs and ECTs.
- Evaluation of support programs such as Neli, Nessy and TTRS were effective and had impact.

Phonics Year 1 PP Attainment



Pupil Premium vs. National Average for All Pupils:

In 2023/24, Pupil Premium students have made significant gains, matching or slightly surpassing the national average, which suggests a closing of the performance gap between Pupil Premium students and the broader national level.

This analysis indicates that Pupil Premium students improved significantly in 2023/24, reducing the performance disparity with Non-Pupil Premium students and the national average

KS1 PP Performance

1. Reading & Maths Combined Scaled Score:

- **Pupil Premium (FSM6):** 104.5 (National Difference: +5.4)
- **Non-Pupil Premium (Not FSM6):** 105.8 (National Difference: +3.0)
- Both groups are above the national average, with Pupil Premium students outperforming Non-Pupil Premium students in national comparison by +5.4 points, indicating a significant gain over the national average.

2. Reading Scaled Score:

- **Pupil Premium (FSM6):** 104.3 (National Difference: +5.2)
- **Non-Pupil Premium (Not FSM6):** 105.2 (National Difference: +2.4)
- Both groups are again above the national average. Pupil Premium students have made a stronger positive difference (+5.2) against the national average than Non-Pupil Premium students, showing notable improvement.

3. Maths Scaled Score:

- **Pupil Premium (FSM6):** 104.8 (National Difference: +4.4)
- **Non-Pupil Premium (Not FSM6):** 106.2 (National Difference: +3.4)
- Both groups outperformed the national average, with Pupil Premium students scoring +4.4 above it, while Non-Pupil Premium students scored +3.4 above the national average.

4. Attendance:

- **Pupil Premium (FSM6):** 96.1%
- **Non-Pupil Premium (Not FSM6):** 97.0%
- Both groups have high attendance rates, with Non-Pupil Premium students slightly higher than Pupil Premium students. However, both are above the national average, supporting overall high engagement.

Summary:

In 2024, both Pupil Premium and Non-Pupil Premium students at this school are performing above the national average in all subjects. Notably, Pupil Premium students show strong improvements in Reading and Maths scores relative to the national average, narrowing the performance gap between them and their Non-Pupil Premium peers. This suggests effective support strategies for Pupil Premium students, leading to a reduction in disparities in academic outcomes.

KS2 PP performance

1. Reading

- **FSM6 (Pupil Premium)**
 - Scaled Score (SS): 110.0
 - Value-Added (VA): +4.3
- **Not FSM6 (Non-Pupil Premium)**
 - Scaled Score (SS): 111.4
 - Value-Added (VA): +5.5
- **National Average (All Pupils)**
 - Scaled Score (SS): 110.4 (2024)

Observation: Non-Pupil Premium students have a slightly higher scaled score and value-added in Reading compared to Pupil Premium students, and both groups are above the national average in scaled score.

2. Writing

- **FSM6 (Pupil Premium)**
 - Scaled Score (SS): 103.0
 - Value-Added (VA): +1.5
- **Not FSM6 (Non-Pupil Premium)**
 - Scaled Score (SS): 103.9
 - Value-Added (VA): +2.2
- **National Average (All Pupils)**
 - Scaled Score (SS): 104.7 (2024)

Observation: Non-Pupil Premium students score slightly higher in both scaled score and value-added in Writing. Both groups fall below the national average scaled score, though the gap is smaller for Non-Pupil Premium students.

3. Maths

- **FSM6 (Pupil Premium)**
 - Scaled Score (SS): 109.8
 - Value-Added (VA): +3.6
- **Not FSM6 (Non-Pupil Premium)**
 - Scaled Score (SS): 109.1
 - Value-Added (VA): +4.0
- **National Average (All Pupils)**
 - Scaled Score (SS): 104.0 (2024)

Observation: Pupil Premium students have a slightly higher scaled score in Maths compared to Non-Pupil Premium students, though the latter have a marginally higher value-added score. Both groups are above the national average in Maths scaled score.

4. GPS (Grammar, Punctuation, and Spelling)

- **FSM6 (Pupil Premium)**
 - Scaled Score (SS): 110.0
 - Value-Added (VA): +4.9
- **Not FSM6 (Non-Pupil Premium)**
 - Scaled Score (SS): 112.0
 - Value-Added (VA): +5.2
- **National Average (All Pupils)**
 - Scaled Score (SS): 105.3 (2024)

Observation: Non-Pupil Premium students have a higher scaled score and value-added score in GPS compared to Pupil Premium students. Both groups perform above the national average scaled score.

Summary of Findings

- **Overall Performance:** Non-Pupil Premium students generally score slightly higher in both scaled scores and value-added metrics across all subjects when compared to Pupil Premium students.
- **Comparison to National Average:** Both Pupil Premium and Non-Pupil Premium students outperform the national average in all subjects, with the most significant differences observed in Maths and GPS scaled scores.
- **Largest Gaps:** The largest gap in performance between Pupil Premium and Non-Pupil Premium students is observed in the GPS scaled score.

This analysis highlights the school's positive performance relative to national averages, with slight advantages for Non-Pupil Premium students over Pupil Premium students across subjects.

Progress of PP pupils

Reading

Progress Levels:

Achievement of Expected Progress:

- For disadvantaged pupils, 25% achieved 4 steps, which aligns with the expected progress.
- 77% made 5 steps or more, surpassing the expected progress.

Overall Observations:

- A significant majority of disadvantaged pupils have exceeded the expected progress benchmark of 4 steps.
- This indicates that the group has a substantial portion making more than the minimum expected progress, which is a positive outcome in terms of academic growth

Writing

- 50% of disadvantaged pupils achieved 4 steps of progress.
- 50%, achieved 5 steps or more, indicating that an equal number of students met or exceeded the expected progress.

Achievement of Expected Progress:

- Since both categories are 50%, this suggests that all disadvantaged pupils are reaching or surpassing the 4-step progress goal.
- This balanced distribution indicates a strong support system for these students, helping a significant proportion to reach or exceed the expected progress.

Overall Observations:

- The data reflects a positive outcome, with 100% of disadvantaged pupils making at least the expected 4 steps of progress, half of whom are progressing even further with 5 or more steps.
- This demonstrates that the writing progress for disadvantaged pupils is largely on target or better, suggesting effective interventions or support in place for these students.

Maths

25% of disadvantaged pupils achieved 4 steps, meeting the expected progress level.

25% achieved 4.5 steps, indicating progress slightly above the expectation.

A higher percentage of 50%, achieved 5 steps or more, which surpasses the expected level.

Overall Observations:

All disadvantaged pupils are meeting or exceeding the expected progress, with 75% achieving more than the expected 4 steps.

The data suggests a positive trend, where three-quarters of the pupils are going beyond the expected target, due to effective support strategies in place for these students.

This indicates strong performance in mathematics among disadvantaged pupils, with a good proportion exceeding the expected growth.

Ongoing Work throughout the year:

Analysis of interventions has shown that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.

- DA provision is reviewed as a result of regular assessment.
- Staff meeting schedule includes one DA meeting per term.
- DA governor is fully informed on teaching and learning of DA.
- Standards committee have a good understanding of DA data.
- High attaining DA pupils make and or exceed expected progress in all subjects.
- Targeted training for all staff based on closing the gap for DA pupils.
- DA pupil Lead meets with SENDCo to discuss pupils in both cohorts.
- DA Lead/SENDCo to weekly visit classes to monitor and offer advice related to specific pupils/groups.
- End of year data indicates the following for pupil premium pupils:

PRIORITY 2 Focus on literacy- specifically phonic, writing and reading skills

Member of staff responsible: English Leads

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria

<p>1.To ensure pupils are confident readers who have good independent learning skills and develop a range of interests through reading.</p>	<p>Continue to prioritise the training of staff on the Read, Write, Inc programme.</p> <p>Book support sessions English LA Consultant and allocate appropriate INSET times.</p> <p>Review current class texts used across the school and purchase additional texts and amend planning as necessary.</p> <p>Review current guided reading texts across the school and ensure that they are having the appropriate level of impact.</p> <p>Plan a schedule of workshops in order to develop parental knowledge and confidence in supporting their child as a developing reader across the year groups.</p> <p>Continue use of Reading Journals</p>	<p>LILT</p> <p>LILT</p> <p>English Lead and teaching staff</p> <p>English Lead and teaching staff</p> <p>LILT</p>	<p>Autumn and Spring terms and as staff join as necessary.</p> <p>Autumn term 2023</p> <p>December 2023</p> <p>December 2023</p>	<p>Use of Training funding allocation</p> <p>Staff inset allocation</p> <p>Purchase of resources from English budget allocation.</p> <p>Project Spend PP</p> <p>£7228</p>	<p>Booking in place.</p> <p>Observation of phonics lessons.</p> <p>Scrutiny of phonics termly assessments and predictions across each term.</p> <p>Observation of guided reading sessions.</p> <p>Scrutiny of guided reading assessments.</p> <p>Discussion with pupils.</p>	<p>Across three years:</p> <p>There will be a whole school, consistent approach to the teaching of phonics and guided reading.</p> <p>The percentage of pupils achieving ELG will be in line or better than national.</p> <p>85% of pupils achieve at least expected in reading by the end of the year.</p> <p>(Excluding SEND who have individual progress targets and pupils who are new to the country in the last two years and have EAL.)</p> <p>Reading Journals are used every day and show quality of comprehension and diversity of texts.</p>
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<p>2. To develop a long-term love of reading for pleasure.</p>	<p>Book English trainers to deliver training on developing the 'Reading for Pleasure' approach.</p> <p>Implement agreed actions after inset delivery.</p> <p>Plan a variety of events to promote reading.</p> <p>Purchase additional books for class libraries.</p>	<p>LILT English Leaders</p>	<p>Autumn term 2023 onwards</p>	<p>Use of Training funding allocation</p> <p>Staff inset allocation</p> <p>Purchase of resources from English budget allocation</p> <p>Project Spend PP</p> <p>5.5K</p>	<p>Booking in place.</p> <p>Feedback/evaluations from inset training.</p>	<p>Pupils will demonstrate a positive approach to reading.</p>
<p>3. To develop writing for pleasure and develop the ability of PP pupils to write across a range of genres</p>	<p>Deliver CPD on writing across the curriculum and moderation and assessment</p> <p>Implement agreed actions after inset delivery.</p> <p>Plan a variety of events and inspirational projects to promote writing.</p> <p>Promote writing across the curriculum</p> <p>Provide scribes for PP/SEN pupils</p> <p>Provide technology to aid the writing process</p>	<p>LILT English Leaders</p>	<p>Autumn term 2023 onwards</p>	<p>Use of Training funding allocation</p> <p>Staff inset allocation</p> <p>Purchase of resources from English budget allocation</p> <p>Project Spend PP</p> <p>6K</p>	<p>Observation of writing lessons.</p> <p>Scrutiny of writing termly assessments and predictions across each term.</p> <p>Observation of guided writing sessions.</p> <p>Scrutiny of guided writing assessments.</p> <p>Discussion with pupils.</p>	<p>Pupils will demonstrate a positive approach to Writing.</p> <p>85% of PP pupils achieve EXS/EXS+</p>

<p>Next Steps Years 2 and 3</p>	<p>Review data resulting from actions taken in the current year and identify areas for further development and support and impact to date. Allocate further funding as required to ensure quality texts are available for all. Identify reluctant readers and establish an additional provision to encourage their enjoyment of reading. Establish a Lunch time reading club.</p> <p>Use more visual literacy</p> <p>Staff training on modelling writing and resourcing.</p>
<p>Review Summer 2023</p>	<p>We established opportunities for pupils to access the library in Banbury</p> <p>We continued to prioritise reading opportunities. Teachers and TAs led daily guided reading sessions.</p> <p>Additional reading resources were purchased, and staff began to evaluate their reading levels and range of reading on a termly basis to ensure cultural diversity - This will need to continue next year.</p> <p>The identification of reluctant readers and the reading ambassador work will continue.</p> <p>'Nessie' has been purchased for dyslexic students</p>

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
<p>1. To ensure that all our children receive a high-quality mathematics education that ensures that they are fluent in the fundamentals of mathematics, can reason mathematically and can apply their knowledge and understanding to solve problems of increasing complexity.</p>	<p>Lead inset training on effective use of Hamilton and Third Space and our specific school approach to the mastery approach.</p> <p>Run workshops for parents to participate in alongside their child – come to school with your child sessions</p> <p>Investigate and purchase a further support program for mathematics. (x tables)</p>	<p>LILT Mathematics Leader</p>	<p>Autumn term 2023 onwards</p>	<p>Use of Training funding allocation</p> <p>Staff inset allocation</p> <p>Purchase of resources from Mathematics budget allocation.</p> <p>Project Spend PP</p> <p>10K</p>	<p>Scrutiny of work.</p> <p>Scrutiny of mathematics termly assessments and predictions across each term.</p> <p>Observation of mathematics sessions. Discussion with pupils</p>	<p>Pupil will be confident mathematicians able to apply reasoning and problem-solving skills across the curriculum.</p> <p>End of key stage results will continue to be above national.</p>

<p>2. To plan a range of opportunities in order to develop multiplication knowledge across all year groups.</p>	<p>Promote Times Table Rock Stars internally and externally.</p> <p>Hold parental meetings for Year 4 parents to inform them about the multiplication check.</p> <p>Have focused parental/pupil skills-based workshops supporting the teaching of times tables.</p>	<p>LILT Mathematics Coordinator Class teachers</p>	<p>Autumn term 2022 onwards</p>	<p>Use of Training funding allocation Staff inset allocation Purchase of resources from Mathematics budget allocation. Project Spend PP 5K</p>	<p>Weekly TT RockStars results. Parental workshop feedback sheets. Scrutiny of work. Lesson observation.</p>	<p>Mathematics screen check results will be in line or above national.</p>
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Next Steps Years 2 and 3

Inter house and class multiplication competitions/events.

Evaluate the impact of the Parent Workshops and come to school with your child sessions and develop further supporting strategies. Evaluate the impact of the support programs.

<p>Review</p> <p>Summer term 2024</p> <p>22/23</p> <p>23/24 data not yet published</p>	<p>Multiplication tables check</p>			
<p>Breakdown</p>	<p>Cohort</p>	<p>Mean average score ?</p>		
		<p>School</p>	<p>National ?</p>	
<p>All pupils</p>	<p>44</p>	<p>21.5</p>	<p>20.2</p>	
<p>Male ?</p>	<p>20</p>	<p>23.2</p>	<p>20.4</p>	
<p>Female ?</p>	<p>24</p>	<p>20.2</p>	<p>19.9</p>	
<p>Disadvantaged ?</p>	<p>7</p>	<p>15.4</p>	<p>18.3</p>	

PRIORITY 4 Focus on ensuring all pupil premium pupils have access to the full range of educational experiences and activities including Wrap Around Care and access to Nurture/CAFO support and intervention

Member of staff responsible: Headteacher and Deputy Head

Objectives	Actions to be taken	By whom	By When	Resources needed	Progress indicators	Success criteria
1. PP pupils access all trips across the academic year.	Allocate PP funds to pay for trip costs.	SBM	Ongoing and reviewed on a termly basis.	Percentage of PP funds ring fenced. Project Spend PP Estimate £1500	PP attendance rate is above national.	Pupil premium pupils will experience educational visits and workshops.
2. PP pupils access at least one after school club across the academic year.eg WAC, forest schools and clubs at weekends and during evenings	Allocate PP funds to pay for breakfast, after school and extended day clubs as appropriate.	SBM	Ongoing and reviewed on a termly basis.	Percentage of PP funds ring fenced. Project Spend PP £4500	PP attendance rate is above national.	Pupil premium pupils will be prioritised for extended day opportunities.
3. PP pupils' access additional interventions for SEMH through Physical Activity and Team Building and Resilience activity	Allocate funds for LSC – to deliver specialist teacher interventions	LSC	Ongoing and reviewed on a termly basis.	Percentage of PP funds ring fenced. Project Spend PP £9000	Pupils represent school at sporting events Pupils have confidence and gross and fine motor skills	Pupil Premium pupil assessments show in-line with Non-Pupil Premium pupils

<p>Release time for SEN leader, Mentors and CAFO to support families with high need SEN and Pupil Premium children</p> <p>Support families and pupils with PA and or low attendance</p>	<p>CAFO/SENCo and Head teacher identify and support families and children and work to alleviate barriers to learning.</p> <p>Deploy staff to support families to improve attendance.</p>	<p>CAFO</p> <p>SENDCo</p> <p>LiLT</p> <p>SBM</p> <p>CAFO</p> <p>HT</p>	<p>Ongoing and reviewed on a termly basis.</p>	<p>Percentage of PP funds ring fenced.</p> <p>Project Spend PP</p> <p>20K</p>	<p>Daily attendance record</p> <p>CPOMS records</p>	<p>PP attendance is in line with no PA pupils</p>
<p>Provide laptops to pupils without access to technology prioritising the disadvantaged</p> <p>Provide uniform to PP pupils</p>	<p>Purchase laptops and dongles for PP pupils who need access to the digital world</p> <p>Purchase uniform/shoes/equipment</p>	<p>SBM</p> <p>CAFO</p> <p>HT</p>	<p>Ongoing and reviewed on a termly basis.</p>	<p>2.850K</p>	<p>Engagement in home learning</p> <p>English levels – reading and speaking English improvements.</p>	<p>PP Pupil progress and attainment is above NA</p>
<p>Next Steps Years 2 and 3</p>	<p>Evaluation by pupil premium pupils on experience and range of opportunities available to them.</p>					
<p>Review Summer 2023</p>	<p>CAFO/SENCo and Head teacher identified and supported families and children to work to alleviate barriers to learning.</p> <p>Identified children were invited to Wrap Around Care, Lunch Clubs, ELSA, additional nurture, positive play and collaboration (PE Interventions), Play therapy and Lego Therapy sessions with support staff and teachers.</p> <p>Identified children were given whole school responsibilities and mentors, buddies, councillors.</p> <p>Vulnerable disadvantaged children were allocated a PP mentor (LiLT), who met with them regularly and provided support/alleviate barriers.</p> <p>Pupil and parent questionnaires showed that parents and children of disadvantaged families felt supported and additional barriers alleviated where possible.</p> <p>Regular CAFO support of families/ parents/carers.</p> <p>MHST referrals and intervention have taken place for identified pupils and families.</p>					

