

# 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.

## School overview

Detail	Data
School name	The Grange CP School
Number of pupils in school	302
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/2022 2022/2023 <b>2023/2024</b>
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Governing Body
Pupil premium lead	B Boswell
Governor / Trustee lead	A Badger

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,490 63 pupils
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£91,578</b> <b>additional costs will be met through the school budget (£9088)</b>

# 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.

Challenge number	Detail of challenge
1	Lower attainment and slow progress rates made by pupil premium/disadvantaged children at their starting point. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge.
2	Pupils and their families have social & emotional difficulties, including medical and mental health issues.

3	Pupils have limited experiences beyond their home life and immediate community.
4	Lower attendance and persistent absenteeism of PP/disadvantaged children.
5	Pupils are subject to Social Care support and involvement
6	A new cohort of children have EAL and need additional support with vocabulary development and technology access

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards.</p> <p>To ensure fallen behind children receive targeted high-quality intervention monitored by senior leaders.</p>	<p>End of summer 2022 and 2023 data will show that 95 – 100% of disadvantaged children have made expected progress from the previous summer.</p> <p>End of summer data will also show that 10% – 20% of disadvantaged children will have made accelerated progress.</p> <p>Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.</p> <p>DA data will show accelerated progress.</p> <p>DA provision is reviewed as a result of regular assessment.</p> <p>Staff meeting schedule includes one DA meeting per term.</p> <p>DA governor is fully informed on teaching and learning of DA.</p> <p>Standards committee have a good understanding of DA data.</p> <p>High attaining DA pupils make and or exceed expected progress in all subjects.</p>

	<p>Targeted training for all staff based on closing the gap for DA pupils.</p> <p>DA pupil Lead meets with SENDCo to discuss pupils in both cohorts.</p> <p>DA Lead/SENDCo to weekly visit classes to monitor and offer advice related to specific pupils/groups.</p>
<p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p>	<p>CAFO/SENCo and Head teacher identify and support families and children and work to alleviate barriers to learning.</p> <p>Identified children are 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 are given whole school responsibilities as mentors, buddies, councillors.</p> <p>Vulnerable disadvantaged children are also allocated a PP mentor (SLT), who will meet with them regularly and provide support/alleviate barriers.</p> <p>Pupil and parent questionnaires will show that parents and children of disadvantaged families feel 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>
<p>Pupils have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum.</p>	<p>The Grange Curriculum will provide pupils with exciting, varied and breadth of learning.</p> <p>Pupil questionnaires will show that children enjoy school and are enthused to learn more.</p> <p>We will have instilled a love of learning in all children.</p>

	<p>Teachers and support staff will plan a wide range of visits/WOW events/experiences to inspire/enhance learning and make it memorable.</p> <p>Each year group will spend allocated funding on providing WOW days and events which excite and enthuse children to learn across all subjects.</p> <p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.</p>
<p>All disadvantaged pupils will meet national expectations for attendance/persistent absence.</p>	<p>Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%).</p> <p>Monitoring of attendance by Head teacher brings about an increase in PP pupils' attendance and a decrease in persistent absence.</p>
<p>Disadvantaged pupils who are known and or supported by outside agencies will be supported in school as per their plans.</p>	<p>Teachers seek advice from Disadvantaged Lead relating to any specific concerns related to specific Disadvantaged pupils.</p> <p>School proactive in delivering the outside agency plans</p> <p>Regular CAFO support of families/parents/carers.</p>
<p>All pupils will have access to technology to support their learning.</p>	<p>100% pupils who require a loan of a laptop will access one.</p>

## Activity in this academic year 23-24

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

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

Budgeted cost: £14,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement On Target Maths and Primary Stars Maths, TTRS and Third Space Maths CPD to develop staff confidence and knowledge in teaching mathematics.</p> <p><b>£2000</b></p>	<p>Develop practitioners' understanding of how children learn mathematics. EEF improving mathematics recommendation</p>	<p>1, 6</p>
<p>Headteacher and Deputy Head teacher to run a whole school coaching programme in bespoke interventions highlighted in Appraisal for teachers and Teaching assistants.</p> <p>Headteacher and Deputy head to work with subject leaders to improve/enhance the teaching and learning within every subject.</p> <p><b>£5000</b></p>	<ul style="list-style-type: none"> <li>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Teaching Mastery (+ 5months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></li> <li>Evidence from Education Endowment Foundation – Maximising Learning. <a href="https://educationendowmentfoundation.org.uk/1-high-quality-teaching-eeef">1. High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a></li> </ul>	<p>1, 6</p>
<p>Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school.</p> <p><b>£2000</b></p> <p>Impact of each CPD event to be recorded and monitored.</p> <p>Allocation of funds for reading, writing and maths initiatives, subscriptions and high-quality texts for EYFS, KS1 and KS2.</p> <p><b>£1200</b></p>	<p>Quality /at least good teaching in all classes every day. Provision of interventions and challenge teaching for children identified as needing to catchup – see <a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www. Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a>.</p> <ul style="list-style-type: none"> <li>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Teaching Mastery (+ 5months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></li> <li>Evidence from Education Endowment Foundation – Maximising Learning. <a href="https://educationendowmentfoundation.org.uk/1-high-quality-teaching-eeef">1. High-quality teaching   EEF</a></li> </ul>	<p>1, 6</p>

<p>Implement RWI and reading, and other English CPD to develop staff confidence and knowledge in teaching reading.</p> <p><b>£1500</b></p>	<p><a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p> <ul style="list-style-type: none"> <li>• EEF Improving Literacy in KS1/KS2</li> </ul>	
<p>Funding to hire additional TA x4 to work in FS</p> <p>Headteacher /DHT will work with existing teachers to team teach and work independently with groups for maths and English.</p> <p>Teachers will also provide interventions to ensure all children have achieved learning objectives from the morning session.</p> <p><b>£3000</b></p>	<ul style="list-style-type: none"> <li>• Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Small group tuition (4+ months)</li> </ul> <p><a href="http://educationendowmentfoundation.org.uk">Small group tuition   EEF</a> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p> <ul style="list-style-type: none"> <li>• Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Small group tuition (4+ months)</li> </ul> <p><a href="http://educationendowmentfoundation.org.uk">Small group tuition   EEF</a> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	1, 6

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

Budgeted cost: £ 46128

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide targeted, structured interventions to children across whole school using catch up funding and Pupil premium funding.</p> <p>Interventions to be monitored and evaluated by HT and deputy head.</p> <p>Interventions to be carried out by experienced teachers and teaching assistants within school.</p> <p>Teachers to provide small group tuition to targeted pupils after end of Autumn assessments.</p> <p>Teachers to provide small group tuition to targeted pupils after end of Autumn</p>	<p>Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up – see <a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a>.</p> <ul style="list-style-type: none"> <li>• Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Small group tuition (4+ months)</li> </ul> <p><a href="http://educationendowmentfoundation.org.uk">Small group tuition   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <ul style="list-style-type: none"> <li>• Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Teaching Assistant Interventions</li> </ul> <p><a href="http://educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF</a> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	1, 6



assessments before and after school. <b>£25000</b>		
Funding to cover Forest schools teacher and provide training and resources for forest schools teacher.  Forest schools teacher to support Pupil Premium children during forest schools' sessions. <b>£16128</b>	<a href="https://www.forestresearch.gov.uk/documents/805/fr0112forestschoolsreport.pdf">https://www.forestresearch.gov.uk/documents/805/fr0112forestschoolsreport.pdf</a> <a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a>	1, 3, 6
Funding to cover specialist sports teacher and provide training and resources for said teacher to support self-regulation and build teamwork skills.  Specialist Sports Teachers to support Pupil Premium children. <b>£5000</b>	<ul style="list-style-type: none"> <li>Evidence from Education Endowment Foundation – Metacognition and Self-Regulation (+7months) <a href="https://www.educationendowmentfoundation.org.uk/metacognition-and-self-regulation">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></li> </ul>	1, 2, 3, 4, 5, 6

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

Budgeted cost: £ 30750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release time for SEN leader, Mentors and CAFO to support families with high need SEN and Pupil Premium children <b>£10,000</b>	<p>CAFO/SENCo and Head teacher identify and support families and children and work to alleviate barriers to learning.</p> <p>Vulnerable children to be highlighted and supported through Nurture sessions, positive play sessions, and Lego Therapy sessions.</p> <p>All vulnerable PP children to be allocated a PP Mentor who will support them in</p>	2, 4, 5

	<p>alleviating barriers to learning by meeting regularly throughout the year.</p> <p>PP children are provided with uniform, food parcels, out of school club subscription finance e.g., swimming, ballet, gymnastics, cubs, Rainbows etc to alleviate any potential financial barrier to children attending school.</p> <ul style="list-style-type: none"> <li>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement (+ 4 Months.)</li> </ul> <p><a href="https://www.educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences <b>as stated in the link shown.</b></p> <p>This will be achieved through WOW funding for each year group to plan enriching experiences and activities, after school club funding for pupil premium children – WAC and paid clubs throughout the year and free access to the residential for year 6 PP children</p> <p>Provide support for attendance to extended day provision, musical instrument tuition and support with uniform.</p> <p><b>Trips: £3500</b>  <b>Uniform: £300</b>  <b>Swimming: £600</b>  <b>WAC £12000</b></p> <p><b>Total:£16400</b></p>	<ul style="list-style-type: none"> <li>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending</li> </ul> <p><a href="https://www.educationendowmentfoundation.org.uk">Guide to the pupil premium   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Improved well-being and self-esteem and engagement in learning</p> <p>EEF Magic Breakfast Evaluation Report 2019</p>	3, 4
<p>Head teacher to ensure that parents are made aware of expected attendance levels when they fall below 90%. -</p>	<p>Deployment of staff to support families to improve attendance and eradicate persistent absenteeism see www. Gov.uk/publications/the-pupil-premium-</p>	2, 4, 5, 6

Partnership working with parents and OCC re pupils <b>£3500</b>	how-schools-are-spending-the funding-successfully <ul style="list-style-type: none"> <li>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement (+ 4 Months.)</li> </ul> <a href="http://educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>	
Provide laptops to pupils without access to technology prioritising the disadvantaged. <b>£850</b>	Ensure they can access education and support programmes at all times. Prepare them for life in a digital world.	6

**Total budgeted cost: £ 91,578**

## 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 **2022 to 2023** academic year.

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

- 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.
- 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.
- 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.
- 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: 2022 to 2023 Spend overview (£63,619.24)

### PRIORITY 1 Effective teaching through CPD and curriculum development

Member of staff responsible: Head and Deputy Head teachers

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 2023 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><b>15K</b></p>	<p>Phase Leader Monitoring reports. Work scrutiny.</p> <p>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 2023**

### **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: 32%
- Supporting attendance – attendance end of year @ 94.45% against whole school 95.84% and non PP of 96.02%.
- 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
- Extended school time, including summer schools – 3%
- Breakfast club/WAC 41% and meal provision 54%
- Communicating with and supporting parents 76% attended parent consultations face to face – the remaining 24% 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.
- Because entry attainment for most pupils is already at or higher than expected, progress slows in many year groups.
- Whole school end of year attainment of DA pupils

	Expected/+	Expected Progress
Reading	93%	54%
Writing	94%	51%
Maths	95%	57%

- End of summer data shows that disadvantaged children have made accelerated progress as a result of high attainment throughout the school. This data does not include the pupils who reached GDS.

	Accelerated
Reading	13%
Writing	5%
Maths	8%

- 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:

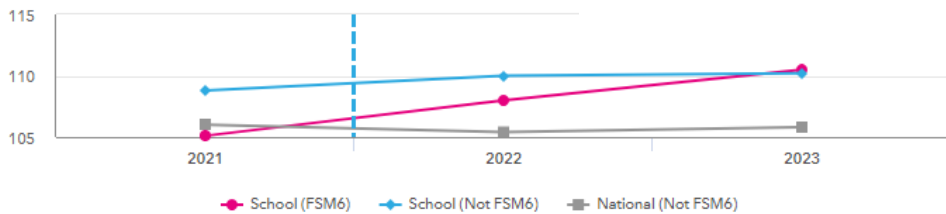
**Data Summer Term 2023**

**Closing the Gap**

	Disadvantaged Pupil Attainment								
	School			Oxfordshire			National		
	2019	2022	2023	2019	2022	2023	2019	2022	2023
Key Stage 2 Working at the Expected Standard Reading, Writing, Mathematics	86	75	75	45	34	37	51	43	44

**KS2 attainment for disadvantaged pupils 2023**

Average Scaled Score (Re, Ma) ✓

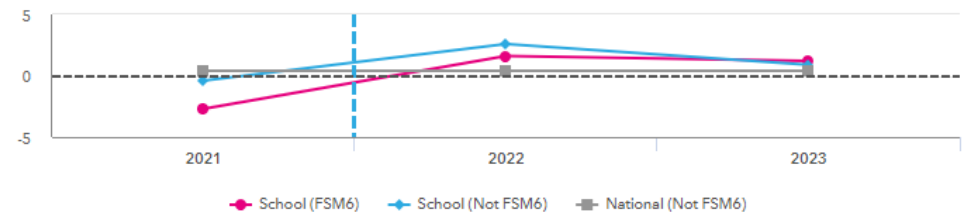


**Attainment**

NA Not FSM 6 @ **105.8**  
 School Average Not FSM6(38) @ **110.2**  
 School Average FSM6(14) @ **110.5**

**KS2 progress for disadvantaged pupils 2023**

Average Scaled Score (Re, Ma) ✓



**Progress**

NA Not FSM 6 @ **0.4**  
 School Average Not FSM6(38) @ **0.9**  
 School Average FSM6(14) @ **1.2**

Disadvantaged and Non Disadvantaged are in line at attainment and progress.





### Disadvantaged

Summary Breakdown

2022/2023, All Year Groups, Reading, Autumn, All Disadvantaged

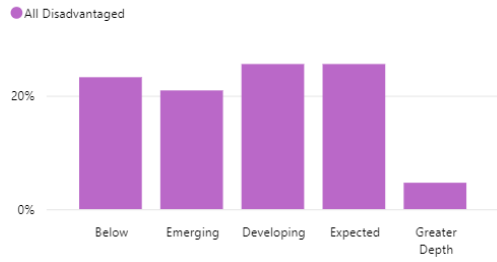
#### Attainment Scores

Disadvantaged	Below	Emerging	Developing	Expected	Greater Depth
All Disadvantaged	23%	21%	26%	26%	5%

#### Steps of Progress

Disadvantaged	0 Steps	0.5 Steps	1 Step	2 Steps	2.5 Steps	3 Steps	4 Steps
All Disadvantaged	9%	2%	7%	26%	5%	31%	19%

Disadvantaged: Attainment



Disadvantaged: Steps of Progress



### Disadvantaged

Summary Breakdown

2022/2023, All Year Groups, Reading, Summer, All Disadvantaged

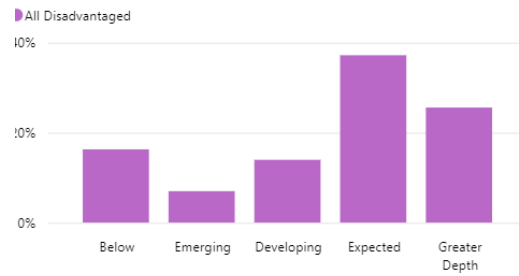
#### Attainment Scores

Disadvantaged	Below	Emerging	Developing	Expected	Greater Depth
All Disadvantaged	16%	7%	14%	37%	26%

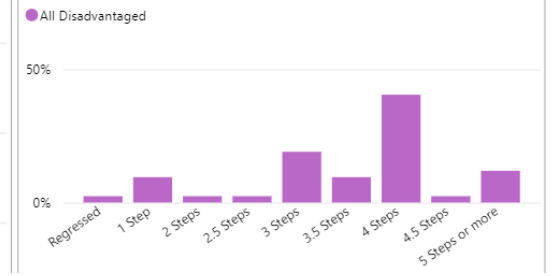
#### Steps of Progress

Disadvantaged	0 Steps	1 Step	2 Steps	3 Steps	4 Steps	5 Steps or more
All Disadvantaged	2%	19%	10%	40%	2%	12%

Disadvantaged: Attainment



Disadvantaged: Steps of Progress



### Disadvantaged

Summary Breakdown

2022/2023, All Year Groups, Writing, Autumn, All Disadvantaged

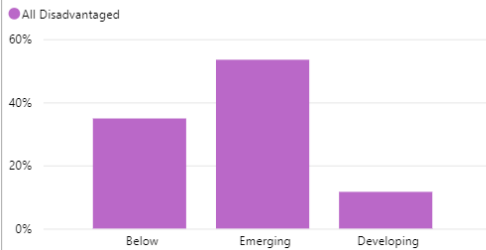
#### Attainment Scores

Disadvantaged	Below	Emerging	Developing
All Disadvantaged	35%	53%	12%

#### Steps of Progress

Disadvantaged	0 Steps	1 Step	1.5 Steps	2 Steps	2.5 Steps	3 Steps	4 Steps
All Disadvantaged	1%	14%	2%	55%	2%	7%	2%

Disadvantaged: Attainment



Disadvantaged: Steps of Progress



### Disadvantaged

Summary Breakdown

2022/2023, All Year Groups, Writing, Summer, All Disadvantaged

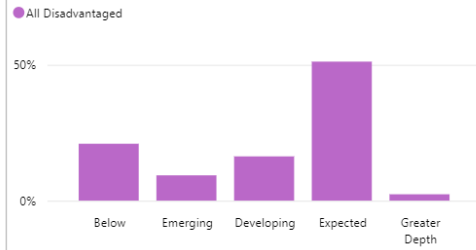
#### Attainment Scores

Disadvantaged	Below	Emerging	Developing	Expected	Greater Depth
All Disadvantaged	21%	9%	16%	51%	2%

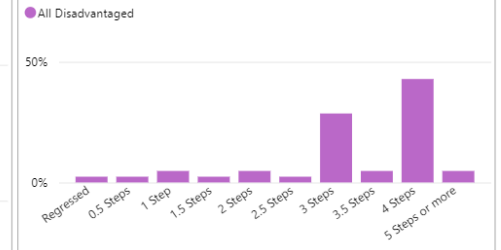
#### Steps of Progress

Disadvantaged	0 Steps	1 Step	2 Steps	3 Steps	4 Steps	5 Steps or more
All Disadvantaged	3%	2%	29%	5%	43%	5%

Disadvantaged: Attainment



Disadvantaged: Steps of Progress





### Disadvantaged

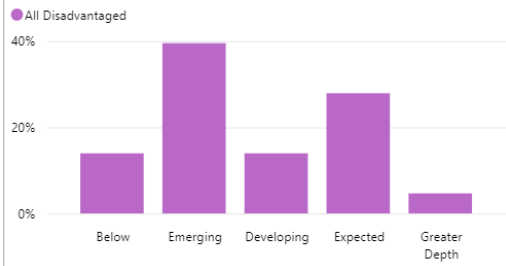
2022/2023, All Year Groups, Maths, Autumn, All Disadvantaged

Summary Breakdown

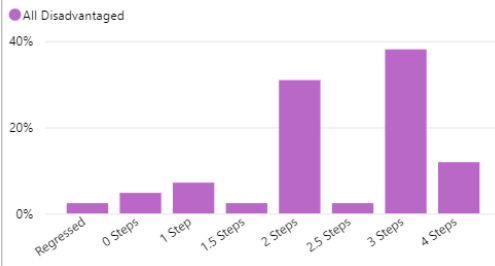
Attainment Scores					
Disadvantaged	Below	Emerging	Developing	Expected	Greater Depth
All Disadvantaged	14%	40%	14%	28%	5%

Steps of Progress							
Disadvantaged	Steps	1 Step	1.5 Steps	2 Steps	2.5 Steps	3 Steps	4 Steps
All Disadvantaged	5%	7%	2%	31%	2%	38%	12%

Disadvantaged: Attainment



Disadvantaged: Steps of Progress



### Disadvantaged

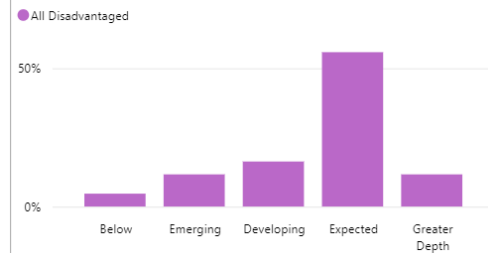
2022/2023, All Year Groups, Maths, Summer, All Disadvantaged

Summary Breakdown

Attainment Scores					
Disadvantaged	Below	Emerging	Developing	Expected	Greater Depth
All Disadvantaged	5%	12%	16%	56%	12%

Steps of Progress						
Disadvantaged	Step	2 Steps	3 Steps	3.5 Steps	4 Steps	5 Steps or more
All Disadvantaged	5%	2%	29%	12%	45%	7%

Disadvantaged: Attainment



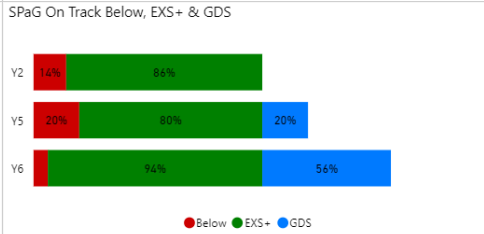
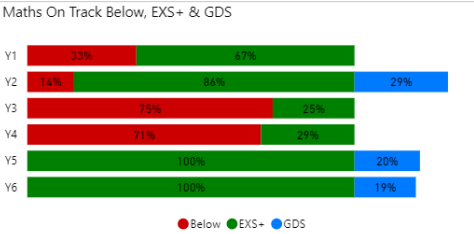
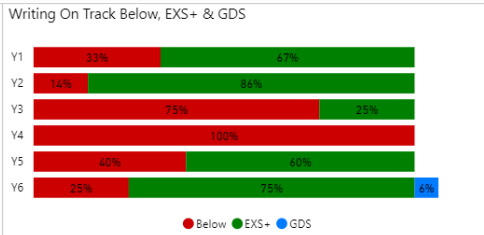
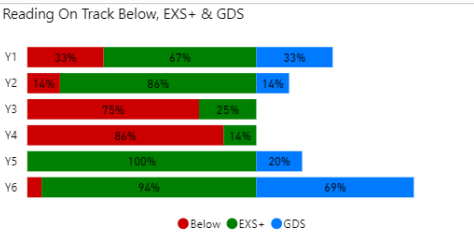
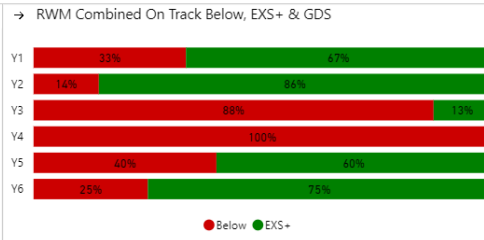
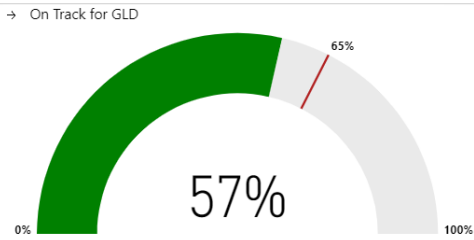
Disadvantaged: Steps of Progress





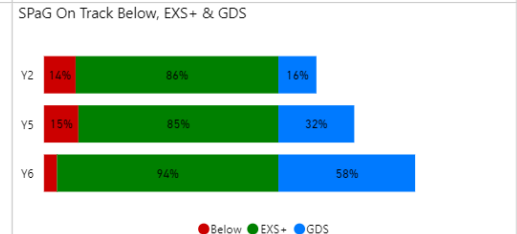
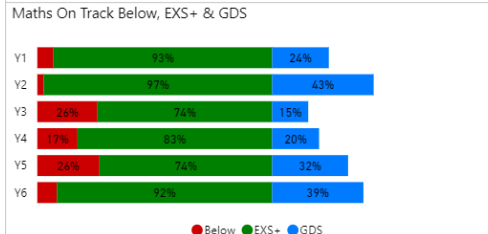
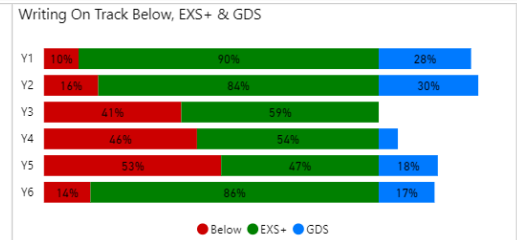
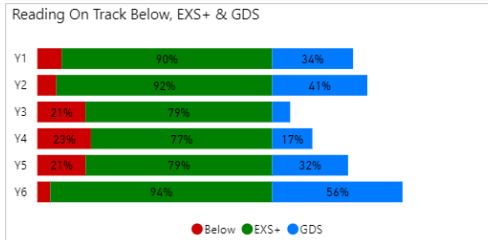
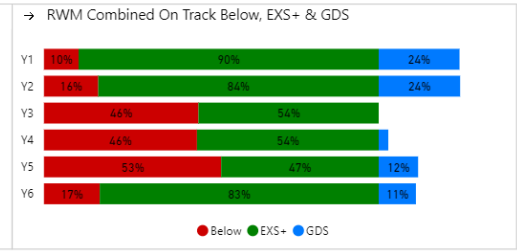
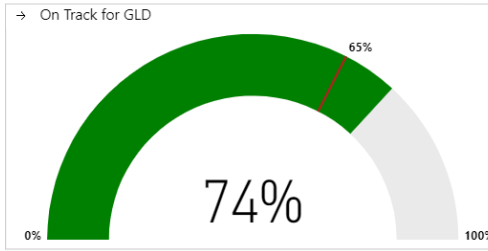
### Whole School On Track

2022/2023, All Year Groups, Summer, Pupil Premium



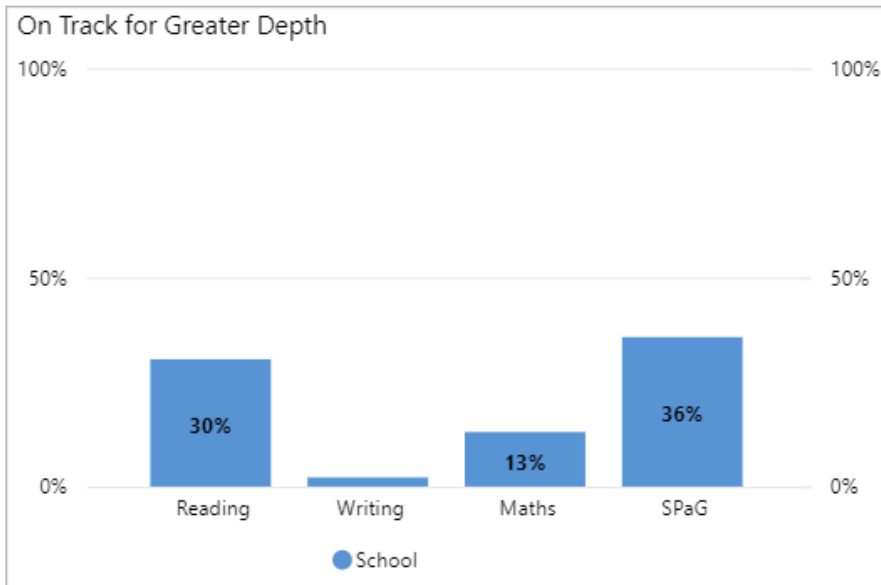
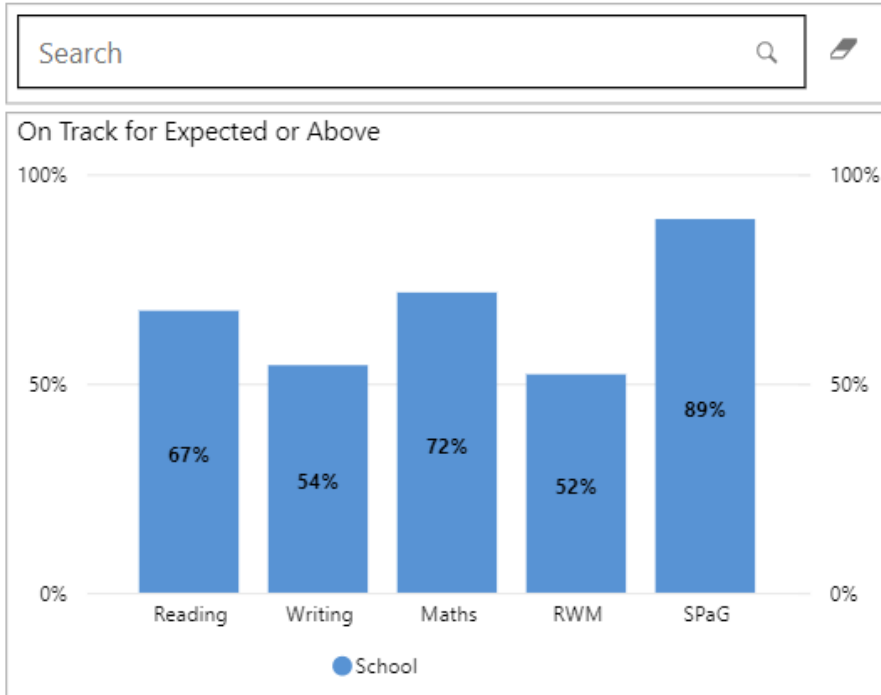
### Whole School On Track

2022/2023, All Year Groups, Summer, Non-Pupil Premium



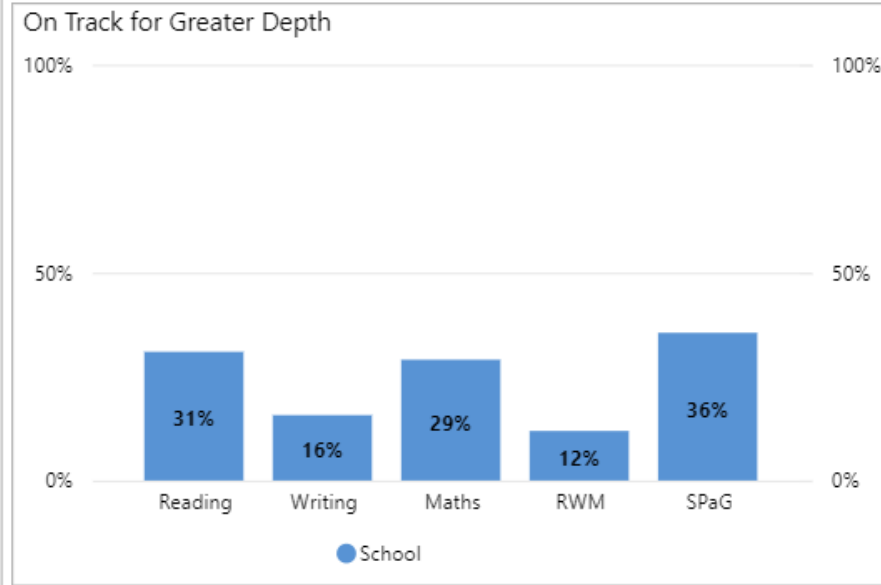
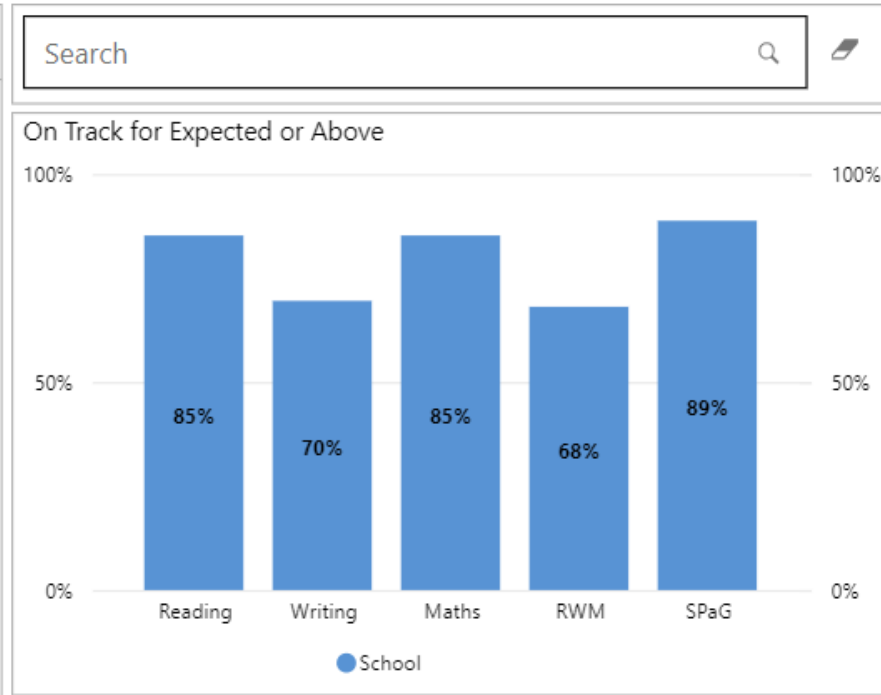
## On Track

All Pupils EXS+, 2022/2023, All Year Groups, Summer, Pupil Premium



## On Track

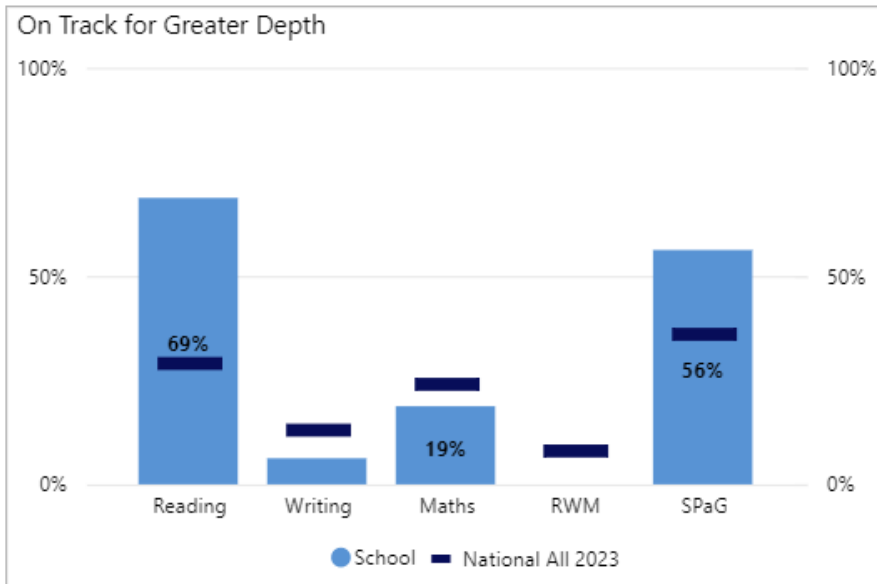
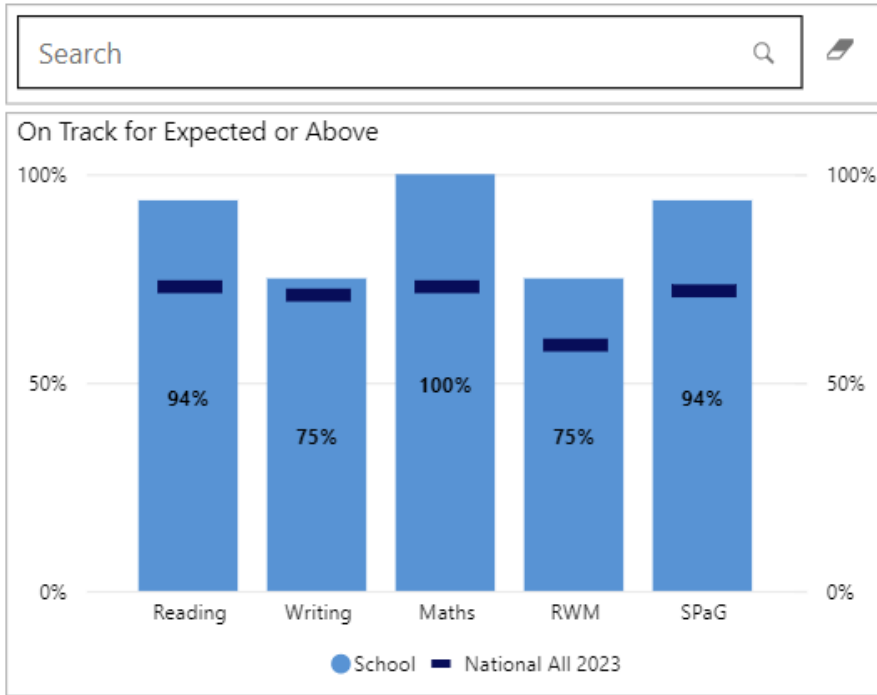
All Pupils EXS+, 2022/2023, All Year Groups, Summer, Non-Pupil Premium



The % of PP pupils achieving EXS in RWM throughout the school is slightly lower than the end of KS2 2023 All NA of 59%

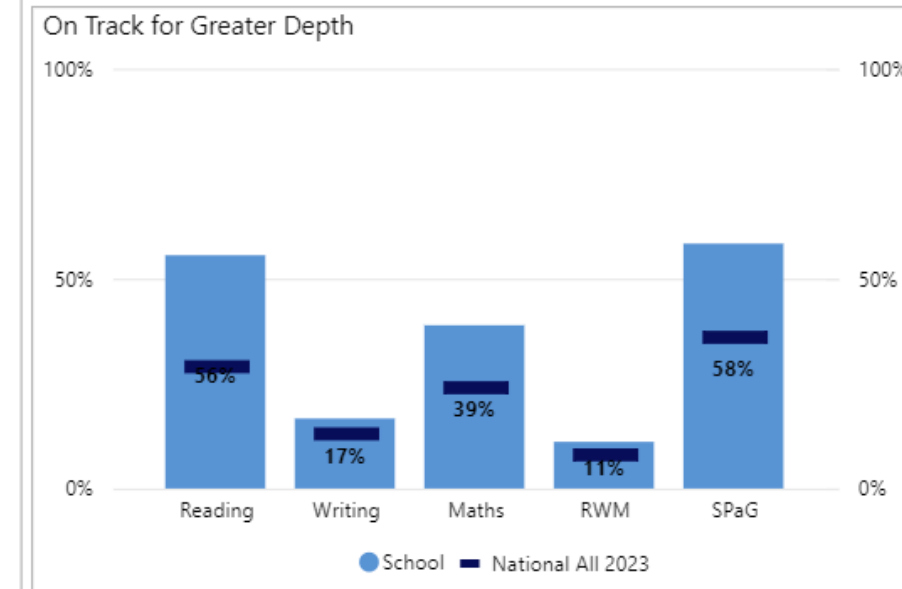
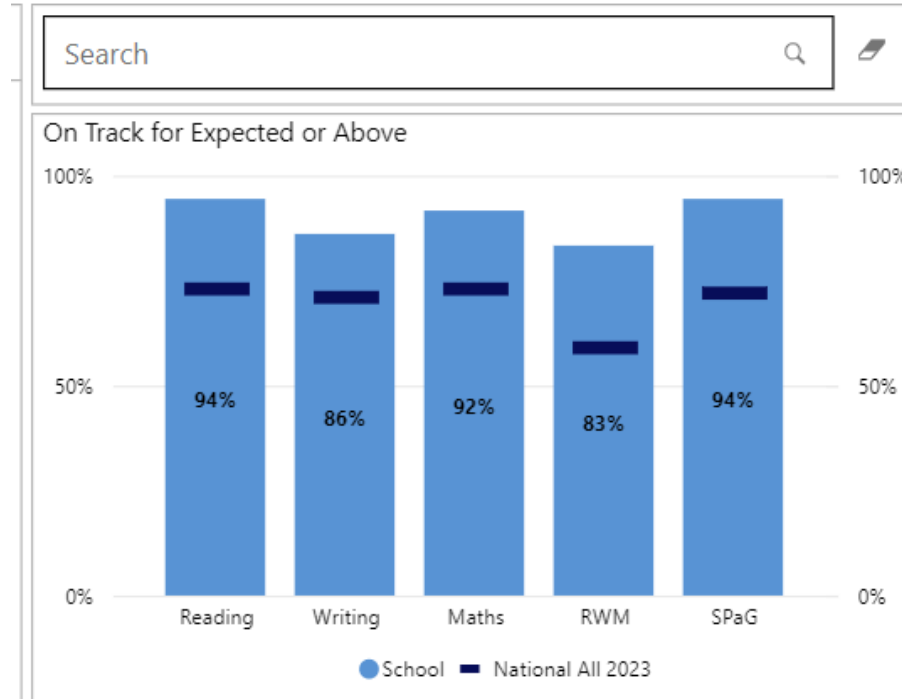
## On Track

All Pupils EXS+, 2022/2023, Year 6, Summer, Pupil Premium



## On Track

All Pupils EXS+, 2022/2023, Year 6, Summer, Non-Pupil Premium



PP children are broadly in line with their non PP peers at EXS

In reading and SPaG PP children do better than Non PP

**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
1.To ensure pupils are confident readers who have good independent learning skills and develop a range of interests through reading.	Continue to prioritise the training of staff on the Read, Write, Inc programme.	LILT	Autumn and Spring terms and as staff join as necessary.	Use of Training funding allocation	Booking in place.	Across three years: There will be a whole school, consistent approach to the teaching of phonics and guided reading. The percentage of pupils achieving ELG will be in line or better than national. 85% of pupils achieve at least expected in reading by the end of the year. (Excluding SEND who have individual progress targets and pupils who are new to the country in the last two years and have EAL.) Reading Journals are used every day and show quality of comprehension and diversity of texts.
	Book support sessions English LA Consultant and allocate appropriate INSET times.	LILT			Observation of phonics lessons.	
	Review current class texts used across the school and purchase additional texts and amend planning as necessary.	English Lead and teaching staff	Autumn term 2022	Staff inset allocation	Scrutiny of phonics termly assessments and predictions across each term.	
	Review current guided reading texts across the school and ensure that they are having the appropriate level of impact.	English Lead and teaching staff	December 2022	Purchase of resources from English budget allocation.	Observation of guided reading sessions.	
	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.	English Lead and teaching staff	December 2022	Project Spend PP	Scrutiny of guided reading assessments.	
Continue use of Reading Journals		LILT	December 2022	5K	Discussion with pupils.	

2. To develop a long-term love of reading for pleasure.	Book English trainers to deliver training on developing the 'Reading for Pleasure' approach. Implement agreed actions after inset delivery. Plan a variety of events to promote reading. Purchase additional books for class libraries.	LILT English Leaders	Autumn term 2022 onwards	Use of Training funding allocation Staff inset allocation Purchase of resources from English budget allocation Project Spend PP <b>4.5K</b>	Booking in place. Feedback/evaluations from inset training.	Pupils will demonstrate a positive approach to reading.
3. To develop writing for pleasure and develop the ability of PP pupils to write across a range of genres	Deliver CPD on writing across the curriculum and moderation and assessment Implement agreed actions after inset delivery. Plan a variety of events and inspirational projects to promote writing. Promote writing across the curriculum Provide scribes for PP/SEN pupils Provide technology to aid the writing process	LILT English Leaders	Autumn term 2022 onwards	Use of Training funding allocation Staff inset allocation Purchase of resources from English budget allocation Project Spend PP <b>4,736K</b>	Observation of writing lessons. Scrutiny of writing termly assessments and predictions across each term. Observation of guided writing sessions. Scrutiny of guided writing assessments. Discussion with pupils.	Pupils will demonstrate a positive approach to Writing. 85% of PP pupils achieve EXS/EXS+
Next Steps Years 2 and 3	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. Use more visual literacy					

	Staff training on modelling writing and resourcing.
Review Summer 2023	<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>

**PRIORITY 3 Focus on mathematics- specifically developing problem solving, reasoning and multiplication skills Member of staff responsible: Maths Lead**

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
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>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>	LILT Mathematics Leader	Autumn term 2022 onwards	<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><b>9K</b></p>	<p>Scrutiny of work.</p> <p>Scrutiny of mathematics termly assessments and predictions across each term.</p> <p>Observation of mathematics sessions.</p> <p>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>



2. To plan a range of opportunities in order to develop multiplication knowledge across all year groups.	<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>	Autumn term 2022 onwards	<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><b>2K</b></p>	<p>Weekly TT RockStars results.</p> <p>Parental workshop feedback sheets.</p> <p>Scrutiny of work. Lesson observation.</p>	Mathematics screen check results will be in line or above national.
--	---	--	--------------------------	---	--	---

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.

Review

Summer term 2023

21/22 data

22/23 data not yet published

Multiplication tables check			
Breakdown	Cohort	Mean average score ?	
		School	National ?
All pupils	38	20.3	19.8
Male ?	20	20.8	20.0
Female ?	18	19.8	19.6
Disadvantaged ?	5	19.2	17.9
Other ?	33	20.5	20.5

**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  <b>£1500</b>	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  <b>£4500</b>	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  <b>£2375</b>	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

Release time for SEN leader, Mentors and CAFO to support families with high need SEN and Pupil Premium children	CAFO/SENCo and Head teacher identify and support families and children and work to alleviate barriers to learning.	CAFO SENDCo LiLT SBM	Ongoing and reviewed on a termly basis.	Percentage of PP funds ring fenced.  Project Spend PP <b>15K</b>	Daily attendance record  CPOMS records	PP attendance is in line with no PA pupils
Support families and pupils with PA and or low attendance	Deploy staff to support families to improve attendance.	CAFO HT				
Provide laptops to pupils without access to technology prioritising the disadvantaged	Purchase laptops and dongles for PP pupils who need access to the digital world	SBM CAFO HT	Ongoing and reviewed on a termly basis.	<b>2,850K</b>	Engagement in home learning  English levels – reading and speaking English improvements.	PP Pupil progress and attainment is above NA
Provide uniform to PP pupils	Purchase uniform/shoes/equipment					
Next Steps Years 2 and 3	Evaluation by pupil premium pupils on experience and range of opportunities available to them.					
Review Summer 2023	<p>CAFO/SENCo and Head teacher identified and supported families and children to work to alleviate barriers to learning. 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. 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>					

