

Pupil Premium Strategy

Grange Park Junior School



Approved by Governing Body	Date: 28 th November 2024
Last reviewed on	Date: 28 th November 2024
Next review due by	Date: 28 th November 2025

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This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School Overview

Detail	Data
Number of pupils in school	367
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers	2024-2027 (Year 1 of 3)
Date this statement was published	28 th November 2024
Date on which it will be reviewed	28 th November 2025
Statement authorised by	Governing board, Achievement committee
Pupil premium lead	Ella Allen, Assistant Head Teacher
Governor / Trustee lead	Dipesh Patel

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£125,460
Pupil premium funding carried forward from previous years	£27,645.87
Total budget for this academic year	£153,105.87

Statement of Intent

Grange Park Junior School is dedicated to transforming the educational experiences of our disadvantaged pupils through targeted use of Pupil Premium funding. By carefully aligning our resources and strategies, we aim to create an environment in which every pupil can leave with the independence and confidence necessary to take on the next stage of their education. We intend for all of our pupils from a disadvantaged background to have access to a full curriculum through quality first teaching. This will support our pupils in gaining a deeper understanding of the world around them and aid them in developing the skills required for future success.

When considering what can be done to support our pupils, we adopt a pupil-centred approach to support each pupil individually. We consider any additional vulnerabilities that may be a barrier to learning and work together to provide support. At Grange Park Junior School, we aim to provide our pupils with the skills and opportunities to become the leaders of tomorrow. We intend for all pupils from a disadvantaged background to leave Grange Park with a love for reading in conjunction with the skills to read fluently to access a wide range of literature. We have tailored a broad and balanced curriculum to ensure our pupils are provided with a range of opportunities to share their views, write for purpose and to think critically. All of our pupils have access to student leadership and 30% of our student leadership roles are held by pupils from a disadvantaged background, which is above our proportion of Pupil Premium eligible pupils.

Central to achieving these objectives is the enhancement of our learning environments. We recognise that a conducive and stimulating environment is crucial for effective learning. We intend to undertake targeted projects that improve both the physical and psychological aspects of learning spaces for our pupils. Moreover, we understand that academic success is intrinsically linked to emotional well-being. Therefore, our strategy includes robust support for the mental health and emotional needs of our pupils. In addition to enhancing the learning environment and supporting well-being, our strategy focuses on empowering our staff with the necessary skills and knowledge to support disadvantaged pupils effectively. We will invest in professional development and training for our educators, enabling them to adopt best practices and innovative teaching methods that address the unique challenges faced by our disadvantaged learners. By equipping our staff with the right tools and strategies, we can create a more inclusive and supportive atmosphere that acknowledges and meets the diverse needs of all pupils.

To ensure that our intent is delivered, it is crucial that we adopt a whole school approach to supporting our learners from disadvantaged backgrounds. We will ensure support is in place as soon as the need is identified. Responding to challenges and barriers will be paramount in our intent.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations show that our Pupil Premium pupils are more likely to have language and vocabulary deficits, as well as reading comprehension difficulties, which may limit them from accessing specific areas of the curriculum.
2	Our assessments and observations show that whilst pupils are making good progress in writing, our Pupil Premium pupils are more likely to show difficulties in writing performance.
3	Our observations and discussions with pupils and families have identified that there are financial constraints which may limit pupils attending experiences within the curriculum which result in enhanced cultural capital.
4	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional needs for some of our pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support show that a number of our Pupil Premium eligible pupils currently require additional support with social and emotional needs.</p>
5	<p>Our attendance data over the last years indicates that attendance for most pupils has recovered since the pandemic, however for a small minority of pupils, they are persistently absent from school. Whilst our disadvantaged pupils' attendance currently sits at 95.76%, this is not yet in line with their non-disadvantaged peers.</p> <p>9% of disadvantaged pupils have been 'persistently absent' by the start of this academic year, which equates to 28% of our persistent absentees coming from a disadvantaged background.</p>

Intended Outcomes

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

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations demonstrating an improvement in language skills and vocabulary. This will be looked at in conjunction with learning walks, book looks, pupil voice and ongoing assessments taking place throughout the year.
Improved attainment in writing for disadvantaged pupils.	Assessments and observations demonstrating an improvement in writing performance. The proportion of disadvantaged pupils achieving the expected and higher standard in writing is in line with peers and the national figure. This will be looked at in conjunction with book looks and internal and external moderation.
All disadvantaged pupils to be provided with the opportunity to access workshops and experiences that support the curriculum and their understanding of the wider world.	Observations and discussions show that pupils are able to discuss links between the curriculum and accessed trips. All Pupil Premium eligible pupils have access to a termly extra-curricular club. Pupils are able to transfer knowledge across the curriculum.
To achieve and sustain improved attitudes and accessible support to aid social and emotional needs.	Assessments, observations and discussions demonstrate improved attitudes in school with pupils accessing support where needed. Sustained levels of improved well-being displayed through pupil voice, teacher observations, parent and pupil surveys.
To achieve and sustain attendance and persistent absence in line with all pupils.	Attendance by 2026/2027 will demonstrate a decrease in persistent absenteeism with an increase in attendance of disadvantaged pupils.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £55,814

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of NFER (National Foundation for Educational Research) assessments. This will be delivered in conjunction with additional support for staff to ensure that they are administered and interpreted appropriately.	Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths, and weaknesses. They can give useful insights into pupil learning. Diagnostic Assessment Tool, EEF	1, 2
Training for all staff delivering Read Write Inc. Weekly support with the phonics lead for all staff trained in Read Write Inc to ensure progress and stronger teaching of phonics.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics, Teaching and Learning Toolkit, EEF	1, 2
Adaptation of English framework to ensure a clear structure is provided for staff, in line with a whole school approach.	The guidance shows a clear outline of how a Literacy structure can be used to improve pupil outcomes. Improving literacy in Key Stage 2, EEF	2
Training for teaching and support staff on a school approach to	Teaching vocabulary and spelling related to the curriculum content currently being studied can encourage	1

<p>guided reading and vocabulary and implementation within the curriculum.</p>	<p>active use of new words, helping to make new vocabulary meaningful and memorable to pupils.²³ Introducing vocabulary linked to curriculum content provides opportunities to explicitly teach Tier 2 vocabulary and also less common Tier 3 vocabulary—topic specific words that children might not have encountered in everyday conversations or while studying other topics.</p> <p>Improving literacy in Key Stage 2, EEF</p>	
<p>Training for all staff on the updated behaviour policy with the aim to improve social and emotional learning.</p>	<p>Efforts to promote SEL skills may be especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills at all ages than their peers.</p> <p>Improving Social and Emotional Learning in Primary Schools, EEF</p>	4
<p>Staff to read frequently to children and then providing them with extensive opportunities to use and embed new words in a range of contexts, to provide children with the opportunity to thrive.</p>	<p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners’ use of vocabulary, articulation of ideas and spoken expression.</p> <p>Oral Language Interventions, EEF</p>	1
<p>Quality first teaching to be delivered. Additional training and support provided throughout the academic year.</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p>	1, 2

	High quality teaching, EEF	
CPD delivered through the National College.	Supporting high quality teaching is vital in improving children’s outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. Effective Professional Development, EEF	1, 2, 4, 5
Continuing Professional Development throughout the academic year, responsive to school findings	Effective Professional Development, EEF Rosenshine's Principles in Action Book by Tom Sherrington Teaching WalkThrus: Visual Step-By-Step Guides to Essential Teaching Techniques Book by Oliver Caviglioli and Tom Sherrington	1, 2
Training for support staff from a professional trained in reading recovery	Reading Recovery Book by Ginn Heinemann Professional Development	1

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

Budgeted cost: £20,019.32

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Flash Academy Tuition	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.	1, 2

	One to one tuition, EEF	
1:1 reading with support staff, teachers and EAL Officer through the use of training from reading recovery.	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. One to one tuition, EEF	1
Additional phonics sessions for disadvantaged pupils who require further support.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics, Teaching and Learning Toolkit, EEF	1, 2
Additional support from staff to support children where there is an SEN/disadvantaged crossover to facilitate learning.	Teaching Assistants should be deployed to add value to what teachers facilitate in the classroom. Making best use of teaching assistants, EEF	1, 2
Small group and individual interventions for pupils who need additional support. A significant proportion of the pupils who receive small group teaching will be disadvantaged, including those who are high attaining pupils.	Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one and in small groups. One to one tuition, Teaching and learning toolkit, EEF Small group tuition, Teaching and learning toolkit, EEF	1, 2
To improve listening and attention skills for disadvantaged pupils who have relatively low	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination	1

spoken language skills through AHT Bucket Time.	of the two show positive impacts on attainment. Oral language interventions, Teaching and learning toolkit, EEF	
Resourcing of IT equipment to allow pupils to access homework, up to date software and the curriculum.	DfE guidance on pupils using electronic devices shows that pupil can use devices to access work, online learning and social care when needed. Loaning devices to children and young people, DfE	1, 2

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

Budgeted cost: £77,272.55

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice identified in Working Together to Improve School Attendance.	This guidance is statutory, and schools, trusts, governing bodies, and local authorities must have regard to it as part of their efforts to maintain high levels of school attendance. Working together to improve school attendance, DfE	5
Social and emotional learning interventions through our Pastoral Officer.	These 'social and emotional skills' are essential for children's development, support effective learning, and are linked to positive outcomes in later life. Improving Social and Emotional Learning in Primary Schools, EEF	4
Training for Emotional Literacy Support Assistants (ELSA) and	Alongside academic outcomes, social and emotional learning interventions have an identifiable and valuable	4

Wellbeing Ambassadors.	<p>impact on attitudes toward learning and social relationships in school.</p> <p>Improving Social and Emotional Learning in Primary Schools, EEF</p>	
Identified support through the Inclusion Team.	A pupil-centred approach to remove barriers and support pupils and families.	4, 5
Parent/carer support for vulnerable families facilitated by our Pastoral Officer.	<p>Evidence suggests that increased parental engagement has a positive impact on a pupil's outcomes.</p> <p>Parental engagement, Teaching and learning toolkit, EEF</p>	4
External sourcing of a qualified CBT counsellor for pupils on a case-by-case basis.	Providing our pupils with a qualified practitioner, equipped to assist in trauma, is paramount in supporting their well-being.	4
Each Pupil Premium eligible child will be entitled to one free club a term.	<p>Data showed that extracurricular activities give young people the confidence to interact socially with others, extend their social networks beyond existing friendship groups, and provide them with new skills and abilities.</p> <p>An unequal playing field, social mobility commission</p>	3
Partial subsidy for Year 6 residential for vulnerable families with more than one child in the year group.	An unequal playing field, social mobility commission	3
Breakfast club provision offered to improve attendance and readiness to learn.	An EEF impact evaluation of the Magic Breakfast programme in 2016 found that offering pupils in primary schools a free and nutritious meal before school can impact their reading, writing, and maths attainment by an average of two months' additional progress in Key Stage 1.	5

	Breakfast interventions, EEF	
Uniform provided on a case-by-case basis. Second hand uniform is sold termly at a discounted rate.	Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. School uniform, EEF	4
Contingency fund for acute issues.	We have identified a need to set a small amount All 8 of funding aside to respond quickly to needs that have not yet been identified.	1, 2, 3, 4, 5

Total budgeted cost: £153,105.87

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our previous outcome of identifying and supporting pupils with social and emotional needs was met and we are beginning to embed this in the next phase of our strategy. Through our recruitment of a Pastoral Officer and creation of an Inclusion Team, pupils are identified and appropriate interventions have been put in place. Whilst we aimed to create a monitoring log for pupils accessing interventions, we are now able to develop this by introducing an assessment upon entry and exit to evaluate the impact of this. We have extended beyond identification and support and will be improving this by measuring our impact.


Previously, we had hoped to improve our Pupil Premium eligible pupils' attendance by increasing to be in line with national figures. After adapting and capitalising on good practice, our Pupil Premium attendance figure was above the national standard. We will be progressing with this target by ensuring that our disadvantaged pupils' attendance is in line with their peers, locally and nationally.


We began our last year of our strategy by implementing an online means of communication in the form of Class Dojo. We ended our last year of our Pupil Premium Strategy with 98% of parents signing up to Class Dojo, with our online presence growing on X and Instagram. We have seen an increase in parental engagement after responding to parent voice, where it was expressed that our parents would like to know more about what was going on in school.

After adapting and designing a broad and balanced curriculum in the last year, we were able to plan trips and experiences enriched in cultural capital. Whilst we achieved this outcome, we will be

continuing with this outcome in our next Pupil Premium Strategy to ensure that experiences, trips and extracurricular clubs are accessible for our vulnerable pupils.

Our data, as outlined below, shows pupil performance in reading, maths and GPS (grammar, punctuation and spelling). This is presented through identifying the percentage of pupils that met the expected standard. The need for the development of vocabulary is reflected in the reading data shared for individual year groups. This is reflected in our upcoming strategy in which vocabulary and standards of writing will be paramount in our initiative. Due to the impact of Covid 19, there is not any disadvantaged data shared to show progression from KS1.

	Proportion of year group	Reading			Mathematics			Grammar, punctuation and spelling		
		Dis	Non-dis	Diff	Dis	Non-dis	Diff	Dis	Non-dis	Diff
Year 3	17%	67%	79%	12%	80%	83%	3%	87%	90%	3%
Year 4	20%	89%	96%	7%	89%	89%	-	74%	80%	6%
Year 5	23%	96%	81%	15%	83%	78%	5%	96%	85%	11%
Year 6	23%	58%	79%	21%	73%	82%	9%	80%	84%	4%

	Attendance	
	Disadvantaged pupils	Non-disadvantaged pupils
Whole school	94.54%	96.45%