

Pupil premium strategy statement

Grange C of E School Achieve-Believe-Care

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 | Grange C of E School |
| Number of pupils in school | 142 + 19 in Nursery class |
| Proportion (%) of pupil premium eligible pupils | 5.63% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 to 2024/2025 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | December 2022 |
| Statement authorised by | Mr Phillipa Summers |
| Pupil premium lead | Phillipa Summers Headteacher |
| Governor / Trustee lead | Mrs Gill Webster |

Funding overview

| Detail | Amount |
|--|----------------|
| Pupil premium funding allocation this academic year | £10,725 |
| Recovery premium funding allocation this academic year | £2,000 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £12,725 |

Part A: Pupil premium strategy plan

Statement of intent

Achieve-Believe-Care

Let us think of ways to motivate one another to acts of love and good works

Hebrews 10:24

Grange Church of England School our aim is to develop happy pupils with enquiring minds, respect for themselves, others and the world in which we live. All members of our school community are nurtured and encouraged to develop resilience and skills in order to flourish and enjoy 'life in all its fullness'. (John 10:10)

When making decisions about using our Pupil Premium Funding we consider the challenges faced by our disadvantaged pupils and make use of research by the Education Endowment Foundation (EEF). Decisions are underpinned by the needs of our pupils focusing on nurturing their wellbeing, promoting self-esteem, readiness for learning, improving attendance and supporting and developing them academically to achieve high standards of attainment.

Our strategy aims to:

- Provide emotional and wellbeing support to ensure disadvantaged pupils are in a good place to learn and feel safe, happy, calm and where their needs are understood and provided for.
- Support the wider school plans for high quality teaching with a focus on disadvantaged pupils who require most support. We believe that all pupils should flourish and receive high quality teaching.
- support recovery education, in targeted support for pupils who have been most affected, including non-disadvantaged pupils.

Our pupil premium strategy plan works towards achieving those objectives by:

- Using validated research to provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching (Tier 1)
- Providing targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition (Tier 2)
- Providing appropriate social and emotional support to enable pupils to access learning within and beyond the classroom. (Tier 2)

- Targeting funding to ensure that all pupils have access to trips, residential, first hand learning experiences and enrichment activities (Tier 3)
- Providing resources to enable pupils to access all learning opportunities (Tier 3)

Key principles

- We will ensure quality first teaching, learning and assessment meets the needs of all pupils.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Class teachers, with the support of the Pupil Premium Lead, will identify specific intervention at the point the need is identified and support for pupils which will be reviewed at least termly.
- We will ensure that those pupils who have social, emotional and mental health needs will be supported.

Challenges

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

| Challenge number | Detail of challenge |
|-------------------------|---|
| 1 | Assessments, observations, and discussions with pupils suggest some disadvantaged pupils may have greater difficulties with phonics than their peers which can lead to difficulties with reading and spelling moving into KS2. |
| 2 | Lower levels of confidence and fluency and pace, particularly in maths. |
| 3 | Our assessments and observations indicate that the education and wellbeing of some of our disadvantaged pupils have been impacted by partial school closures. These findings are supported by national studies. Our observations have shown that our youngest pupils who have been out of school due to lockdowns have identified social and emotional issues which can affect their friendships and confidence, emotional resilience and self-esteem. |
| 4 | Lower attainment |

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 phonics/reading attainment among disadvantaged and vulnerable pupils. | Assessments and observations indicate significantly improved phonics and reading among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including reading tests and phonics screening. |
| Improved spelling and word work | Pupils will show greater confidence in spelling and will transfer these skills to their written work. |
| Improved maths attainment for disadvantaged pupils in fluency in number at the end of KS2. | KS2 maths outcomes show that a higher % of pupils achieved expected at Y4 and at end of KS2 |
| To achieve and sustain improved wellbeing for all pupils in our school after Covid lockdowns, particularly for disadvantaged pupils. | High levels of wellbeing <ul style="list-style-type: none"> • Confidence to speak about feelings. • Student voice, teacher and parent observations • Regular and high attendance of all. • Attendance of all disadvantaged pupils is above 95% |

Activity in this academic year

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: £3,850

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Purchase and implementation of new validated phonics scheme -Little Wandle Letters and Sounds Revised</p> <p>Staff training and development in the teaching of phonics –All teachers and TAs</p> <p>Monitoring and continuous programme of development and support for all staff in the teaching of phonics</p> <p>Little Wandle Subscription including whole school phonics training £750</p> <p>Little Wandle reading books and programme resources £2300</p> | <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading. Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> | <p>1 2 4</p> |

| | | |
|--|--|--------|
| TA training time £500 | | |
| Spelling -Jane Considine spelling programme Resources to support in class £300 | Support for pupils who find spelling impacts on their writing at KS2. Visual prompts | 1 4 |

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

Budgeted cost: £8,300

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Provide targeted TA intervention/challenge in phonics, reading, vocabulary, spelling and maths.</p> <p>TA hours £5700</p> <p>Catch-up reading intervention £1,140</p> <p>Purchase of resources to support delivery of interventions including:</p> <ul style="list-style-type: none"> • Dyslexia resources £250 • TT rockstars and Numbots - £260.00 <p>IDL Lit and Numeracy £700 per yr</p> | <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of four months on average.</p> <p>In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching. This must supplement high-quality class teaching.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> | 1 2 3 4 |

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

Budgeted cost: £800

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Resources to support pupils at school and at home and have access to wider opportunities:</p> <ul style="list-style-type: none"> • Collins eBook Library • Extra-curricular activities such as Judo or summer club • Residential • Curriculum visits <p>In addition: There may be funding to attend sessions at breakfast or after school club to support development of friendships and help with homework.</p> <p>£800</p> | <p>Pupils from disadvantaged backgrounds may be less likely to attend visits, residential and after school clubs due to the associated financial costs. These broaden a pupil's outlook and supports development of cultural capital as residential and visits are linked to the curriculum.</p> <p>There is also an evidence base indicating that outdoor adventure learning may have positive impact on outcomes such as self-efficacy, motivation and teamwork.</p> <p>There is evidence of a positive impact of physical activity on academic attainment (+1 month). It is crucial to ensure that pupils access to high quality physical activity health and wellbeing.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> | <p>2 3</p> |
| <p>Support pupils' wellbeing and emotional needs.</p> | <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social and Emotional Learning (SEL) skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for</p> | <p>3 4</p> |

| | | |
|---|---|--|
| Provide 1:1 and group support focusing on resilience, self-esteem and attachment. | pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | |
|---|---|--|

Total budgeted cost: £12,950

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Attendance for disadvantaged pupils was in line with non-disadvantaged bearing in mind lockdowns and disruption to schooling over the last year.

Disadvantaged pupils completed home-learning and were able to access this with support from school as required if they were unable to attend.

100% of disadvantaged pupils achieved expected level in phonics by end of 2021

Externally provided programmes

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

| Programme | Provider |
|---------------|------------------|
| TT Rock Stars | Maths Circle Ltd |
| IDL | idlsgroup |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|--|
| How did you spend your service pupil premium allocation last academic year? | Additional T.A. support for targeted intervention in reading for HA. |
| What was the impact of that spending on service pupil premium eligible pupils? | Increased confidence in comprehension and higher order reading skills. |

Further information (optional)

Support for individuals and groups of pupils by providing a resource of books to support well-being is being added to enabling all children to express their emotions and find a way to speak about attachment issues on return to school.