# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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 Farm Primary School |
| Number of pupils in school | 398 |
| Proportion (%) of pupil premium eligible pupils | 5% (20 pupils) |
| Academic year/years that our current pupil premium strategy plan covers | 2025/26 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | Annually |
| Statement authorised by | Matthew Walters,Headteacher |
| Pupil premium lead | Sarah Wallis, Inclusion Lead |
| Governor / Trustee lead | Peter James, lead for disadvantaged pupils |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £30,215 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £30,215 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Grange Farm, our intention is that all pupils—regardless of their background or the challenges they face—make good progress and achieve high attainment across all subject areas. Our Pupil Premium strategy is designed to ensure that disadvantaged pupils, including those who are already high attainers, are supported to achieve this goal. We will also consider the needs of vulnerable pupils who may not meet the Pupil Premium criteria but face significant barriers to learning, such as those with social workers, young carers, or pupils whose circumstances mirror those typically associated with disadvantage.

When making decisions about Pupil Premium allocation, we remain mindful of the school's unique context. Grange Farm is situated in an affluent area of Coventry with an older local demographic, resulting in approximately 70% of our pupils coming from outside the catchment area. The proportion of Pupil Premium pupils therefore fluctuates each year but remains significantly lower than national averages. These contextual factors are carefully considered to ensure funding is used effectively and responsively.

High-quality teaching is at the heart of our approach. We prioritise the areas in which disadvantaged pupils need the most support, recognising that this has the greatest impact on reducing attainment gaps while also benefitting all pupils across the school. Through a rich and engaging curriculum, we aim to provide wider opportunities that disadvantaged pupils may otherwise not experience, whilst embedding our school values of respect, responsibility and resilience. Our aim is twofold: to ensure pupils' safeguarding and wellbeing needs are met, and to secure consistently high-quality teaching across the school.

We are committed to closing the attainment gap so that outcomes for disadvantaged pupils are at least in line with national benchmarks and in line with the attainment of their peers at Grange Farm. We recognise that for academic success to be possible, the conditions for learning—particularly those linked to self-esteem and social, emotional and mental health (SEMH)—must be secure. Therefore, our strategy includes both academic and holistic interventions to develop the "whole child."

Our approach is rooted in robust diagnostic assessment rather than assumptions about disadvantage. It remains responsive to both common challenges and individual needs, including those still arising from the continuing impact of the COVID-19 pandemic. We also acknowledge that some interventions designed for Pupil Premium pupils may positively impact other children, and in certain cases it is appropriate to include non-eligible pupils with similar needs to avoid isolation or stigma.

Our guiding principles are that:

- Pupils' SEMH needs are met so they can engage fully in learning.
- All pupils access high-quality teaching in a safe, supportive environment.
- The attainment gap closes against national expectations.

- Pupils experience a broad curriculum that enhances their cultural capital.
- School values are embedded so pupils are well prepared for the next stage in their education.

To ensure the effectiveness of our strategy, we will:

- ensure disadvantaged pupils are challenged in the work set
- act early to provide timely intervention where need is identified
- adopt a whole-school approach in which all staff take responsibility for disadvantaged pupils' outcomes and maintain high expectations of what they can achieve

Our strategic decisions are informed by national research from reputable institutions such as the Education Endowment Foundation, National Education Trust and the Department for Education, combined with rigorous internal analysis and professional knowledge. Through this balanced and evidence-informed approach, we aim to help all pupils—especially the most vulnerable—excel and thrive.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | **Academic achievement**<br>At Grange Farm, we are aware that disadvantaged students make up a small percentage of the overall school population. Because of this, we approach data analysis with caution, as it is common for a cohort to have no more than two disadvantaged pupils. However, we still make a concerted effort to recognise patterns and trends, so we can evaluate how well we are meeting the needs of these important students. It is also worth noting that a high proportion of those pupils eligible for Pupil Premium have a SEND need. |
| 2 | **Parental Engagement**<br>Parental engagement is critical to a child's academic success; however, it can sometimes be challenging to get all parents involved in their child's education. There are a number of reasons why some parents find it difficult to fully engage with school but at Grange Farm we endeavour to address these challenges so we can implement various strategies to promote parental engagement. |
| 3 | **Cultural Capital**<br>Grange Farm believes in providing children with relevant, engaging and memorable experiences to support their long-term retention of knowledge and understanding. This approach involves organising trips and experiences beyond the school grounds, as well as creating exciting and imaginative methods within the school. Difficulties in contributing to the cost of these experiences can be a barrier for disadvantaged pupils to benefit from such |

| | |
|---|---|
| | experiences but we believe this should not be the case and look at how we can support parents. |
| 4 | **Social / emotional challenges**<br>Observations, feedback and assessments of children in school, especially following lockdowns, indicate that a larger percentage of students are facing social and emotional difficulties. Unfortunately, this has had a greater impact on disadvantaged pupils. Robust school systems have identified many other children, such as those with social workers or those vulnerable to exclusion, as being vulnerable due to their experiences. |
| 5 | **Attendance/Punctuality**<br>Data over time suggests that the attendance of disadvantaged pupils is lower than their peers. Our assessments of children and observations suggest that lower attendance and frequent lateness has impacted the progress of disadvantaged pupils. |

## Intended outcomes

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

| Intended outcome | Success criteria |
|---|---|
| Disadvantaged pupils, including those with SEND, make progress in line with their starting points and comparable to peers. | Pupil Premium pupils are expected to make good progress from their starting points at the beginning of the academic year, with accelerated progress in Reading, Writing, and Maths. Attainment and progress gaps narrow year-on-year, where pupil premium numbers allow meaningful analysis.<br><br>Internal tracking shows disadvantaged pupils making expected or better progress across core subjects.<br><br>Identified SEND needs are met through effective adaptations and interventions.<br><br>Work scrutiny and lesson observations show consistent access to appropriate challenge. |
| Increased parental involvement in learning, communication and school events with parents of disadvantaged pupils feel informed, confident and well supported. | Parent feedback indicates improved confidence in supporting learning at home. Improved homework completion and learning behaviours linked to parental involvement.<br><br>Improved attendance at parent workshops, meetings and events from families of disadvantaged pupils. |

| | |
|---|---|
| | Increased engagement with school communication platforms (newsletters, app, calls, etc.). |
| Disadvantaged pupils have equal access to enrichment activities, trips and wider experiences and develop broader knowledge, confidence and aspiration through cultural enrichment.<br><br>No pupil is prevented from participating due to financial barriers. | Subsidies or support systems are consistently used to remove financial barriers.<br><br>Pupil voice demonstrates increased confidence, engagement and enjoyment in learning.<br><br>Curriculum enrichment records show a wide range of memorable experiences embedded across the year |

## 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: £9,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Ongoing CPD focused on Quality First Teaching, adaptive teaching, and SEND strategies | EEF: High-quality teaching has the strongest impact on disadvantaged pupils; adaptive teaching improves access for SEND learners. | 1 |
| Release time for staff to carry out diagnostic assessments and pupil progress reviews | EEF: Diagnostic assessment enables early identification of gaps and increases intervention precision | 1<br><br>4 |
| Investment in evidence-based curriculum resources to support vocabulary, oracy and reading | EEF: Oral language and reading comprehension interventions have high impact. | 1<br><br>3 |

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

Budgeted cost: £12,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| SEND-focused interventions (phonics, precision teaching, maths catch-up) | EEF: High-quality structured intervention improves progress for SEND learners. | 1 |
| In-class TA support for pre-teaching, scaffolding and overlearning | DfE: Targeted TA deployment improves accessibility when used alongside teaching | 1<br>4 |
| Homework support clubs and guided study sessions | EEF: Homework support can improve progress and parental engagement. | 1<br>2 |

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

Budgeted cost: £8,715

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Pastoral/SEMH programmes (Learning Mentor, counselling access) | EEF: Social and emotional learning approaches improve outcomes (+4 months). | 4<br>1 |
| Subsidies for trips, clubs and enrichment activities | EEF: Arts, enrichment and outdoor learning support cultural capital and engagement. | 3 |
| Attendance initiatives (family meetings, early help, incentives) | DfE guidance: Early intervention is essential for improving attendance | 5<br>2 |
| Parent engagement activities (workshops, communication systems) | Strong parental partnership is linked to improved attainment (EEF/DfE). | 2<br>1 |

| | | |
|---|---|---|
| Nurture groups and lunchtime clubs | Research: Nurture-based support reduces behaviour incidents and anxiety. | 4<br><br>5 |

## Total budgeted cost: £30,215

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

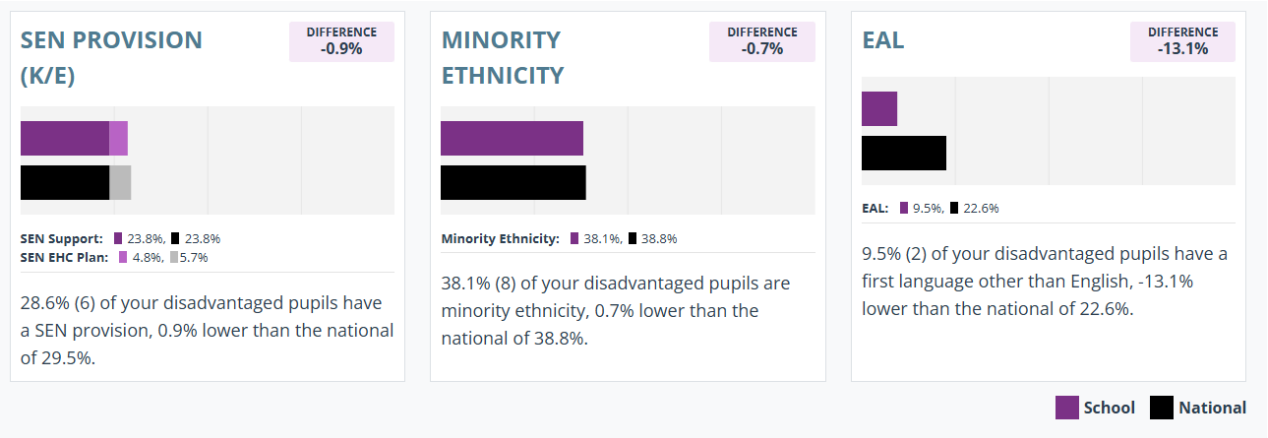
This details the impact that our pupil premium activity had on pupils in the 2024 to 20245 academic year.

Last year's Pupil Premium funding focussed on:

- Senior Management release time
- TA focussed interventions and support
- Contribution to SENDCo
- Contribution to Learning Mentor
- Contribution to extra-curricular trips / visits / experiences

When analysing end of year statutory data, it should be noted that there was a significantly low number of disadvantaged pupils (as a whole school it was 28% lower than the national average), therefore; making it difficult to analyse trends. We can continue to review our strategies and look at individuals on a case-by-case basis.

**Context**



# EYFS

## Good Level of Development

**0.0%** of your school's Disadvantaged cohort achieved a good level of development, **0** - out of 1.

This is **71.5%** - the **national Non-Disadvantaged** cohort at **71.5%**.

The Disadvantaged pupil(s) in your school are in **percentile 86** for **EYFS good level of development** when compared to other schools.

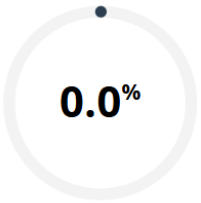
**GAP TO:**

| | |
|---|---|
| National: Non-Disadvantaged | -71.5% |
| National: Disadvantaged | -51.4% |
| School: Non-Disadvantaged | -71.2% |

**-50.0%**
TREND

**86th**
PERCENTILE RANK

**SCHOOL: VALUE**




# Phonics

## Expected Standard (Year 1)

**85.7%** of your school's Year 1 Disadvantaged cohort achieved the expected standard in Phonics, **6 pupils** out of 7.

This is **2.3%** higher than the **national Non-Disadvantaged** cohort at **83.4%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **improved by 85.8%** from -83.5% in 2023/24, to +2.3% in 2024/25.

Your Year 1 Disadvantaged cohort's **Phonics Expected Standard** has **increased by 85.7%** from 0.0% in 2023/24, to 85.7% in 2024/25.

The Disadvantaged Year 1 pupil(s) in your school are in **percentile 24** for **Phonics Expected Standard** when compared to other schools.

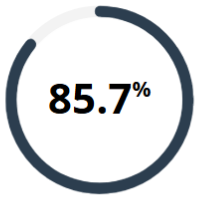
**GAP TO:**

| | |
|---|---|
| National: Non-Disadvantaged | +2.3% |
| National: Disadvantaged | +18.9% |
| School: Non-Disadvantaged | -4.9% |

**+85.7%**
TREND

**24th**
PERCENTILE RANK

**SCHOOL: VALUE**




## Expected Standard (Year 2)

**100.0%** of your school's Year 2 Disadvantaged cohort achieved the expected standard in Phonics, **1 pupil** out of 1.

This is **46.1%** higher than the **national Non-Disadvantaged** cohort at **53.9%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **improved by 104.1%** from -58.0% in 2023/24, to +46.1% in 2024/25.

Your Year 2 Disadvantaged cohort's **Phonics Expected Standard** has **increased by 100.0%** from 0.0% in 2023/24, to 100.0% in 2024/25.

The Disadvantaged Year 2 pupil(s) in your school are in **percentile 1** for **Phonics Expected Standard** when compared to other schools.

**GAP TO:**

| | |
|---|---|
| National: Non-Disadvantaged | +46.1% |
| National: Disadvantaged | +56.2% |
| School: Non-Disadvantaged | +40.0% |

**+100.0%**
TREND

**1st**
PERCENTILE RANK

**SCHOOL: VALUE**



## Key Stage 2

### RWM Expected Standard

**0.0%** of your school's Disadvantaged cohort achieved the expected standard in Reading, Writing & Maths, **0 pupil** out of 1.

This is **68.9%** lower than the **national Non-Disadvantaged** cohort at **68.9%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **decreased by 51.5%** from -17.4% in 2023/24, to -68.9% in 2024/25.

Your Disadvantaged cohort's **Reading, Writing & Maths Expected Standard** has **decreased by 50.0%** from 50.0% in 2023/24, to 0.0% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 91** for **Reading, Writing & Maths Expected Standard** when compared to other schools.

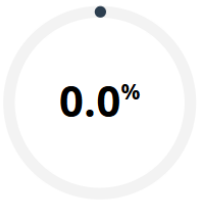
**GAP TO:**

| | |
|---|---|
| National: Non-Disadvantaged | -68.9% |
| National: Disadvantaged | -47.5% |
| School: Non-Disadvantaged | -77.4% |

**-50.0%**
TREND

**91st**
PERCENTILE RANK

**SCHOOL: VALUE**




### Reading Expected Standard

**100.0%** of your school's Disadvantaged cohort achieved the expected standard in Reading, **1 pupil** out of 1.

This is **19.6%** higher than the **national Non-Disadvantaged** cohort at **80.4%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **improved by 24.3%** from -4.7% in 2023/24, to +19.6% in 2024/25.

Your Disadvantaged cohort's **Reading Expected Standard** has **increased by 25.0%** from 75.0% in 2023/24, to 100.0% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 1** for **Reading Expected Standard** when compared to other schools.

**GAP TO:**

| | |
|---|---|
| National: Non-Disadvantaged | +19.6% |
| National: Disadvantaged | +36.8% |
| School: Non-Disadvantaged | +16.1% |

**+25.0%**
TREND

**1st**
PERCENTILE RANK

**SCHOOL: VALUE**



## Writing Expected Standard

**0.0%** of your school's Disadvantaged cohort achieved the expected standard in Writing, **0 pupil** out of 1.

This is **78.1%** lower than the **national Non-Disadvantaged** cohort at **78.1%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **decreased by 50.5%** from -27.6% in 2023/24, to -78.1% in 2024/25.

Your Disadvantaged cohort's **Writing Expected Standard** has **decreased by 50.0%** from 50.0% in 2023/24, to 0.0% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 94** for **Writing Expected Standard** when compared to other schools.

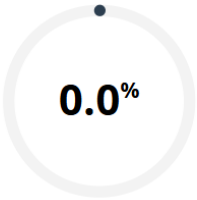
### GAP TO:

| | |
|---|---|
| National: Non-Disadvantaged | -78.1% |
| National: Disadvantaged | -59.5% |
| School: Non-Disadvantaged | -79.0% |

**-50.0%**
TREND

**94th**
PERCENTILE RANK

### SCHOOL: VALUE




## Maths Expected Standard

**100.0%** of your school's Disadvantaged cohort achieved the expected standard in Maths, **1 pupil** out of 1.

This is **19.8%** higher than the **national Non-Disadvantaged** cohort at **80.2%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **improved by 49.2%** from -29.4% in 2023/24, to +19.8% in 2024/25.

Your Disadvantaged cohort's **Maths Expected Standard** has **increased by 50.0%** from 50.0% in 2023/24, to 100.0% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 1** for **Maths Expected Standard** when compared to other schools.

### GAP TO:

| | |
|---|---|
| National: Non-Disadvantaged | +19.8% |
| National: Disadvantaged | +39.4% |
| School: Non-Disadvantaged | +12.9% |

**+50.0%**
TREND

**1st**
PERCENTILE RANK

### SCHOOL: VALUE



## 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 |
|---|---|
| N/A | |

## 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? | N/A – no service pupil premium children on roll |
| What was the impact of that spending on service pupil premium eligible pupils? | |

## Further information (optional)

| |
|---|
| This year we will be continuing our monitoring and review strategy whereby a named governor regularly meets with the teacher with responsibility (headteacher) to discuss the effectiveness of the strategies in place (including the impact on each child). This will then be fed back to the governing body as a whole and key messages will also be taken to key senior leaders in school such that the strategy can be shaped and remodelled on an ongoing basis. |