



GRANGE FARM

Primary School

Inspire, achieve, flourish

Pupil premium strategy statement

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 Farm Primary School
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	4% (17 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22; 2022/23; 2023/24
Date this statement was published	4 th January 2022 (Reviewed July 2022)
Date on which it will be reviewed	April 2022 and then each term thereafter
Statement authorised by	Martin Ledgard
Pupil premium lead	Martin Ledgard
Governor / Trustee lead	Peter James

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14795
Recovery premium funding allocation this academic year	£2755
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

Over the past three academic years, the number of children at school eligible for Pupil Premium has fluctuated between 8 and 22. This proportion of the whole population has remained well below the national average and has fallen slightly after rising consistently over the previous three years.

Having a very small amount of children eligible for the Pupil Premium means that we look at each individually in terms of the support that we allocate to them and we have to be mindful of confidentiality when we report on this.

We use national research and analysis (e.g. the work of the Educational Endowment Fund, National Educational Trust and Department for Education reports) as well as our own internal analysis to determine the most effective use of these funds.

We are conscious that the Pupil Premium is intended to improve achievement of eligible pupils in English and Maths and, as such, we aim to ensure that the funding is used to improve these academic outcomes to be at least in line with national outcomes for all pupils and furthermore for them to be in line with peers at Grange Farm. However, in order for this to happen the conditions for learning (particularly those associated around self-esteem) need to be secure. Therefore, some of the Pupil Premium could be spent on more holistic interventions and strategies to ensure the development of the “whole child”.

Pupil Premium funding is intended to support those whose eligibility attracts it. However, some interventions and strategies have a positive effect that inevitably impacts on other children as we seek to support eligible pupils without excluding or isolating them by default. Furthermore, there are pupils in our school who are not eligible for the Pupil Premium but whose circumstances require support in ways that might be expected of someone who is eligible. In these instances, where appropriate (e.g. forming an intervention group around an eligible pupil), it makes sense to also support such pupils with similar needs.

Challenges

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

Challenge number	Detail of challenge
1	Academic achievement – Disadvantaged pupils at Grange Farm form a small proportion of the whole school population so we are always mindful of this when identifying patterns and trends in data (i.e. it is common for a cohort to have zero, one or two

	<p>disadvantaged pupils). However, we do work carefully to identify patterns and trends so that we can identify how well we are meeting the needs of this key group of children.</p> <p>Historical and internal data indicates that disadvantaged pupils are, broadly, as likely to make expected progress and to reach age-related expectations as peers. However, they are less likely to make better than expected progress and to attain higher standard attainment. This is a disparate group and there is good evidence of some disadvantaged children achieving very well – our challenge is to make this consistent in all cohorts overtime.</p>
2	<p>Variation in experience during lockdowns -</p> <p>Almost all children at school have spent periods completing education remotely since the beginning of the Covid-19 pandemic. As per national guidance, we offered all disadvantaged and vulnerable children in-school places during lockdowns but the take-up for this was mixed, depending on family circumstances and perceptions of risk of transmission in school.</p> <p>We know (from parent/carer surveys and also from observations/ feedback/ assessment since children have been back in school) that there was large variation in the learning experiences of pupils during lockdown periods. This is true for all pupils but particularly so for our disadvantaged pupils (despite significant and consistent efforts to support these families, e.g. with personalised contact plans and support with devices in place).</p> <p>The variation in experience, caused by differences in the capacity (time and knowledge / understanding) of families to support children in their remote education has exacerbated existing gaps between children’s learning and, indeed, caused new and unusual gaps in learning within individual children’s learning profiles.</p>
3	<p>Lack of experiential learning –</p> <p>A large part of Grange Farm’s vision and ethos for children’s learning is that it should include relevant, engaging and memorable experiences which support children’s long-term retention of knowledge and understanding. This can mean the organisation of trips and experiences beyond the school grounds but also the creation of exciting and imaginative approaches in school as well.</p> <p>The Covid-19 pandemic has interrupted some of these activities and we are keen to ensure that all pupils can now benefit from them where we are able to reintroduce them. A lack of parent/carer ability to contribute to costs could interfere with disadvantaged children’s opportunities to engage – we do not believe this should be the case.</p>
4	<p>Lack of individualised / personalised support –</p> <p>We are always seeking to use available resource to maximise the individualised / personalised learning experience that all of our children can benefit from. Disadvantaged pupils have, historically, benefitted from proportionally more of this support than their peers.</p> <p>The Covid-19 pandemic has made such support (whether delivered by teachers, teaching assistants or external tutors) much harder to organise with consistency. This has been due to children not being in school during periods of lockdown and also challenges in availability of staff.</p>
5	<p>Social / emotional challenges –</p> <p>Observation, feedback and assessments of children in school (particularly following on from lockdowns but also over time) have shown that a greater proportion of children are experiencing social and emotional challenges – this has disproportionately affected disadvantaged pupils and a number of other children have been identified (via robust school systems) as being vulnerable</p>

	<p>as a result of their experiences (e.g. children with a social worker or children who are vulnerable to exclusion).</p> <p>Supporting children with increased social and emotional challenges is a significant focus for the school in the coming months and years.</p>
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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 children at Grange Farm consistently make good progress in Reading, Writing and Maths.</p> <p>Gaps caused by the Covid-19 pandemic have been effectively closed.</p>	<p>By Summer 2024, we can identify a three year trend of disadvantaged pupils making good progress in Reading, Writing and Maths (e.g. proportions making expected and better than expected progress are at least in line with national averages for all pupils in the relevant key stage).</p>
<p>All disadvantaged pupils benefit from a broad, relevant and engaging diet of experiential learning.</p>	<p>We can identify the experiential learning that each disadvantaged pupil has benefitted from. Pupil voice monitoring and evaluation identifies disadvantaged children talking about the impact of this learning (including on academic achievement and on more general learning aspirations).</p>
<p>Disadvantaged children have access to personalised academic support, as required, to enable them to make good progress for their context and from their start point.</p>	<p>For each individual pupil, we can identify the good progress they have made from their start point and what personalised support has facilitated this progress.</p>
<p>Disadvantaged (and otherwise vulnerable) children have personalised social and emotional support, as required, to ensure that there are able to benefit from academic learning opportunities in school.</p>	<p>Where applicable, we can identify the personalised social and emotional support that has been put into place to support disadvantaged and/or vulnerable pupils to succeed academically in school.</p>

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: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution to peer-to-peer CPD release work (e.g. for work on extending more able in English and Maths) (£2000)	Gaps in learning have developed for all learners – sharply identifying these and remodelling teaching and learning to close them is a key strategy moving forward. EEF research shows that mastery (for all abilities) can have a significant impact on children’s progress – our joint, peer-to-peer CPD, will include (but not be limited to) mastery approaches as we seek to ensure children’s depth and breadth of learning and experience (particularly relating to Writing – an area identified as a relative area of concern from internal data) are of a consistently high quality.	1
Contribution to external CPD on development of curriculum (including use of reading/phonics and the link into wider curriculum subjects) (£1000)	“Catch-up” at Grange Farm relates to a wider curriculum that just core subjects but we acknowledge the importance of Reading as a gateway subject to all others. CPD to support all curriculum leaders developing their skills in identifying the effectiveness of their area in supporting progress in all areas (including specific focus given to reading) is key with EEF research showing the impact that additional focus on reading can have on children’s progress.	1

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

Budgeted cost: £6742.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Individual / Small group support (NTP using School led-tutoring) – using part of our recovery premium budget (£742.50) to support the school-led tuition grant.</p>	<p>EEF research shows small group and individual tuition to have a strong impact.</p> <p>Previous in-school evidence demonstrates that targeted support is effective when carefully tailored and undertaken by an adult with an in-depth knowledge of the children and the school in general (e.g. where relationships with colleagues are strong, thus facilitating efficient communication).</p>	<p>1, 2, 4</p>
<p>Contribution to additional focussed TA / teacher support (not following NTP model) (£6000)</p>	<p>Using the NTP model (groups of 3 – up to 15 hours) model in the Summer term 2021 demonstrated some advantages but in school data/feedback indicated that there were also limitations to this that were counter-productive (e.g. depth of knowledge of children, even with tutor/teacher liaison built in)</p> <p>In-school models developed over time (e.g. splitting a class where half receive focussed PE support whilst the others remain with their class teacher) have proved very effective in terms of personalising learning and we also wish to use available budget to support these strategies. Although EEF research suggests that reducing class size is a relatively low impact for a high cost, our model utilises a sports coach (relatively low cost) and teacher feedback is for a clear impact on English/Maths (as well as high quality focussed provision for PE).</p> <p>TA interventions are shown by EEF to have a moderate impact for moderate cost – internal school feedback has shown that experienced and knowledgeable TAs, carrying out tailored and targeted interventions, can have a significant impact over time.</p>	<p>1, 2, 4</p>

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

Budgeted cost: £7850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution to School Counsellor	EEF research shows that social & emotional learning, self-regulation and	5

(£2000)	behaviour interventions each have a strong impact on pupil progress.	
Contribution to Learning Mentor (£3350)	In-school monitoring, evaluation and feedback agrees with this with multiple examples of our school counsellor and learning mentor undertaking fundamental work with children which has enabled them to feel increasingly secure in school and able to access learning more effectively. The funding from pupil premium is intended to be proportionate to the amount of disadvantaged and vulnerable pupils that these key members of staff work with.	5
Contribution to extra-curricular activities and curriculum trips / visits (£2500)	The EEF recognise the importance that arts participation can play in supporting pupil progress. We use an amount of pupil premium to help fund disadvantaged children to access a variety of extra-curricular activities – in-school feedback shows that inclusion in out of school activities is well received by pupils and some of this funding also allows us to ensure that we can run our wide range of exciting and engaging trips, visits and experiences without impacting on our delegated budget (e.g. where parents and carers are not able to make contributions).	3

Total budgeted cost: £17592.50

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.

Last year's Pupil Premium funding focussed on:

- TA Focussed Intervention
- Teacher Focussed Intervention
- Contribution to Forest School Development
- Contribution to Learning Mentor
- Contribution to School Counsellor
- Contribution to teacher CPD
- Contribution to extra-curricular trips / visits / experiences

Monitoring and evaluation (including review work with named governor) highlighted effective provision in place but also areas of need for particular pupils, particularly in the context of the Covid-19 pandemic.

Broadly, in-school achievement data (teacher assessment underwritten by NFER and past national assessment papers, depending on year group) reflected previous patterns of disadvantaged children being as likely as peers to be at age-related expectations and making expected progress but slightly less likely to be reaching a higher standard or making better than expected progress (we are always mindful this is a small group).

However, we did note that teacher assessment information (grounded in past paper test results – administered in line with LA advice) indicated that our Year 6 cohort (Summer 2021) achieved extremely well by the end of their time at Grange Farm with a larger proportion attaining a higher standard and making better than expected progress in both Reading and Maths. We are very mindful of the context of this data (with it being unmoderated by the usual processes) but it suggests effective pupil premium strategy over time and is particularly significant because this was a cohort with a high proportion of disadvantaged pupils for Grange Farm (9 pupils – 15% of the year group).

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.