



Pupil Premium Strategy Statement 2021 - 2022

Key Principles for using the Pupil Premium Grant at Grange Park Junior School

We believe that learning is at its most powerful when fosters curiosity, develops independence and provides a wealth of opportunities that allow children to strive to be the best that they can be. We are committed to maximising the achievement of all children through high expectations. We do not believe that children who are eligible for pupil premium have any predetermined likelihood to underachieve and will foster in them the determination and resilience needed to succeed.

We have a coherent and focused approach to raising achievement of all children. We recognise that children eligible for Pupil Premium may face barriers to achievement and we will use Pupil Premium funding to help address these. We will focus on improving outcomes for eligible pupils by delivering first quality teaching, developing language acquisition, developing literacy and numeracy skills, as well as ensuring access to a creative, engaging, knowledge based curriculum. We will use wellbeing to fostering positive attitudes to learning and improve attendance, and work with parents to engage them in both their child's education and the school community as a whole.

We will use our assessment and tracking system to thoroughly analysis performance and to identify pupils who are under achieving, putting in place relevant targeted interventions that positively impact progress. We will ensure that all staff know who eligible children are and have the time and resources to support them appropriately.

We regularly report to Governors - Achievement Committee, Premises and Resources Committee and the Full Governing Body - on the effective use of the Pupil Premium funding and the performance of eligible children, with Governors closely monitoring our effectiveness in diminishing the difference and raising the attainment of all children.

Pupil Premium Funding

Pupil Premium Funding

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals.

The Department of Education will allocate the following amounts for 2021/22:

- £1,345 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £2,345 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority (Pupil premium plus)
- £2,345 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangement order or a residence order

Service Pupil Premium (SSP)

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment. Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011

- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)
- Schools will receive £310 for each eligible pupil.

Pupil Numbers and Pupil Premium Grant (PPG) Received – based on the October 2019 Census

Total number of pupils on role	401
Total number of pupils eligible for PPG (includes 1 previously looked after pupil)	107
Amount of PPG received per pupil	£1,345 (Ever 6 FSM)
	£2,345 (previously LAC)
Total amount of PPG received	£146,260.00

Barriers to future achievement (pupils for whom Pupil Premium Funding has been allocated)

Barriers In School:

- Communication and language skills of some pupils, including those with English as an additional language, are below the expected level for their age group which impacts on the development of learning and progress in other areas.
- The word gap (vocabulary acquisition and understanding) for some pupils impacts on their vocabulary and comprehension understanding as well as limiting their writing.
- The attainment difference for more able pupils in writing and maths.
- Due to the school closures some differences have developed in attainment between PP and non-PP children
- Additional mental health and wellbeing needs, particularly those that affect resilience, confidence and self-esteem, this can impact performance

External Barriers:

- Access to suitable IT equipment in the home limits access to online educational resources, including accessing home learning platforms.
- Limited access in some homes to resources that support academic development, such as reading books and basic stationary
- Access to enrichment activities such as visits to museums, music tuition, sports clubs, days out.
- Some PP pupils have lower levels of attendance, and in some cases punctuality also being a concern, which impacts on attainment and progress
- Ability for parents to support academically in the home, particularly with a higher percentage of EAL families for reading and writing.

Planned Expenditure 2021/22

Teaching and Learning

Desired Outcome	Actions/Approaches	Rationale	How Will We Monitor Implementation?	Implementation Review Period	Estimated Expenditure
Pupils continue to make at least expected progress to ensure that they maintain the attainment they achieved at the	All pupils to receive quality first teaching with teachers having the highest possible expectations for all pupils in their class.	The NFER Report 2015 (Supporting the Attainment of Disadvantaged Pupils) Indicates that more successful schools have an	Half termly pupil progress meetings with teacher/SLT to identify barriers to learning and next steps.	Review in April 22 and June 22 Data, book scrutinies, observations or learning walks	Staffing Costs £71,960.00

<p>end of the previous year/key stage.</p> <p>Pupils whose attainment has fallen behind make accelerated progress.</p> <p>Attainment/progress data indicates that there is a diminishing of the difference.</p>	<p>Lessons to be appropriately differentiated to meet the needs of all children, ensuring that they can access the lesson and are fully involved in their learning.</p> <p>Feedback to be subject based and next steps clear and explicit, ensuring that they help children to move on.</p> <p>Additional resources and reading materials (including Year 6 revision guides) to support focus groups, both in the classroom and within interventions.</p> <p>Targeted small group intervention programmes</p> <p>Dedicated pupil premium tutor for 2 afternoons a week</p> <p>1:1 reading for identified pupils</p> <p>Booster sessions for Year 6</p> <p>Year 6 Easter School</p> <p>PiXL - Targeted support for children in Y6 at risk of not achieving Expected Standard. This included training for teachers and half termly PiXL Associate visits to support identification of key marginals and tracking and progress.</p>	<p>ethos of high attainment for all pupils. They view each pupil as an individual and consciously avoid stereotyping disadvantaged pupils by referring to them as a group – they never assume that all disadvantaged pupils face similar barriers or have less potential to succeed.</p> <p>The NFER Report 2015 also indicates that high quality teaching for all is fundamental to supporting the attainment of disadvantaged pupils.</p> <p>EEF - Target teaching & support by accurately assessing pupils' needs High quality assessment and diagnosis should be used to target and adapt teaching to pupils' needs...</p> <p>EEF - Feedback studies tend to show very high effects on learning... In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', tend to have a positive impact. Feedback has effects across all age groups.</p> <p>EEF - Small group tuition can have 4 months impact. The smaller the group the better.</p>	<p>SLT and extended leaders monitor progress through learning walks, observations, book scrutiny, moderation and pupil voice</p> <p>Half termly analysis of data by SLT, Year leaders and subject leaders</p> <p>Gap analysis by year group teams to inform future planning and interventions requirements</p> <p>Evaluation of intervention programmes and the impact back in the classroom</p> <p>Intervention objectives to be SMART targets and to be regularly reviewed and revised in discussions between PP tutor/intervention lead and class teacher</p> <p>TAs to keep detailed 1;1 reading folders to track progress and next steps</p> <p>Year 6 – Practice tests results analysed to inform next steps. Data regularly reviewed and focus children adjusted accordingly.</p> <p>Use of the PiXL Platform to further analyse gaps in learning, identify key marginal children, track progress and compare data to other members of the PiXL family of school.</p> <p>Staff evaluation of CPD and the impact within their own practice and the classroom.</p>	<p>and moderations are half termly by SLT & Extended Leaders.</p> <p>PPM are half termly</p> <p>Interventions will be reviewed weekly by intervention teacher and associated class teacher and year leader.</p> <p>1:1 reading folders are evaluated termly by extended leaders and SLT</p> <p>Year 6 – Bi-weekly meetings with SLT from Spring onwards</p>	<p>Resources £600</p> <p>Staff CPD £2,200</p>
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	<p>Staff CPD such as: Developing the understanding of metacognition to improve learning. Strategies to teach a vocabulary based curriculum, how embed high quality text across the whole curriculum.</p> <p>Dedicated training sessions for support staff to further develop their skills and knowledge across the curriculum</p>	<p>Whole school training ensures consistency of approaches.</p> <p>EEF - Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p>			
Estimated Teaching & Learning Costs					£75,799.79
Recovery Curriculum					
<p>The learning gap created by Covid-19 school closure is reduced, with pupil premium pupils catching up in line with their peers</p> <p>Pupils retain a positive attitude to learning regardless of the educational and emotional impact of school closures.</p>	<p>Recovery curriculum that identifies and addresses the gaps in knowledge and understanding as a result of COVID-19 closures</p> <p>Targeted small group catch-up programmes for English and maths lead by GPJS teachers</p> <p>Utilisation of the National Tutoring programme for 1:1 or small group tutoring sessions to close the gap in maths and English</p>	<p>EEF - Small group tuition can have 4 months impact. The smaller the group the better.</p> <p>EEF - Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.</p>	<p>Half termly pupil progress meetings with teacher/SLT to identify barriers to learning and next steps.</p> <p>Analysis of curriculum gaps and revision of objectives over the academic year.</p> <p>Monitoring of curriculum via observations and book scruntinies</p> <p>Gap analysis by year group teams to inform future planning and interventions requirements</p> <p>Evaluation of catch-up programmes and the impact back in the classroom – regular discussion between intervention teacher and class teacher</p> <p>NTP objectives to be regularly reviewed and revised in discussions between NTP tutor and class teacher. NTP sessions to support classroom teaching</p>	<p>Review in April 22 and June 22</p> <p>Data, book scrutinies, observations or learning walks and moderations are half termly by SLT & Extended Leaders.</p> <p>PPM are half termly</p> <p>Interventions will be reviewed weekly by intervention teacher and associated class teacher and year leader.</p> <p>NTP sessions will be reviewed weekly via NTP tutor and class teacher discussions</p> <p>NTP reviewed at the end of the 15 sessions.</p>	<p>Staffing Costs £15,000</p> <p>Resources £950.00</p> <p>NTP £5,000</p>
Estimated Recovery Curriculum Costs					£20,950.00

Well-Being					
<p>Pupils who require social and emotional support have their needs identified and subsequently removed or alleviated</p> <p>Vulnerable pupils know they have a safe space in school and are supported to feel safe, secure and happy.</p> <p>Attendance percentages for PP pupils are in line with or exceed the Government expectations. Absence rates, including persistent absentees, are in line with or lower than the national figure.</p> <p>Families feel supported by the school and are comfortable/confident to engage with their child's education</p>	<p>Extensive Well-being programme across the school including interventions that support children with anxiety, anger management, confidence, forming positive friendships and developing resilience.</p> <p>Safe Space - themed Wellbeing room provides a quiet, calming environment where children have safe space to either talk or spend some quiet time.</p> <p>Access to an extensive Well-being Library that contains a range of books for children, for adults to share with children and just for adults, The Well-Being library is open to all children, families and staff. Parent coffee mornings that include parent relaxation and meditation sessions, reading with your child, primary school maths, healthy eating, positive parenting and preparing for SATs</p> <p>Breakfast Club – to support attendance and to help children have a calm and positive start to the day.</p> <p>Attendance rewards and prizes – best class attendance, individual termly attendance awards/prizes</p>	<p>On return from Lockdown 148 pupils were identified as requiring some form of wellbeing provisions, via SDQs results – working on the pupils' mental health and wellbeing is essential to children settling back into school and being ready to learn.</p> <p>Children having positive mental health is known to support attainment and progress in the classroom. EEF - on average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p>Our wellbeing programme helps us to identify some children's barriers to learning.</p> <p>Wellbeing work develops pupil confidence, self-esteem and resilience, essential for positive behaviour for learning.</p> <p>Attending Breakfast Club enables children to have a calm start to the day and gets them ready for learning.</p>	<p>Half termly pupil progress meetings with teacher/SLT to identify barriers to learning – discussions around wellbeing and the impact happening when back in class.</p> <p>Analysis of well-being data (start/end of programmes) in regard to the impact on SDQ scores and Spence Anxiety Scores</p> <p>Triangulated analysis of SDQ data from child/teacher/parent to see impact both in the classroom and at home.</p> <p>Staff observations and feedback re the impact that the wellbeing programmes/breakfast clubs have in relation to behaviour for learning and social and emotional development both in and outside the classroom.</p> <p>Half Termly analysis of progress and attainment data.</p> <p>Ongoing monitoring of attendance percentages – concerns raised by Attendance Officer of absences/persistent absentees with DHT – actions in the attendance policy followed accordingly, for example - First day calling and home visits on day 2 if no contact made.</p>	<p>Review in April 22 and June 22</p> <p>Well-being data analysed at the end of the each programme.</p> <p>Wellbeing overall impact analysed at the end of the academic year.</p> <p>Attendance data reviewed bi-weekly with SLT</p>	<p>Staff costs and Resources £35,000</p> <p>Breakfast Club and related costings £6200.00</p> <p>Attendance Rewards £500</p> <p>Uniform Support £600</p>

It gives them access to a healthy breakfast which helps promote a healthy diet and supports them to concentrate when in class. The activities that are available in breakfast club energise children and encourages them to be active. Being active before school can help children to focus when in class.

Institute for Fiscal Studies report 'Breakfast clubs work their magic in disadvantaged English schools' reported that Breakfast club provision increases academic attainment by around 2 months' progress. Gains are driven by better behaviour and concentration.

Parental engagement supports both the parent and their child to engage with school, which supports the ongoing wellbeing, progress and attainment of children.
EEF – Parental engagement +3 month impact

DfE report: link between attendance and attainment at KS2 and KS4 - March 2016
...in general, the higher the overall absence rate across the KS, the lower the likely

		level of attainment at the end of KS2.			
Estimated Wellbeing Costs					£42,300
Home learning					
<p>Pupils have access to a suitable IT provision enabling them to access learning platforms within their home.</p> <p>Pupils develop a love for reading and have access to a rich vocabulary to further support their learning.</p>	<p>Ensure that all PP children have access to the WiFi by providing Pay as You Go access to the internet</p> <p>Supply laptops on long term loan to children who do not have access to IT at home</p> <p>Home Book Boxes – a range of fiction/non fiction books given to all PP children as a start, or an addition, to their own home library.</p>	<p>EEF - Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.</p> <p>Children's Commissioner – Particularly during this pandemic, proper access to the internet is not a luxury, but a necessity. It is the same as not having a book or a pen and must be recognised as such.</p> <p>The current climate has seen an increase in home learning including online homework platforms, remote teaching and online catch-up programmes. A higher proportion of PP children do not have access to IT equipment, and in some cases the internet, which disadvantages them by excluding them from being able to access home learning of any type. By not being able to access learning at home will put them behind their peers and will have an impact on their progress and attainment.</p> <p>Access to IT within the home will also benefit the whole</p>	<p>Weekly monitoring of online homework completed - class teacher</p> <p>Monitoring of remote learning accessed in isolation – class teacher/SLT</p> <p>Half termly PPM and data analysis</p> <p>Laptops returned half termly for digital check-up/condition</p> <p>Pupil, parent and staff questionnaires</p>	<p>Review April 22 and June 22</p>	<p>Purchases made last year and equipment have resulted in pupils accessing home learning whenever required due to absence and as part of school contingency plan</p> <p>Remote learning information updated in line with DFE requirements.</p> <p>Book Boxes: £1639.00</p>

		<p>family with parents also being able to access online courses, relevant information etc. and if necessary have access to the job market which improves life chances for the whole family.</p> <p>Supplying book boxes to all children enables children to have access to high quality text which impacts on their developing vocabulary, which in turn will impact on their progress and attainment both within English and the wider curriculum.</p> <p><i>Book ownership, literacy engagement and mental wellbeing - National Literacy Trust 2018 reports that Book ownership has been directly linked with improved mental health amongst children and a greater propensity to read for pleasure, whilst reading fluency itself has a significant impact on children's successful progression through education. By age eleven, there is a 12-month language development gap between children from book rich homes books and those with fewer than ten books.</i></p>			<p>Diabetic learning Packs £50</p> <p>Well Being journals: Happy Self Journals £1288.00</p>
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Estimated Home Learning Costs £2977.00

Enrichment

<p>Pupils have access to a range of experiences which inspire, motivate and encourage them to have wider view of their life options and opportunities.</p>	<p>Junior Award Scheme for Schools (JASS) – An Accredited Award Scheme for young people working on four areas: Get Active, My Interests, Me and My World and Adventure.</p> <p>Year 6 - The Brilliant Club – Scholars Programme gives More Able pupils the opportunity to work with a PhD researcher to experience university style learning. It helps pupils develop the skills, knowledge and confidence to aspire to attend university.</p> <p>Selection of Workshops to further inspire, engage and give children the opportunities beyond the classroom – this year’s will include dance and drama based on Aladdin & The Christmas Carol and a six week Shakespeare themed drama programme.</p>	<p>EEF toolkit – enrichment in the form of; sports, arts, outdoor adventure learning are shown to have +2 or +4 months impact. EEF states that wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>Schemes such as JASS introduces children to new experiences, it raises aspirations and further develops social and emotional development. Programmes such as these improve children’s confidence and self- esteem, they develop resilience and help children understand the importance of commitment. Giving PP children access to university at an early age raises aspirations, improves confidence and allows More Able PP children access to a level of learning that both engages and challenges them.</p>	<p>Social and emotional development will be tracked by SDQs and how the pupil responds when taking part in the scheme.</p> <p>Both JASS and The Brilliant club have set objectives that can be monitored as the programmes progress.</p> <p>The Brilliant Club has its own evaluation and impact assessment which, at the end of the programme, is shared with the school.</p> <p>Children attending the schemes will be discussed at PPMs to see the attitude to learning impact back in the classroom and the impact on progress and attainment.</p> <p>Separate progress and attainment analysis will be done on the cohort groups attending the programmes.</p> <p>Pupil, staff and parent voice will be used to evaluate the impact of the programmes.</p> <p>Workshops will be evaluated by pupil and staff questionnaires.</p>	<p>April 22 and June 22</p> <p>Weekly evaluation and at the end of the programmes.</p> <p>Workshops evaluations at the end of session/programme</p>	<p>JASS programme/ workshops £700.00</p> <p>Brilliant Club £2,000.00</p> <p>Theatre visits £2572.21</p>
Estimated Enrichment Costs					£5272.21
Estimated Total Pupil Premium Spending					£146,260.00