

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 TO BE UPDATED BY 31.12.25

Detail	Data
School name	Grange Infant School
Number of pupils in school	173 (52 PP including 2 PLAC)
Proportion (%) of pupil premium eligible pupils	30.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025/26
Date this statement was published	31st December 2025
Date on which it will be reviewed	April/July/ October 2026
Statement authorised by	Sam Myers Headteacher
Pupil premium lead	Sam Myers Headteacher
Governor	Lynn Reynolds and Izzy Pettit

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year FSM – Free School Meals SF – Service Family LAC/PLAC – Looked After Children (Post/LAC)	Total - £117,705 FSM – £92,415 SF - £16,800 LAC/PLAC - £8,490
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£117,705

Part A: Pupil premium strategy plan

Statement of intent

Grange Infant School's Vision:

Our vision is that our children will be prepared to enjoy and succeed in the future by being resilient and respectful. We have high expectations of achievement for all our children and are driven, through a shared vision, to give them 'A Flying Start'.

Through a nurturing and inclusive environment, our children will have the confidence to have a voice and be heard. They will be motivated to achieve and proud to be the very best they can be. Practice and outcomes at Grange Infants will be good, with many elements of outstanding practice recognised. Staff, governors, parents and children will have high expectations and outcomes will be in line with or above national standards. When children leave us, they will have benefited from a varied and inspiring curriculum, enabling them to become lifelong learners and achieve success in the future. We promise them a 'Flying Start' to their school career that will pave the way to a bright and promising future.

The Government believes that the Pupil Premium funding, which is in addition to main school funding, is the best way to address the current underlying inequalities between disadvantaged children and their peers. At Grange Infant School, we recognise the importance of considering the context of the school and the subsequent challenges that we face and in this way, ensure that this funding reaches the children who need it the most. We are held to account for our spending and are responsible for the intent, the implementation and the impact of this spending with the key objective of diminishing differences between pupil groups and ensuring these pupils make good or better progress.

There is no single strategy or intervention which provides a complete solution to narrowing the gap for all children. We therefore employ a three tiered approach to our Pupil Premium spending model in order to improve teaching and ensure that the needs of all children are accurately assessed and addressed. This includes ensuring all teachers are supported to keep improving through professional development and training, targeted interventions which are planned specifically to meet the needs of individuals and thirdly, wider strategies including addressing non-academic barriers such as attendance, social and emotional need and behaviour. Decisions on how to deploy the Pupil Premium Grant in this way are based on the context of the school and rigorous assessment of the needs of the children.

Please see the following Gov.uk guidance:

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

The Pupil Premium funding is based upon the following:

The Department of Education will allocate the following amounts for 2025/26: -

£1,515 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 2. (Ever 6 FSM)

£2,630 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 (£970 retained centrally, £1600 allocated to the school on a termly basis)

£2,630 per pupil for children who have ceased to be looked (PLAC) after by a local authority because of adoption, a special guardianship order (SGO), a child arrangements order or a residence order

£350 per service family child. This is funding for children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support through ELSA intervention and weekly after school club provision 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 (Ever 6) or 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)

For the academic year 2024/25, we retained 1 teaching assistant to run intervention for four afternoons a week. This TA focussed on reducing the gap in phonics and was trained in the Read Write Inc 'Fast track' programme. The Deputy Headteacher will lead the 'Pathway to Progress' math intervention in order to help close the gap between disadvantaged pupils and their non-disadvantaged peers.

Grange Infant School's Pupil Premium Strategic Principles: Our building blocks for tackling educational disadvantage

Whole-school ethos of attainment for all

There is a culture of high expectations for all.

There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.

Disadvantaged pupils and their families are held in high regard and the best possible support is sought (equal opportunity, equal access)

Leaders, teachers and other adults understand their role and responsibilities within the school's strategy

Addressing behaviour and attendance

A strong emphasis is placed on developing positive behaviours for learning through developing a growth mindset and understanding how to 'drive your brain' (metacognition)

The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.

Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.

Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

High quality teaching for all

The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on- going formative assessment is essential to ensure disadvantaged pupils make strong progress and that there is early intervention for gaps identified.

Teachers are committed to successfully engage with those disadvantaged pupils who are facing learning barriers.

Professional development is focused on securing strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self-regulation.

Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

Meeting individual learning needs

There is a strong understanding of the barriers to learning and how these barriers present in school.

Personalised profiles are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.

Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.

Transition processes for disadvantaged pupils are carefully planned and implemented with high level of support throughout.

Data-driven

The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase. Key staff attend these progress meetings including the SENDCo and Inclusion lead to ensure effective provision is put in place to address gaps and accelerate progress.

Accelerated progress should lead to higher attainment within an academic year and key stages.

Clear, responsive leadership

A Strategy Group, which includes senior leadership and a governor, review the effectiveness of strategies at the end of each assessment phase and the end of the year. Self-evaluation is rigorous and honest.

The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.

Leaders apply robust quality assurance processes and clear success criteria.

Deploying staff effectively

Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils. This is clearly identified on class and year group pupil progress plans and is a working document that evolves as the children progress and achieve individual targets. Resources are targeted at pupils at risk of underachievement in terms of low and high attainment. The school's pupil premium strategy is driven by on-going assessment of need, research of strategies that have proven to be effective and robust school self-evaluation.

Whilst our strategy adopts the recommended EEF tiered approach, we recognise that many elements of the strategy will overlap categories and that our balance of approach will vary year on year, cohort to cohort, as the school's and the children's priorities change. Grange Infant School plans our approach based on past experience and success, knowing that often the biggest difference is made through a small number of robust and consistent strategies.

The guidance from the EEF is used by Grange Infant School to help us make the best use of this funding:

https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf

DfE guidance: Using the Pupil Premium Guidance for School Leaders:

<https://www.gov.uk/government/publications/pupil-premium>



Challenges

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

Challenge number	Detail of challenge
1	<p>Academic achievement</p> <p>Progress of Pupil Premium children as a group is lower than that of non- pupil Premium children- gaps remain. Our disadvantaged children as a group, have a lower attainment in phonics than their peers and this negatively impacts upon their development as readers and writers.</p> <p>In the current academic year 2025/26, 11 pupils on the PP register (FSM, FSM6, LAC, PLAC) are also on the SEN register, so are doubly disadvantaged in terms of their academic progress. (11/53 pupils= 21%). 1 of these pupil has an EHCP due to the significance of their needs, with 2 further pupil's EHCP pending. Our highly trained TA team are integral to our personalised provision for these pupils through learning interventions, IEP targets, Precision teaching ELSA and THRIVE. Interventions are vital to help close learning gaps. These are designed and personalised to meet the specific needs of children in school. Academic achievement is rigorously tracked termly by the Headteacher who is also the Pupil Premium lead. Pupil Progress meetings take place after each phase data drop, and half termly pit stops focus on achievement and barriers to learning for PP children. Discussions and impact analysis of interventions, such as lowest 20% reader interventions, inform future plans. We are mindful that good progress can look different for children with significant SEN; we set personalised targets through IEPs and EHCP annual review meetings to ensure that children continue to achieve well at their level and capabilities.</p> <p>Teacher assessments for Year 2 at the end of the academic year 2024/ 25, showed that of those children who did not reach age related expectations in</p>

	reading, 52% of these were pupil premium. In writing, it was 36% and in maths, 58% of those pupils who did not meet age related expectations, were pupil premium.
2	<p>Attendance</p> <p>The attendance of Pupil Premium children as a group is lower than that of non-Pupil Premium children.</p> <p>Our analysis of attendance data shows that some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance. 50% of our persistent absentees are also disadvantaged. Attendance and punctuality issues lead to lost learning time and disrupts the continuity of planned learning journeys. As a result, pupils with attendance issues are prone to falling behind their peers. <i>Update</i></p>
3	<p>Turbulence and instability for service families and children</p> <p>Mobility Rates for Service Families</p> <p>A number of our service pupils experience frequent periods when a parent is deployed for a lengthy period of time. This can affect their mental health and well-being, as usual systems, routines and support at home being disrupted. Other service pupils follow their parents when they deploy so experience significant disruption to their academic learning and emotional well-being through frequent moves, changes in home and security and the impact on peer relationships and self-esteem. We have also identified that many of our service children struggle more with erratic deployment of a parent during which a parent may be away during the week and return home at the weekend, again disrupting routines for the child. Similarly, some of our service parents will be office based out of county with no definite leave pattern, often returning home unexpectedly or being delayed.</p>
4	<p>Outcomes at the end of Year R</p> <p>Data at end of the academic year 2024/ 25, clearly showed the gap in outcomes for disadvantaged pupils in comparison to their non-disadvantaged peers. Of the 33.9% of the cohort who did not reach a Good Level of Development, 43% of these children were pupil premium pupils. There was also a clear link between those pupils who were entitled to pupil premium funding and who were also on the SEN register and were boys. The school has already identified a gender gap in outcomes between males and females and this can be seen in those children reaching/ not GLD at the end of their first year in school.</p>
5	<p>Personal development, emotional health and well-being</p> <p>Low self-esteem, poorer social emotional skills and concerns regarding mental health and wellbeing. Some of our PP pupils need support to manage their own social and emotional needs. This involves helping them to recognise and understand their emotions and to develop the strategies to manage their emotions appropriately→ emotional recovery and resilience building.</p> <p>A number of our PP families also benefit from support around safeguarding, parenting and their own mental health and well-being. Over 25% of our pupil premium pupils have been identified as needing additional help with their mental health and well-being or social emotional needs, receiving either 1:1 or small group support through ELSA and TA intervention such as Thrive. Since the pandemic, teacher and parental referrals for support from the Home School Link Worker and family support have increased significantly. This includes Thrive work and parenting programme/ Family Links run within the school.</p>
6	<p>Support for learning and development at home</p> <p>Disadvantaged families have less access to learning resources such as books, pens/ paper and internet-based resources such as Mathletics, Oxford Owl and BBC Bitesize. Fewer families access the weekly homework set and ½ termly projects. Attendance at parent meetings is lower than non- PP families and parental engagement is lower particularly for reading support at home and homework projects.</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
<p>1. There is an acceleration in Pupil Premium progress from starting points in all year groups. The gap is starting to diminish between PP and non-PP children.</p>	<p>Attainment at the end of Year R and KS1 sees a reduction in the gap between PP and non-PP children. The percentage of PP children reaching combined ARE and GLD (Year R) improves in comparison to validated data 2025 and teacher assessments (KS1) in 2025.</p> <p>SEN and LAC pupils on the PP register make good progress in learning from their individual starting points. This relates to both academic and social /emotional targets included on their IEP / IBMP.</p> <p>Targeted interventions show measurable impact</p> <p>Rigorous and robust diagnostic, formative and summative assessments are effectively used to re-design and reshape learning journeys and interventions. Such personalised provision based on need closes gaps in learning.</p> <p>Staff are effectively deployed to provide targeted teaching where needed.</p> <p>Analysis of pupil performance and ongoing self-evaluation initiates staff training and resourcing, with positive impact on the quality of provision and pupil progress for PP pupils.</p> <p>Staff know children's needs well and have strong subject knowledge to meet these needs.</p> <p>Regular triangulated monitoring of teacher assessments, work sampling and pupil conferencing, alongside Pupil Progress Meetings allow early identification of need and impact of interventions.</p>
<p>2. The attendance gap of PP and non-PP children is to reduce.</p>	<p>PP attendance is in line with or close to the national average (93% of all pupils nationally, 89% for pupils eligible for FSM) Better attendance leads to better outcome for PP children both socially and emotionally as well as academically.</p> <p>Attendance for disadvantaged pupils is improving over time (Discounting pupils with specific medical needs that affect attendance.)</p> <p>No disadvantaged pupils are persistent absentees (below 90%) or have issues with punctuality</p>

	<p>Attendance is tracked for all pupils and pupil groups. Timely interventions mean that there are no significant variances between groups in terms of attendance</p> <p>Gov.uk link for further information:</p> <p>https://explore-education-statistics.service.gov.uk/find-statistics/pupil-absence-in-schools-in-england?fbclid=IwAR33-msf04TpqQRIFYI4BR9CoAvqHay6PBhH0YdMA_KicBAZgVS9Acg6dA</p>
<p>3. All service pupils feel happy at school, confident in their learning and proud of their parent's role in the armed forces. Any academic gaps created by frequent redeployment are quickly identified and closed</p>	<p>Service pupils achieve the same standards of attainment and progress as non-service pupils</p> <p>Service pupils feel supported when a parent deploys and knows how to access support and help</p> <p>Families of service personnel feel supported by the school and enjoy a range of social events that bring the service community together, both within our own school community and with service families across different schools.</p>
<p>4. Outcomes for pupil premium pupils at the end of Year R are in line with their non-PP peers. (In particular, reading, writing, personal development and maths</p>	<p>PP children are well-supported to develop their personal, social and emotional development through ELSA.</p> <p>PP children in Year R are able to better manage themselves and build relationships. The learning environment stimulates interest in writing and leads to application of early phonics skills. PP children access writing activities within child-initiated learning and resources encourage children to write.</p> <p>Children enjoy reading and are developing a love of books both at school and at home.</p>
<p>5. PP pupils receive a range of SEMH opportunities, interventions and support in school. They are better able to manage their emotions and apply self-help strategies.</p>	<p>PP pupils and their families are effectively supported by our Inclusion/ pastoral Team, with our ELSAs and HSLW providing specialist emotional support interventions for pupils.</p> <p>External agencies are signposted when needed.</p> <p>PP children have equal access to extra-curricular clubs, trips and residential visits</p> <p>PP pupils who are receiving early help, or who have CIN or CP plans feel supported by the school and are happy to share worries and concerns.</p> <p>The school takes all possible steps to initiate targeted support for pupils and families through interventions, liaison with social workers, initiating parenting support programmes etc</p>

	Targeted PP children develop confidence, teamwork, resilience through interventions e.g. forest school, Nurture, THRIVE.
6. Parents of PP pupils engage well with the school. PP children's home learning, is tracked and pupils enjoy taking part in the homework showcases each half term. PP pupils actively want to read and are developing a love of reading, being awarded the reading certificates each week in the assembly and seeing their photos move through the solar system.	Pupils regularly practise reading, spelling and counting at home, They can access Mathletics and Oxford Owl at home Attendance at parent evenings is good for all pupils Attendance at learning workshops increases for all families

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: £13,133

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further developing the quality of teaching and learning, with a focus on ensuring effective adaptive teaching and personalisation of provision through ongoing robust assessment. Rigorous analysis of pupil progress to ensure that all	<p><i>DfE document: Supporting the Attainment of Disadvantaged Pupils</i></p> <p>EEF: Improving Literacy in KS1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>Teacher feedback: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p> <p>Improving Mathematics in Early Years and KS1: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	1, 3, 4

<p>actions are evidence based. This will involve staff mentoring and coaching of ECTs and support for all staff through pupil progress meetings and pit stops.</p>		
<p>Subject leader training (Foundation)</p>	<p><i>EEF- Putting Evidence to Work- recommendation 2- Create a leadership environment and school climate that is conducive to good implementations</i></p> <p>All subject leaders are accountable for the leadership of their subject ensuring effective curriculum design and planning, useful and informative assessment activities and where appropriate, intervention that supports equitable access to teaching and learning for all pupil groups including disadvantaged.</p> <p>Effective professional development: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>1, 3, 4</p>
<p>Member of the SLT to lead on the revision and relaunch of Grange Learning Behaviours and Rosenshine Principles</p>	<p><i>EEF- Putting Evidence to Work- recommendation 2- Create a leadership environment and school climate that is conducive to good implementations</i></p> <p><i>EEF- Metacognition and self-regulated learning</i> AHT leads on implementing the new Grange Learning Behaviours.</p> <p>All learning behaviours are introduced to whole school by the end of Spring term 2022.</p> <p>All children are able to talk about these learning behaviours and the positive impact they have on growth mindset and metacognition.</p>	<p>1, 3, 4, 5</p>
<p>CPD for all teaching staff on feedback and marking</p>	<p><i>EEF toolkit: Strand: Assessment and feedback</i> <i>EEF: Teacher feedback to improve pupil learning- 6 recommendations</i></p> <p>Oral feedback impacts upon progress- feedback leads to immediate response and revision, leading to positive improvements for the individual</p>	<p>1, 3, 4, 5</p>
<p>RWInc phonics training for</p>	<p><i>EEF- Using your Pupil Premium Effectively: 1. Diagnosing your pupils' challenges and needs</i></p>	<p>1, 3, 4, 5, 6</p>

<p>all staff 2023- 2025 programm e of support and coaching from RWInc specialist teacher</p>	<p>All staff can teach phonics confidently leading to good outcomes for all pupil groups</p> <p>EEF: Improving Literacy in KS1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	
<p>Support from LA/ HIAS for reading and writing</p>	<p><i>EEF- Using your Pupil Premium Effectively: 1. Diagnosing your pupils' challenges and needs</i></p> <p>English lead receives regular training and updates; this impacts positively upon curriculum design and planning, leading to good outcomes for all pupil groups and equitable access to the curriculum for all.</p>	<p>1, 3, 4, 5, 6</p>
<p>Staff deployed to work with targeted groups from Year R → Year 2 RWInc Fast Track Pathways to Progress</p>	<p><i>EEF- Using your Pupil Premium Effectively: 1. Diagnosing your pupils' challenges and needs</i></p> <p>Targeted children have regular intervention for core that addresses gaps in learning and accelerates progress</p>	<p>1,3, 4, 5</p>
<p>Attendanc e support- weekly targeted meetings with Attendanc e lead to look at attendance of groups, including those who are disadvanta ged Targeted support for parents to include attendance contracts. Local and national</p>	<p><i>DfE document – Supporting the Attainment of Disadvantaged Pupils EEF – ‘Putting Evidence to Work’ – 2 – Create a Leadership Environment and School Climate that is Conducive to Good Implementations Parents are supported with their children’s attendance, understand the importance and are supported with regular attendance for their children in schools and strategies to support</i></p> <p>Supporting School Attendance: https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance?utm_source=/education-evidence/leadership-and-planning/supporting-attendance&utm_medium=search&utm_campaign=site_search&search_term=Attendance</p>	<p>2, 6</p>

support groups and training for attendance team		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 69,472

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small group intervention for phonics	<i>EEF Teaching and learning toolkit: small group tuition +4 months impact</i> Targeted children make accelerated progress in either English, maths or both through regular intervention. Progress can be seen in books and through pupil conferencing	1, 3, 4
Small group intervention to Year R 1/ week	<i>EEF Teaching and learning toolkit: small group tuition +4 months impact</i> Targeted children make accelerated progress in either English, maths or both through regular intervention. Progress can be seen in books and through pupil conferencing	1, 3, 4
Bespoke maths and phonics intervention for targeted groups in KS1	<i>EEF Teaching and learning toolkit: small group tuition +4 months impact</i> Targeted children make accelerated progress in reading, closing the gap between disadvantaged children and their peers	1, 5
Fast track		

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

Budgeted cost: £45,444

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Empowerment Approach	<i>EEF- Using your Pupil Premium Effectively: Diagnosing your pupils' challenges and needs</i>	5
THRIVE updates and assessments		

	<p>All staff receive training for the Empowerment Approach</p> <p>. All staff have a good understanding of the impact of a relational approach on pupils' well-being and mental health. Intervention (ELSA) is tailored to meet individual need and the use of Thrive assessments sets targets and outlines activities that will support good outcomes for those children with social and emotional needs.</p>	
ELSA lead in Year R and in KS1 Nurture sessions in place for all groups Wednesday Club for PP pupils and forces pupils every week	<p>Nurture groups run in all year groups. Lead ELSA/ HLTA2 oversees planning and implementation.</p>	5
After school clubs for KS 1 ActiveMe360 sports club and coaching FunKidz dance club	<p>A timetable of after school club provision is in place and accessible to all pupil groups in KS1</p> <p>The engagement of individual pupils improves through learning in an outside environment where barriers are removed and learning in through hands-on/ first had experience with nature.</p>	5
Attendance team in place- designated attendance lead	Drops in attendance are identified quickly and addressed through liaison with families.	2
Funding to Pupil Premium school trips and uniform	<p><i>EEF 'Using you Pupil Premium Funding Effectively' 3. Implement – Implementing your Pupil Premium Strategy and wider strategies. 4. Continually monitor the progress of the practice and strategies, adapting approach when and where appropriate</i></p> <p>Each child eligible for FSM Pupil Premium has school trips fully or partially funded a year. Each child eligible for FSM Pupil Premium is given 1 school jumper/cardigan and a water bottle each year</p>	1, 2, 3, 4, 5
Home School Link Worker	<i>EEF 'Using you Pupil Premium Funding Effectively' 3. Implement – Implementing your Pupil Premium</i>	5, 6

	<p><i>Strategy and wider strategies. 4.</i> <i>Continually monitor the progress of the practice and strategies, adapting approach when and where appropriate</i></p> <p>HSLW to develop relationships with children and their families. Identify need and work with parents on specific areas. Referrals to other agencies to ensure families are supported and guided by professionals where needed.</p> <p>Signposting to support such as food and clothing banks.</p> <p>Offering support for collecting individual children where barriers to attendance are identified.</p>	
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Total budgeted cost: £128,049

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- 2025 academic year.

Teaching and learning

Teaching has continued to strengthen and all staff are clear on the impact of first quality teaching and the benefits of a more bespoke and personalised curriculum for disadvantaged pupils and their peers. Disadvantaged pupils have continued to be a high profile, with all staff aware of which pupils to target, what they need to progress and how. There is a more focussed emphasis on getting the quality first provision right rather than out of class TA support. Staff understand and can prioritise where there may be a need of such that specific intervention, out of class, is deemed to have the most positive outcome. However, CPD has primarily focused on Ordinarily Available Provision (OAP) with support from local authority. This CPD focus will continue into the next academic year 25/26.

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send>

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-high-quality-teaching-for-pupils-with-send>

The professional development cycle has focussed on support for the disadvantaged with regular monitoring through book scrutinies, pupil conferencing and learning walks. PP children are targeted through this monitoring round and the rigorous support from the PP link Governor has ensured a more forensic approach to tracking, monitoring and then directing effective support through case studies in each year group. The head teacher, alongside the SENDCo, regularly conferences PP children during which the children share learning, talk about what they enjoy in school and how they can improve. The school has recognised the number of children who are both PP and have a special educational need and this is a focus group at all pupil progress reviews and leadership meetings. Core leads and year leads are invited to these meetings to ensure expertise and knowledge is shared for the benefit of all pupils. The school has a key leader in charge of PP who monitors and evidences progress made. There is a strategy group meeting, with the PP/ SEND Governor in attendance, at each data phase to discuss strategies for moving forward and disadvantaged groups are discussed at every leadership meeting.

In English real texts continue to be used to support learning journeys with an increased focus on vocabulary choice through the Talk for Writing approach. Communication and language continue to be a focus for the school and more opportunities for drama and role play now run through the curriculum. Talk for writing supports this vocabulary drive and Year R use Word Aware within their curriculum. Other intervention programmes such as Language and Listening/ Black Sheep have also had an impact on small groups.

Working walls help children to apply what they have learnt to other areas. The walls very much reflect the journey for English so that children can develop their independence, knowing why they are learning what they are learning at that point and where they are going next.

Similarly in maths, the learning journey is clear and an emphasis is placed on effective use of tools. The Deputy Head, as part of her Teaching and Learning role, has introduced

aspects of the Rosenshine Principles, looking at cognitive science, classroom practice and cognitive support. Effective feedback, both written and verbal continues to have a positive impact on progress and moving learning forward at the right time for each child.

EYFS runs a curriculum of focussed teaching balanced with child- initiated learning. This supports application of skills across all areas of learning and focussed teaching to support low starting points. A range of interventions is carefully planned across the year team to support all groups of children. Personalised planning and provision mapping support PP children in making targeted progress from starting points. These have proved to be highly successful in driving planning as well as the timetabling of specific support alongside quality first teaching and Ordinarily Available Provision. Book scrutinies and learning walks evidence good or better progress being made from starting points.

The school has completed a 2 year support programme with Ruth Miskin.Org and we have regular coaching from a specialist teacher who ensures the optimum impact from the whole school training that took place in September 2023. Year R have made adaptations to their practice in recognition of both specific learning and SEMH needs and this has had a positive impact with an increased percentage of children reaching a Good Level of Development at the end of Year R 2025. There is a growing number of Year R pupils who now attend phonics with their Year 1 and Year 2 peers due to accelerated progress.

An experienced teaching assistant was deployed (additional hours) to run intervention for phonics (Fast Track) and from the beginning of the year, they worked with individuals and small groups 3 to 4 times a week. Again, there is a focus on the progress of and the impact upon on pupil premium children. *Please see end of year data for phonics below.*

English and maths leads have continued to access CPD and support from HIAS and progression documents from both HIAS teams have been used to plan and assess the curriculum.

Attainment

Year 2 phonics re-take:



The outcomes were disappointing for the Year 2 cohort who had to re-take the phonics screening, with only 33.3% of this group reaching the standard required. The school will now join the local authority Phonics Partnership Programme to identify improvement planning and evaluate the leadership of phonics. Discussion has already been had with the LA regarding the high level of need within this cohort and the HT will provide evidence through 'back stories' for all those who did not reach this standard but with a

clear focus on disadvantaged children. Similarly, the school saw a noticeable drop in the phonics outcomes for Year 1 and again there is a high level of need within this cohort.

Year 1 phonics:



Year 1: Working At



Analysis of Year 1 phonics:

All pupils:

Phonics Benchmark										2025				
Estab. No.	Estab. Name	Cohort	Mark						Outcome					
			No Score	0-15	16-23	24-31	32-36	37-40	APS	Q	A	D	WT	WA
-	NCER National	601,000	3.6%	8.1%	3.7%	4.7%	30.1%	49.8%	33.3	-	0.2%	3.4%	16.5%	79.9%
-	Local Authority	14,474	3.0%	6.8%	4.1%	5.3%	32.2%	48.7%	33.6	0.0%	0.1%	2.9%	16.1%	80.8%
2620	Grange Infant School	55	0.0%	30.9%	1.8%	5.5%	16.4%	45.5%	26.2	0.0%	0.0%	0.0%	38.2%	61.8%

Disadvantaged (including SEND)

Phonics Benchmark										2025 Disadvantaged				
Estab. No.	Estab. Name	Cohort	Mark						Outcome					
			No Score	0-15	16-23	24-31	32-36	37-40	APS	Q	A	D	WT	WA
-	NCER National	129,960	5.9%	15.4%	5.9%	6.0%	30.7%	36.1%	29.9	0.0%	0.4%	5.5%	27.4%	66.8%
-	Local Authority	2,414	5.9%	16.2%	6.8%	7.7%	31.7%	31.8%	29.2	0.0%	0.4%	5.5%	30.6%	63.5%
2620	Grange Infant School	19	0.0%	31.6%	5.3%	10.5%	21.1%	31.6%	24.4	0.0%	0.0%	0.0%	47.4%	52.6%

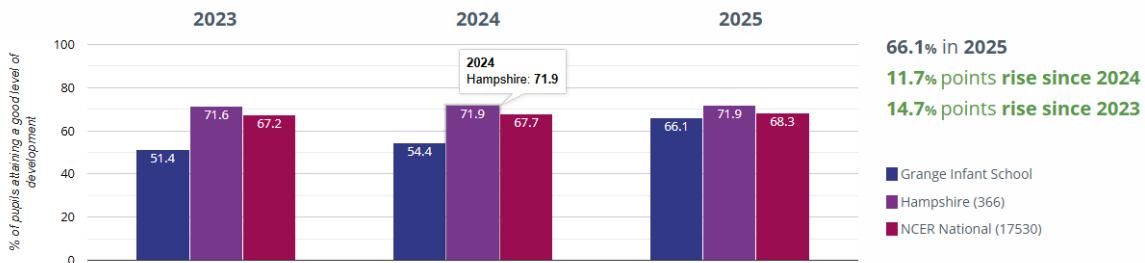
Disadvantaged excluding SEND:

Phonics Benchmark										2025 Disadvantaged No recorded SEN				
Estab. No.	Estab. Name	Cohort	Mark						Outcome					
			No Score	0-15	16-23	24-31	32-36	37-40	APS	Q	A	D	WT	WA
-	NCER National	91,700	0.7%	8.9%	5.2%	5.9%	34.9%	44.4%	32.6	0.0%	0.3%	0.4%	20.0%	79.3%
-	Local Authority	1,664	0.6%	8.8%	5.8%	7.3%	36.6%	40.9%	32.3	0.0%	0.2%	0.4%	21.9%	77.5%
2620	Grange Infant School	15	0.0%	20.0%	6.7%	13.3%	26.7%	33.3%	27.9	0.0%	0.0%	0.0%	40.0%	60.0%

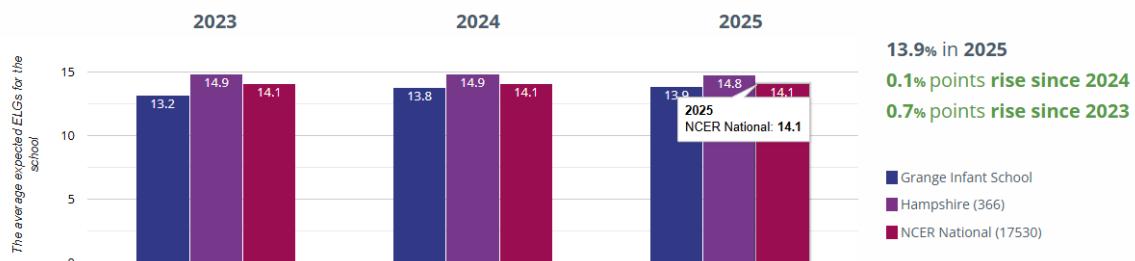
Although the data for the whole cohort was lower than in previous years, the gap between disadvantaged pupils and their non-disadvantaged peers has reduced from 10% in 2024 to 8.2% in 2025.

Year R:

★ Good Level Of Development



↗ Average number of early learning goals at expected level per child



We were pleased to see an increase in the number of children reaching GLD at the end of the year. Of this cohort, 17 children were disadvantaged and 47% of this group reached GLD making this a focus for school improvement 2025/26.

Emotional, social and behavioural support

The ELSA works to support vulnerable PP children with emotional need in order to ensure this does not become a barrier to learning and that the children are in school and ready to access the curriculum. Attendance of all groups is monitored and addressed at the weekly safeguarding and attendance meeting. Attachment and trauma strategies were audited in the year 2022/ 23 as part of the school's participation in the Attachment and Trauma Sensitive Schools Award. We were pleased to be awarded Bronze level in October 2022 which recognised the provision that is put in place for all children to support children's mental health and wellbeing. The SENDCo and the lead ELSA completed the Mental Health Lead Practitioner training during the autumn term 2022 and will work together with the inclusion lead to provide training and support for staff to ensure effective and sensitive support for vulnerable children with emotional need. We recognise the potential barrier that poor mental health and wellbeing can lead to and work hard to develop strategies and skills that will ensure the children are mentally and emotionally ready for school.

Enrichment:

We pride ourselves on every child, especially disadvantaged children, being ready to learn by 9am. We ensure the ELSA and key staff meet and greet vulnerable children first thing in the morning to settle them. Breakfast nurture may be offered to individuals and a 'soft start' is available to support tricky transition from home to school for key children. Space is provided for the child to talk first thing if they need to and calm/ quiet spaces are accessible in every classroom and/ or shared area. Disadvantaged families are signposted to the

breakfast and after school provision run by TJs. Places can be funded and this is assessed on an individual needs basis.

The school provides a rich and varied curriculum for all children which involves several enrichment activities. The school asks for voluntary contributions but no child is disadvantaged by being PP. The school is happy to subsidise so that all children can take part.

All disadvantaged children are provided with a free school jumper to support them in feeling part of the Grange team. The school runs a variety of after- school clubs, all being run free of cost to families and through staff volunteering. PP children are signposted to these clubs and we ensure that each PP child has the opportunity to attend a club that supports their interests and hobbies. Any clubs that are run by local providers are again signposted to PP children and those children in receipt of LAC/ PLAC funding are offered a fully- funded place. P/LAC children (see *below*) are also encouraged to participate in clubs outside of school such as swimming and gymnastics. Again, these are fully funded through LAC money and the school works hard to ensure that these children have the opportunities to develop their well- being as well as social and emotional skills.

LAC:

For the academic year 24/25 there were 2 Looked After Children (LAC) and 2 post-looked after children in school (PLAC), both of whom were under a Special Guardianship Order (SGO). Each child had access to additional support and intervention as needed such as ABC gross motor support programme and regular nurture or ELSA time. These children had weekly Forest schools provision through 'Freshair Learning' which had a huge impact upon mental health and well-being. The 2 Year 2 children had weekly piano lessons and these will continue into Year 3 at the children's request.

The school has established and maintained good working relationships with all families of looked after and post LAC children, ensuring that the families can access after school clubs within school and extra -curricular activities such as gymnastics and swimming. All school trips are paid for and each child receives one cardigan or jumper a year. (Should this become too small or worn out, the school will replace this.) These children can access the breakfast club daily and are encouraged to do so. Similarly, they will be prioritised for Wednesday club each week. Resources that support learning and personal interests are provided for each child such as dolls for role play and books for developing non- fiction reading skills.