

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Infant School
Number of pupils in school	205 (68 PP including 2 PLAC)
Proportion (%) of pupil premium eligible pupils	33.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23
Date this statement was published	15 <sup>th</sup> November 2022
Date on which it will be reviewed	April/July 2023
Statement authorised by	Sam Myers Headteacher
Pupil premium lead	Sam Myers Headteacher
Governor	Paula Ashby

### 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)	<b>Total - £115,005</b> FSM £90,025 SF £20,160 LAC/PLAC £4,820
Recovery premium funding allocation this academic year Based on Free School Meal Pupils	<b>Total – £7358.75</b> £4,930 - Summer Term £2,428.75 Sept-July 2023
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£ 122, 363.75</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# 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 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.

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 2022-23: -

**£1,385** per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 2. (Ever 6 FSM)

**£2,410** 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

**£2,410** 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

**£320** 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)

## **COVID-19 Catch up (2020/21) , Recovery Premium (2021/22) and National Tutoring Programme (2022/23)**

In June 2020 the government announced £1 billion of funding to support children and young people to catch up on missed learning caused by coronavirus (COVID19). This is especially important for the most vulnerable pupils and pupils from disadvantaged backgrounds who we know have been most affected. Schools' allocation was calculated on a 'per pupil' basis with £80 allocated per pupil from September 2020→ July 2021, allocated in 3 tranches. (Catch UP Premium/ CUP) It is for all pupils, particularly disadvantaged, SEND and vulnerable pupils to receive the catch-up support needed to make substantial progress by the end of the academic year. There is an expectation that all pupils receive a high-quality education, the curriculum remains broad and ambitious. Where needed remote education is high quality and safe and aligns as closely as possible with in-school provision. There needs to be prioritisation within subjects of the most important components for progression. Schools need to consider how all subjects can contribute to the filling of gaps in core knowledge, for example reading. Curriculum planning should be informed by an assessment of pupils' starting points and addressing their learning gaps, making the use of regular formative assessment. Schools could use Catch-Up Premium (2020/21) and Recovery Premium (2021/22) to access subsidised tuition from the National Tutoring Programme.

The Department for Education (DfE) launched NTP in academic year 2020 to 2021 to support schools and local authorities to provide tuition for their pupils. The programme is well-established, with the majority of state-funded schools in England now offering tutoring.

On 31 March 2022, the department announced plans to simplify the programme for academic year 2022 to 2023. These plans involve providing £349 million of NTP funding directly to schools and giving them the freedom to decide how best to provide tutoring for their pupils.

In early July 2022, the department [published new guidance](#) setting out information for schools and local authorities on how to provide tuition for pupils through NTP in academic year 2022 to 2023.

At Grange Infant School, we have deployed the funding to the recruitment of a 0.6 teacher. During the Autumn term, this teacher will work with Year2. A plan of action will be decided by the year team in order to best meet the needs of groups and/ or individuals in order to address gaps in and barriers to learning. In the Spring term, this teacher will then support Year 1 and then Year R in the Summer term. This same model from 21/22 has been planned for 22/23.

We currently have 2 tutors who work with children for 2 hours each, each week, focusing on the core areas of reading, writing and maths.

At Grange Infant School, we are and will continue to use this funding to mitigate the effects of the COVID-19 pandemic, supporting children who will have lost precious teaching and learning time as well as social and emotional development.

**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 HIT 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.

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 and we have also consulted the guidance published for COVID-19 catch up principles and approaches:

[https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil\\_Premium\\_Guidance\\_iPDF.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf)



[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/Covid-19\\_support\\_guide\\_for\\_schools.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf)

## Challenges

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

Challenge number	Detail of challenge
1	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.
2	The attendance of Pupil Premium children as a group is lower than that of non-Pupil Premium children
3	The uptake of extra-curricular activities for Pupil Premium children (including 3 PLAC) is less than that of non- Pupil Premium
4	Standards in writing for disadvantaged/ Pupil- premium children are lower than non- Pupil Premium children

5	There is a gap between the number of Pupil-premium children reaching combined ARE and their non-pupil premium peers
6	There is a gap between the number of Pupil- Premium children reaching the required standard for phonics and their non- Pupil- premium peers (Autumn term for Year 2 and Summer term for Year 1)
7	Impact of the COVID-19 Pandemic on the social and emotional development of Pupil Premium children → emotional recovery and resilience building
8	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.

## 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
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.	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 the last validated data 2019 and that of 2022.
The attendance gap of PP and non-PP children is to reduce.	PP attendance is in line with or close to the national average for all pupils (96%) Better attendance leads to better outcome for PP children both socially and emotionally as well as academically.
More PP children are seen to be accessing external activities/ after school clubs	Socio- economic barriers are removed for PP children. Impact is seen upon social and emotional development and children are supported in establishing and maintaining positive relationships with their peers.
Standards in writing are improved through effective pedagogy and curriculum design ensuring that gaps are addressed and good progress is made from individual starting points	Progress rates improve from starting points and the attainment at the end of Year R and KS1 is in line (or gap is reduced) with non-PP children.
Standards in reading, writing and maths are improved through effective pedagogy, intervention and curriculum design ensuring that gaps are addressed and good progress is made from individual starting points	Progress rates improve from starting points and the attainment at the end of Year R and KS1 is in line (or gap is reduced) with non-PP children.
There is an increase in the percentage of PP children achieving the expected standard in phonics (Year 2 and Year 1 Summer screening)	The percentage of PP children passing the PST increases and is in line with non- PP children.

All pupil groups, with a focus on PP, develop resilience, a growth mindset and metacognition skills	All pupil groups learn in an Attachment and Trauma centred environment (ATSSA). Appropriate ELSA (and staff) support ensures maintenance of positive well-being and good mental health for all.
PP children, with a focus on P/LAC have access to all resources that will support learning at home	PP children are supported in their home learning through access to resources such as additional fully decodable reading books, printed copies of homework and loan of netbooks to support access to online learning and Class Dojo

## 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: £16,927

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion lead in place and part of the SLT	<i>DfE document: Supporting the Attainment of Disadvantage Pupils</i> EEF Implementation	1, 2, 3, 4, 5, 6, 7, 8
Subject leader training (Foundation)	<i>EEF- Putting Evidence to Work- recommendation 2- Create a leadership environment and school climate that is conducive to good implementations</i>  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.	1, 4, 5, 6
Member of the SLT to lead on the revision and relaunch of Grange Learning Behaviours and Rosenshine Principles	<i>EEF- Putting Evidence to Work- recommendation 2- Create a leadership environment and school climate that is conducive to good implementations</i>  <i>EEF- Metacognition and self-regulated learning</i> AHT leads on implementing the new Grange Learning Behaviours.  All learning behaviours are introduced to whole school by the end of Spring term 2022. All children are able to talk about these learning behaviours and the positive impact they have on growth mindset and metacognition.	1, 4, 5, 6, 7



CPD for all teaching staff on feedback and marking	<i>EEF toolkit: Strand: Assessment and feedback</i> <i>EEF: Teacher feedback to improve pupil learning- 6 recommendations</i>  Oral feedback impacts upon progress- feedback leads to immediate response and revision, leading to positive improvements for the individual	1, 4, 5, 6, 7
Kinetic letters training for new staff	<i>EEF- Using your Pupil Premium Effectively: 1. Diagnosing your pupils' challenges and needs</i>  All staff can confidently teach handwriting using the kinetic letters programme to all children- multi-sensory approach, access to all groups including disadvantaged	1, 4, 5, 6
RWInc phonics training for new staff/ refresher for all staff	<i>EEF- Using your Pupil Premium Effectively: 1. Diagnosing your pupils' challenges and needs</i>  All staff can teach phonics confidently leading to good outcomes for all pupil groups	1, 4, 5, 6
Supporting from LA/ HIAS for reading and writing	<i>EEF- Using your Pupil Premium Effectively: 1. Diagnosing your pupils' challenges and needs</i>  English leads receive 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.	1, 4, 5, 6
Staff deployed to work with targeted groups from Year R → Year 2	<i>EEF- Using your Pupil Premium Effectively: 1. Diagnosing your pupils' challenges and needs</i>  Targeted children have regular intervention for core that addresses gaps in learning and accelerates progress	1, 4, 5, 6

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

Budgeted cost: £ 65,788 (includes Recovery/Catch-Up Funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small group intervention for English and maths led by a trained TA (NTP)	<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, 4, 5, 6,

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, 4, 5, 6
Bespoke reading 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, 6

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

Budgeted cost: £53,008

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Attachment and Trauma training (ATSSA)</p> <p>THRIVE updates and assessments</p> <p>ELSA lead in each year group</p> <p>Nurture sessions in place for all groups</p> <p>Wednesday Club for PP pupils and forces pupils every week</p> <p>After school clubs for KS 1</p> <p>Attendance team in place- designated attendance lead</p>	<p><i>EEF- Using your Pupil Premium Effectively: Diagnosing your pupils' challenges and needs</i></p> <p>All staff receive training for the ATTSA. All staff have a good understanding of the impact of being an attachment and Trauma sensitive school 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> <p>Nurture groups run in all year groups. Lead ELSA/ HLTA2 oversees planning and implementation.</p> <p>A timetable of after school club provision is in place and accessible to all pupil groups in KS1</p> <p>Drops in attendance are identified quickly and addressed through liaison with families.</p>	1, 2, 3, 7, 8

**Total budgeted cost: £118,796**

## 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 2021 to 2022 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. The professional development cycle has focussed on support for the disadvantaged with regular monitoring through book scrutinies, pupil conferencing and lesson observations. 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. 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 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 have been used to support learning journeys with an increased focus on vocabulary choice through the Talk for Writing approach. Communication and language continues 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 have introduced Word Aware into their curriculum. The SENDCo is exploring Talk Boost and Language Links with a target of introducing these this academic year. Working walls support children using what they have learnt to support application to other areas. Similarly in maths, the learning journey is clear and an emphasis is placed on effective use of tools. The Assistant 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.

EYFS runs a curriculum of focussed teaching balanced with child- initiated learning. This supports application of skills 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. High impact teaching plans 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. Book scrutinies and learning walks evidence good or better progress being made from starting points.

The 'catch up and recovery funding' is continued to be used to employ a 0.6 teacher who focuses upon the teaching and learning of phonics in KS 1. 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

Following the pandemic, this was the first set of validated data since 2019. Although targets had been revised in recognition of the impact of school closures, progress in core was hindered.

### Year 1

Pupil group	FSM= 24 pupils				Non- FSM = 51 pupils				Gaps			
	ARE+ Phase 1	ARE+ Phase 2	ARE+ Phase 3	ARE+ EoY	ARE + Phase 1	ARE+ Phase 2	ARE+ Phase 3	ARE+ EoY	Gap at phase 1	Gap at phase 2	Gap at phase 3	Gap EoY
Reading	4= 19.1%	3= 14.3%	5= 23.8%	10= 47.6%	16= 31.4%	23= 44.3%	27= 52.9%	36= 70.6%	12.3%	30%↑	29%↓	23%↓
Writing	3=14.3%	3=14.3%	5= 23.8%	7=33.4%	18= 35.3%	22= 42.3%	30=58.8%	27= 53%	21%	28%↑	35%↑	20%↓
Maths	3= 14.3%	6= 28.6%	7= 33.3%	8= 38.1%	23= 45.1%	26= 50%	27=52.9%	33= 64.7%	30.8%	21.4%↓	19.6%↓	27%↑

### Year 2

Year 2	FSM (21 pupils)				Non-FSM 46 pupils (45 in phase 2)				Gaps			
	ARE+ Phase 1	ARE+ Phase 2	ARE+ Phase 3	ARE+ EoY	ARE + Phase 1	Non-FSM (45 pupils) ARE + Phase 2	ARE+ Phase 3	ARE+ EoY	phase 1	phase 2	Phase 3	EoY
Reading	12= 57.1%	12= 57.1%	12= 57.1%	14= 66.7%	27= 60%	26=57.8%	25=54.3%	31= 67.4%	2.9%	0.7%↓	-2.8%*	0.7%
Writing	5= 23.8%	3= 14.3%	5=23.8%	9= 42.9%	16= 35.6%	13= 28.9%	16=34.8%	20= 43.5%	11.8%	14.6%↑	11%↓	0.6%
Maths	9= 42.9%	11= 52.4%	10=47.6%	12= 57.2%	23= 51.1%	25= 55.5%	23=50%	31= 67.4%	8.2%	3.1%↓	2.4%↓	10.2%

Gaps remain between pupil premium pupils and their peers in Key Stage 1. Pupil progress reviews have focused more on learning gaps and actions to address these. High impact teaching plans (HITs) have been in place and focus has been placed on verbal feedback and quick response intervention. In Year 2, it is positive to see how in line the FSM group is with their peers for reading and writing. This is an indication that support and intervention for FSM/ disadvantaged children has had a positive impact upon progress of this key group.

Books show good progress in line with peers from starting points and targets evidence progress made across areas of need. LLPR review evidences progress made from starting points for disadvantaged and effective teaching and learning which is now more tightly focussed on disadvantaged children.

### **Emotional, social and behavioural support**

The ELSA team 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 earlier in the year 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 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 have a team of ELSAs who will meet and greet vulnerable children first thing in the morning to settle them. Space is provided for the child to talk first thing if they need to. 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, the majority 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 are offer a fully- funded place. 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 21/22 there were 3 post-looked after children in school (post- LAC), one child is 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. 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.

## 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
Oxford Owl reading	Oxford Owl
Mathletics	Mathletics

## 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?	Service Club Forces group run by an ELSA
What was the impact of that spending on service	For the academic year 21/22 there were 68 children who were in receipt of Forces premium. The school provides Forces support which is delivered by 2 of the ELSAs.  Service children have access to ELSA support on a weekly basis so that they have the time for talking, sharing and emotional support throughout a parent's deployment. This support could be time to write letters and

pupil premium eligible pupils?

postcards to parents who are away at sea or group sessions during which the children can talk opening about their feelings surrounding a parent being away with other children who are going through the same experience. Service children have free entrance to Wednesday club between 3.15 and 4.15pm. Here the children have the opportunity to spend time with forces friends and prepare and share a meal together. A range of craft activities are provided weekly for children to enjoy.  
End of year data:

### Year 1

	Forces= 26 (was 27 for Phase 2)				Not forces= 46				Gaps			
Year 1	ARE + Phase 1	ARE+ Phase 2	ARE+ Phase 3	ARE+ EoY	ARE + Phase 1	ARE + Phase 2	ARE+ Phase 3	ARE + EoY	Phase 1	Phase 2	Phase 3	EoY
Reading	8= 30.8 %	6= 22.2%	11=42. 3%	14= 53.8%	12= 26.1 %	7= 15.2 %	21=45. 7%	20= 43.5 %	- 4.7 %	-7%	3.4 %	- 10.3 %
Writing	9= 34.6 %	2= 7.4%	17=65. 4%	14= 53.8%	12= 26.1 %	2= 4.3 %	18=39. 1%	20= 43.5 %	- 8.5 %	- 3.1 %	- 26.3 %	- 10.3 %
Maths	10= 38.5 %	3=11. 1%	12=46. 2%	17=65. 4%	16= 34.8 %	3= 6.5 %	22=47. 8%	24= 52.2 %	- 3.7 %	-4.6	1.6 %	- 13.2 %

Forces children have out performed their non-forces peers in all core areas  
For reading and maths, the gap between forces and non- forces children has widened.

### Year 2

Forces children out-performed their peers in reading and maths but not in writing where a gap of 9% remains.

	Forces- (19 pupils)				Not Forces- 48 (47 in phase 2)				Gaps			
Year 2	ARE + Phase 1	ARE+ Phase 2	ARE+ Phase 3	ARE+ EoY	ARE + Phase 1	ARE + Phase 2	ARE+ Phase 3		Gap phase 1	Gap phase 2	Gap phase 3	Gap EoY
Reading	10= 52.6 %	10=52. 6%	9=47. 4%	13= 68.4%	29= 61.7%	28= 59.6 %	28=58. 3%	32= 66.7 %	9.1 %	7%↓	10.9% ↑	- 1.7 %

	Writing	4= 21.1 %	4= 21.1%	5=23. 6%	7=36. 8%	17=36. 2%	12= 25.5 %	16=33. 3%	22= 45.8 %	15.1 %	4.4% ↓	9.7% ↑	9%
	Maths	8= 42.1 %	11= 57.9%	9= 47.4%	13= 68.4%	24= 51.1%	25= 53.2 %	24=50 %	30= 62.5 %	9%	- 4.7% *	2.6%*	- 5.9 %