

Pupil premium strategy statement – Grange Park Primary School

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It includes a review of 2024 2025 academic year outcomes in four areas and compares these outcomes to 2023 2024 academic year outcomes in the same areas.

The strategy also outlines our pupil premium funding, how it will be used and additional costs that will be accrued as a result of the reviewed data.

School overview

Detail	2024 2025	2025 2026
Number of pupils in school	847	786
Proportion (%) of pupil premium eligible pupils	20.3%	20.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 2025	2025 2026
Date this statement was published	December 2024	December 2025
Date on which it will be reviewed	December 2025	December 2026
Statement authorised by	Tijen Hassan	Tijen Hassan
Pupil premium lead	Tracy Murray	Tracy Murray
Governor / Trustee lead	Julie Rayson	Julie Rayson

Funding overview

Detail	Amount	
Pupil premium funding allocation this academic year	£ 224,180.	£235,540
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 224,180.	£235,540

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate goal is to ensure that all disadvantaged pupils at Grange Park Primary School reach their full potential, regardless of their background. We aim to bridge the attainment gap between disadvantaged and non-disadvantaged pupils by providing a high-quality education tailored to their individual needs.

Specifically, we strive to:

- Close the attainment gap in reading, writing, and mathematics.
- Improve attendance rates.
- Foster positive behaviour and attitudes toward learning.
- Support the development of strong, resilient mental health.
- Prepare pupils for the next stage of their education at the end of each keystage.

To achieve these objectives, our pupil premium strategy focuses on:

- **Targeted interventions:** Providing additional support through small-group support, one-to-one support, and specialist interventions.
- **High-quality teaching:** Ensuring all pupils, including disadvantaged pupils, receive high-quality teaching in the classroom.
- **Parental engagement:** Building strong partnerships with parents to support their child's education.
- **Positive behaviour and mental health support:** Promoting positive behaviour and providing mental health support.
- **Effective use of data:** Using data to identify pupils who need additional support and monitor the impact of interventions.

We intend to create a positive and inclusive learning environment where all disadvantaged pupils can thrive and achieve as well as their non-disadvantaged counterparts.

Challenges:

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

Challenge number	Detail of challenge																								
1	<p>The attainment of disadvantaged pupils at Grange Park is higher than non disadvantaged pupils nationally by 1%. The attainment gap in the combined reading, writing, and maths attainment between disadvantaged and non-disadvantaged pupils has narrowed over three years. However, we will closely analyse data and use pupil premium funding to further support disadvantaged children and continue to close the attainment gap.</p> <table border="1"> <thead> <tr> <th>Year 6</th> <th>EXS RWM GP DA Pupils</th> <th>EXS RWM GP Non-DA Pupils</th> <th>EXS RWM GAP between GP DA and GP Non-DA Pupils</th> <th>EXS RWM DA National</th> <th>EXS RWM Non DA National</th> <th>EXS RWM Gap between GP DA and national Non-DA Pupils</th> </tr> </thead> <tbody> <tr> <td>2023/2024</td> <td>68%</td> <td>77%</td> <td>-9%</td> <td>45%</td> <td>67%</td> <td>1%</td> </tr> </tbody> </table>	Year 6	EXS RWM GP DA Pupils	EXS RWM GP Non-DA Pupils	EXS RWM GAP between GP DA and GP Non-DA Pupils	EXS RWM DA National	EXS RWM Non DA National	EXS RWM Gap between GP DA and national Non-DA Pupils	2023/2024	68%	77%	-9%	45%	67%	1%										
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Challenge 1 reviewed December 2025	<ul style="list-style-type: none"> - The attainment of disadvantaged pupils at Grange Park remains higher than non disadvantaged pupils nationally by 1% - The gap between GP DA pupils and GP Non - DA pupils has widened, but this is not because DA pupils are achieving lower, it is because Non-DA pupils have achieved so much higher. - This remains a focus on our pupil premium strategy <table border="1"> <thead> <tr> <th>Year 6</th> <th>EXS RWM GP DA Pupils</th> <th>EXS RWM GP Non-DA Pupils</th> <th>EXS RWM DA National</th> <th>EXS RWM Non DA National</th> </tr> </thead> <tbody> <tr> <td>2023/2024</td> <td>68%</td> <td>77%</td> <td>45%</td> <td>67%</td> </tr> <tr> <td>2024/2025</td> <td>70%</td> <td>93%</td> <td>47%</td> <td>69%</td> </tr> </tbody> </table>	Year 6	EXS RWM GP DA Pupils	EXS RWM GP Non-DA Pupils	EXS RWM DA National	EXS RWM Non DA National	2023/2024	68%	77%	45%	67%	2024/2025	70%	93%	47%	69%									
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2	<p>The gap in attainment between disadvantaged and non-disadvantaged pupils at the end of KS1 is a challenge. Foundational knowledge, particularly in areas like phonics, reading, and mathematics, is crucial for later academic success. Disadvantaged pupils are more likely to struggle with foundational skills, which can hinder their progress in later years.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>EXS Reading GP DA Pupils</th> <th>EXS Reading GP Non-DA Pupils</th> <th>EXS Reading GAP between GP DA and GP Non-DA Pupils</th> </tr> </thead> <tbody> <tr> <td>2023/2024</td> <td>56%</td> <td>88%</td> <td>-32%</td> </tr> <tr> <th>Year</th> <th>EXS Writing GP DA Pupils</th> <th>EXS Writing GP Non-DA Pupils</th> <th>EXS Writing GAP between GP DA and GP Non-DA Pupils</th> </tr> <tr> <td>2023/2024</td> <td>62%</td> <td>73%</td> <td>-11%</td> </tr> <tr> <th>Year</th> <th>EXS Maths GP DA Pupils</th> <th>EXS Maths GP Non-DA Pupils</th> <th>EXS Maths GAP between GP DA and GP Non-DA Pupils</th> </tr> <tr> <td>2023/2024</td> <td>50%</td> <td>86%</td> <td>-36%</td> </tr> </tbody> </table>	Year	EXS Reading GP DA Pupils	EXS Reading GP Non-DA Pupils	EXS Reading GAP between GP DA and GP Non-DA Pupils	2023/2024	56%	88%	-32%	Year	EXS Writing GP DA Pupils	EXS Writing GP Non-DA Pupils	EXS Writing GAP between GP DA and GP Non-DA Pupils	2023/2024	62%	73%	-11%	Year	EXS Maths GP DA Pupils	EXS Maths GP Non-DA Pupils	EXS Maths GAP between GP DA and GP Non-DA Pupils	2023/2024	50%	86%	-36%
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Challenge 2 reviewed December 2025	<ul style="list-style-type: none"> - With a strong focus on foundational knowledge and quality first teaching, the gap has narrowed significantly at KS1 in reading and maths. - The gap has widened in writing. - This remains a focus on our pupil premium strategy 			
	KS1	EXS Reading GP DA Pupils	EXS Reading GP Non-DA Pupils	EXS Reading GAP between GP DA and GP Non-DA Pupils
	2023/2024	56%	88%	-32%
	2024/2025	74%	84%	-10%
	KS1	EXS Writing GP DA Pupils	EXS Writing GP Non-DA Pupils	EXS Writing GAP between GP DA and GP Non-DA Pupils
	2023/2024	62%	73%	-11%
	2024/2025	53%	75%	-22%
	KS1	EXS Maths GP DA Pupils	EXS Maths GP Non-DA Pupils	EXS Maths GAP between GP DA and GP Non-DA Pupils
	2023/2024	50%	86%	-36%
	2024/2025	68%	82%	-14%

3	<p>The significant gap in attendance between disadvantaged and non-disadvantaged pupils, particularly in persistent absence, poses a significant challenge. Low attendance has an impact on academic attainment and social</p>			
Summary of 158 Pupils ((from 2023-2024) who are disadvantaged)		Key gaps	Summary of 650 Pupils ((from 2023-2024) who aren't disadvantaged)	
Attendance percentage			Attendance percentage	
School	94.4	-1.9%	School	96.3
National	94.5		National	94.5
Local Authority	94.6		Local Authority	94.6
Absences			Absences	
4.6% overall absence		-1%	3.6% overall absence	
2.8% authorised			2.4% authorised	
1.8% unauthorised			0.9% unauthorised	
5 pupil unauthorised absent for 10+ days			5 pupil unauthorised absent for 10+ days	
Persistently absent			Persistently absent	
Persistently absent (10% or more sessions missed)	12.30%	-6.9%	Persistently absent (10% or more sessions missed)	5.40%
Absence Patterns			Absence Patterns	
4 pupils have been repeatedly late to school on the same day			1 pupil has been repeatedly late to school on the same day	

<p>Challenge 3 reviewed December 2025</p>	<ul style="list-style-type: none"> - Our systems and processes continue to be robust and we continue to support all families with attendance, especially those who are vulnerable and have barriers that affect them getting into school (from -1.9% to -1.2%). - This has had a positive impact on the gap between disadvantaged and non disadvantaged children’s attendance at our school. - This has had a positive impact on the gap between disadvantaged and non disadvantaged persistent absentees at our school (from -6.9% to -3.4%) - This remains a focus on our pupil premium strategy as absence and persistent absentee percentages have not reached our target for disadvantaged children. 																																																																						
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<p>4</p>	<p>Disadvantaged pupils may exhibit challenging behaviour, which can disrupt learning for themselves and others.</p> <table border="1"> <thead> <tr> <th colspan="3">2023 2024 academic year</th> </tr> <tr> <th colspan="3">% of children involved in level 3 behaviour incidents</th> </tr> <tr> <th>Non-disadvantaged</th> <th>Disadvantaged</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>4.8%</td> <td>6.9%</td> <td>-2.1%</td> </tr> </tbody> </table>	2023 2024 academic year			% of children involved in level 3 behaviour incidents			Non-disadvantaged	Disadvantaged	Gap	4.8%	6.9%	-2.1%																																																										
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<p>Challenge 4 reviewed December 2025</p>	<ul style="list-style-type: none"> - More behaviour incidents are being recorded and tracked, this is a trend across the school. - The gap has closed between disadvantaged and non disadvantaged children (it is now a +gap) - The number of disadvantaged children in our school is significantly less than the number of non-disadvantaged children at our school and therefore, at 12%, reducing the number of disadvantaged children involved in level 3 behaviour incidents at our school remains a focus on our pupil premium strategy 																																																																						

2023 2024 academic year		
% of children involved in level 3 behaviour incidents		
Non-disadvantaged	Disadvantaged	Gap
4.8%	6.9%	-2.1%
2024 2025 academic year		
% of children involved in level 3 behaviour incidents		
Non-disadvantaged	Disadvantaged	Gap
15%	12.6%	2.4%

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2026 2027)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria									
<p>Challenge 1: The gap in attainment between disadvantaged and non-disadvantaged pupils at the end of KS2 for reading, writing & maths combined is reduced to 0%</p>	<ul style="list-style-type: none"> - Assessments and observations indicate significantly improved reading, writing & maths attainment among disadvantaged pupils. - This is evident through statutory assessment, and through other sources of evidence, including engagement in lessons, book reviews, moderation and ongoing formative assessment. 									
<p>Challenge 2: The gap in attainment between disadvantaged and non-disadvantaged pupils at the end of KS1 for reading, writing & maths is reduced, where all pupils have a strong grasp of foundational knowledge taught.</p>	<ul style="list-style-type: none"> - Assessments and observations indicate significantly improved reading, writing & maths attainment among disadvantaged pupils. - Appropriate foundational knowledge is embedded and KS1 children are successful at building on that knowledge in KS2 									
<p>Challenge 3: The significant gap in attendance between disadvantaged and non-disadvantaged pupils, particularly in persistent absence, is reduced by half</p>	<ul style="list-style-type: none"> - The data shows that the significant gap in attendance between disadvantaged and non-disadvantaged pupils, particularly in persistent absence, is reduced by half: <table border="1" data-bbox="735 1048 1399 1256"> <thead> <tr> <th></th> <th>From</th> <th>To</th> </tr> </thead> <tbody> <tr> <td>Attendance % gap</td> <td>-1.9%</td> <td>-0.95%</td> </tr> <tr> <td>Persistently absent % gap</td> <td>-6.9%</td> <td>-3.45%</td> </tr> </tbody> </table>		From	To	Attendance % gap	-1.9%	-0.95%	Persistently absent % gap	-6.9%	-3.45%
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<p>Challenge 4: The number of disadvantaged children involved in level 3 behaviour incidents is reduced and therefore the gap between disadvantaged and non-disadvantaged children involved in level 3 behaviour incidents is reduced.</p>	<ul style="list-style-type: none"> - The end of term behaviour reports show a reduction in disadvantaged children being involved in level 3 behaviour incidents. - The end of year behaviour report shows the percentage gap between disadvantaged and non-disadvantaged pupils involved in level 3 behaviour incidents, narrow. 									

Activity in this academic year

This details how we intend to spend our pupil premium funding **over the whole strategy** to address the challenges listed above.

Teaching

Budgeted cost 2024 2025: £150, 000

Budgeted cost 2025 2026: £160, 000

Cost	Evidence that supports this approach	Challenge number(s) addressed
Cost of English lead TLR	Research suggests that explicit instruction, modelling, and guided practice are effective strategies for improving Pupil learning. (Rosenshine, B. V. (2012). Principles of Instruction: Design Effective Lessons.)	1, 4
- Cost of Read Write Inc scheme of work and replenishing resources - Cost of RWI development days	The importance of systematic synthetic phonics is strongly emphasised in the newly published foundational knowledge documents. The government's focus on strong foundations in early reading aligns closely with the research supporting systematic synthetic phonics. The revised core criteria for effective systematic synthetic phonics teaching programs highlight the importance of a structured and sequential approach to teaching phonics.	1, 4
Cost of English lead release to support monitor and model		1, 4
Cost of Maths lead release to support monitor and model		1, 4
Cost of EYFS lead TLR		1, 4
Cost of EYFS lead release to support, monitor and model		1, 4
Cost of Learning Mentor	The Adverse Childhood Experiences (ACEs) Study has shown that childhood trauma can have long-lasting effects on physical and mental health, as well as academic achievement.	3
Cost of additional ELSA		3
Additional costs 2025 2026		
EYFS lead appointed as AHT with an additional day release. Additional responsibility to support some activities within this strategy		1, 2, 4
Early reading lead release		2, 4
Learning Mentor training		3, 4

Targeted academic support

Budgeted cost 2024 2025: £30, 000

Budgeted cost 2025 2026: £35, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Booster groups before and after school carried out by teaching staff in different year groups	EEF research shows that small group tuition is effective. The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.	1, 2, 4
Colourful semantics	The EEF has outlined the positive impact that these interventions have on pupils' learning. Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.	1, 2, 4
Toe-By-Toe		
Spelling made easy		
Language for thinking		
Social stories		
SALT resources		
Direct Phonics		
Talkabout		
Additional costs 2025 2026		
White Rose Maths Intervention resources	The EEF has outlined the positive impact that these interventions have on pupils' learning. Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.	1, 2, 3
Nelson Handwriting intervention resources		1, 2, 3
VERBO resources and training		1, 2, 4
Nurture breakfast resources		3, 4
Lego therapy resources		3, 4
Active lunch staff member		4

Wider strategies

Budgeted cost 2024 2025: £50, 000

Budgeted cost 2025 2026: £40, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA: emotional literacy support assistant	While specific, large-scale studies may be limited, the qualitative and anecdotal evidence, combined with broader research on mental health and well-being, strongly suggests that ELSA programs and learning mentor support can have a positive impact on children's mental health, their attendance and academic achievement	2, 3
ELSA: emotional literacy support assistant training		
Additional hours Learning mentor		
Fund enrichment clubs for disadvantaged pupils	The Education Endowment Foundation (EEF) highlights that disadvantaged pupils often have less access to cultural capital,	1-4

Fund music lessons for disadvantaged pupils	<p>experiences such as museum visits, music lessons, and enrichment clubs, which affects their academic attainment. Providing enrichment helps close this gap.</p> <p><i>EEF (2020):</i> While enrichment alone isn't a direct attendance intervention, increasing engagement and belonging is linked to fewer absences</p>	
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Total budgeted cost: £ 235, 000