

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 Park Junior School
Number of pupils in school	107 / 406 pupils
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2022- September 2024
Date this statement was published	July 2023 (updated)
Date on which it will be reviewed	Midpoint reviews: October/March / July each year <i>Three review points per academic year.</i>
Statement authorised by	Sophia Shaikh
Pupil premium lead	Sophia Shaikh
Governor / Trustee lead	Dipesh Patel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£155,685
Recovery premium funding allocation this academic year	£12,905
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£14,047
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	£183,779.05

Part A: Pupil premium strategy plan

Statement of intent

At Grange Park Junior School, our aim is to ensure that the Pupil Premium Grant is spent ensuring that disadvantaged pupils gain the highest quality of education. Research has identified that disadvantaged children have been worst affected by the pandemic. We are fully aware of the barriers which children, and families, face. We work in collaboration with all stakeholders to give children a voice and to fully understand their needs.

Our intent is not to make assumptions, but work alongside pupils to understand their specific needs and also drill down in school data. We are fully aware our pupil premium strategy must meet the needs of pupils within our own school context. As a result, key milestones are factored into the strategy to ensure that the impact of our provision is reviewed and reflected upon.

Our school context:

Grange Park Junior School has 406 pupils on roll in a three/four form entry junior school. Grange Park Junior School is a large junior school located in a densely populated and urban area. The number of pupils who are classified as disadvantaged (26%) is currently above the national average (approximately 21%). 85% of pupils at Grange Park Junior have also English as an additional language.

Our key objectives are:

- ✓ Ensure that social and economic deprivation does not impinge on pupils' academic and emotional progress within school.
- ✓ Understand and identify the barriers to pupils' learning.
- ✓ Foster independent learning skills and resilience required in future experiences, particularly a strong foundation within reading and writing skills needed, resulting in all pupils being able to read fluently and access the curriculum.
- ✓ Ensure that the attainment gap between disadvantaged pupils and other learner groups is narrowed, moving in-line with national figures.
- ✓ Promote and foster the social and emotional wellbeing of all pupils to ensure basic needs are met and they are able to access the curriculum fully.
- ✓ Facilitate a broad and balanced curriculum which also enhances pupils' cultural capital, providing experiences which would not be possible at home.

How the key objectives will be achieved:

- Utilise pupil voice activities and reflect on in-house data to ensure that barriers to learning are identified.

- Training to be provided in school by SLT and middle leaders to enhance subject specific knowledge, providing a broad and balanced curriculum.
- External providers are used appropriately to support pupils' learning.
- Experiences and trips are timetabled into the curriculum to ensure that cultural capital is enhanced.
- 1:1 tuition and small group work targets pupils' specific needs and is reviewed regularly to ensure optimum progress.
- Provide a bespoke programme of support, led by trained professionals, to promote the social and emotional wellbeing of pupils.

Links have also been made to the most recent School Improvement Plan (SIP) 2022-2025 and school priorities.

FOCUS AREAS:

SIP1. OUTCOMES FOR PUPILS

SIP2 QUALITY OF TEACHING & LEARNING

SIP3: TO IMPROVE THE BEHAVIOUR AND ATTITUDES OF PUPILS

SIP4: TO IMPROVE THE PERSONAL DEVELOPMENT OF PUPILS

SIP5 LEADERSHIP AND MANAGEMENT (INCLUDING GOVERNANCE)

Challenges

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

Challenge number	Detail of challenge
1	Disparity between disadvantaged and non-disadvantaged pupils (gaps in knowledge), particularly within English (Reading and Writing)
2	Social, emotional and mental health
3	Attendance
4	Parent engagement levels
5	Trips and experiences within the curriculum which result in enhanced cultural capital

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
Reduce disparity between disadvantaged and non-disadvantaged pupils (gaps in knowledge)	<ul style="list-style-type: none"> -Outcomes from termly assessments demonstrate the attainment gap between non-disadvantaged pupils is being narrowed. -90% of PP pupils make at least expected progress the academic year between midpoint reviews. -Throughout the year, formative and summative data is used effectively to adapt in-class provision and interventions.
Support social, emotional and mental health	<ul style="list-style-type: none"> -All social, emotional and mental health needs are quickly identified and met for PP children. -Targeted interventions are run, and reviewed, which support the needs individual PP children. -Outcomes to be shared with all stakeholders and reviewed against benchmark assessments (next data point July 2023).
Improve attendance	<ul style="list-style-type: none"> -PP children's attendance increases against figures from 2021-2022 (excluding any isolation periods) -Attendance is in line with the expectations within the school's Attendance Policy. -Effective strategies are in place to support pupils with poor attendance and actions undertaken in-line with school policies.
Increase parent engagement levels	<ul style="list-style-type: none"> -Where parents are unable to support children at home academically, PP pupils are supported in school with additional 1:1/small group activities to consolidate their learning and support with homework activities. -Pupil, and parent, voice activities demonstrate positive communication links between all parties.
Provide trips and experiences within the curriculum which result in enhanced cultural capital	<ul style="list-style-type: none"> -Trips are scheduled across the academic year, at least termly, which build on the curriculum content being taught in class. -Visits also build on the social and emotional wellbeing of pupils.

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: £ 125,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement and evaluate a range of strategies to develop reading and writing across all year groups.</p> <ul style="list-style-type: none"> -Staff CPD outlining new approaches to writing by subject leads -Key milestones for assessments identified and new strategies to develop teacher feedback. -Activity to support development of vocabulary across the school. - external training and cross moderation with good and better schools in the borough 	<p>End of year data to be added in due course</p> <p><i>Extensive practice, supported by effective feedback, is required to develop fluent transcription skills.</i></p> <p>(EEF, Improving Writing in KS2)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>1, 2</p> <p>SIP1,2</p>

<p>Promote a love for reading and increase parental engagement.</p> <p>Support and increase pupils' reading fluency.</p> <ul style="list-style-type: none"> -phonics programme (Read, Write Inc and Jolly Phonics) - Oxford Reading tree scheme 1:1 reading programme for struggling readers 	<p>Evidence from pupil voice, end of year data and 1:1 reading summary to be added in due course</p> <p><i>We know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</i></p> <p>(EEF, Disadvantaged Readers)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-</p>	<p>1, 4</p>
--	--	-------------

<ul style="list-style-type: none"> -Greater opportunities to read in school (small group/whole class texts) in the school library, - Promotion of the schools reading areas and storytime/reading aloud -Reading materials and advice shared with parents. - Bug club and Reading comprehension plus to support digital learning by pupils -Individualised reading targets for pupils. In-school CPD supporting teachers with the teaching and monitoring of reading Regular monitoring of reading to ensure range of reading 	<p>comprehension-strategies</p> <p>Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches,(EEF studies)</p>	
--	--	--

<p>strategies address needs of pupils</p> <ul style="list-style-type: none"> - Books purchased to reflect range of interests of pupils 		
<p>Through ongoing CPD, staff have a growing understanding of subject leader roles to execute a broad and balanced curriculum. This includes quality first teaching, which includes robust assessment opportunities.</p> <p>-Staff training provided through annual subscription to National College online materials. -Embed the use</p>	<p>GPJS has worked diligently to ensure that high calibre staff have been recruited to support the needs of our school.</p> <p>High quality staff CPD is essential to follow EEF principles. https://educationendowmentfoundation.org.uk/</p> <p><i>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications.</i></p> <p><i>A range of staff have completed the NPQ qualifications; the ECTs are provided with high quality CPD and include opportunities to visit other schools and observe good practice. Year group leaders and subject leaders are assigned as mentors to provide exemplary role models for these developing teachers.</i></p> <p><i>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</i></p>	<p>1, 2, 5</p> <p>SIP1 SIP2 SIP3 SIP5</p>

<p>of FFT Aspire to monitor pupil progress.</p> <p>-Subject leader release time, including the use of the Subject Leader Handbook. Staff meetings and discussions to review PP pupil progress.</p>	<p>(Effective Professional Development)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	

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

Budgeted cost: £51,155

Activity	Evidence that supports this approach	Challenge number(s) address
		ed

<p>Implement Third Space Learning 1:1 tutoring, partially funded through recovery funding, to close the attainment gap against non-disadvantaged pupils.</p> <p>-Benchmark assessments identify areas of development. -Bespoke 1:1 support occurs with tracked data.</p>	<p>End of year data to be added in due course</p> <p>Third Space Learning provides bespoke 1:1 support for pupils, based upon a benchmark assessment, and targets gaps in knowledge across the mathematics curriculum. Sessions are led virtually and are bespoke to the individual.</p> <p>Morning interventions supplement learning in class with pupils attending regular sessions to build upon prior knowledge.</p> <p><i>Research has shown that one to one tuition can be effective, providing approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact.</i></p> <p>(One-to-one Intervention, EEF)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1, 2, 3</p> <p>SIP1,2,3.4</p>
<p>Structured interventions including small groups and 1:1 support to target PP pupils' gaps within reading and mathematics (Kip Magrath and Fledge Tuition and focused sessions by trained support staff to boost learning during and after school)</p> <p>-Initial benchmark of pupils' understanding of grammar with assessments and pupil voice reflecting their level of engagement.</p>	<p>End of year data to be added in due course</p> <p>The impact of remote learning and extended periods of time out of school has had an impact on pupils' writing ability, stamina and recall of grammatical features.</p> <p><i>Evidence shows that where teaching assistants are trained to deliver an intervention to a small group or individual it has a higher impact, where deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes. Studies show that learners made typically a little higher than +5 months progress.</i></p> <p>(Teaching Assistant led Interventions, EEF)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p><i>To date, technology has been most effective when it is used to supplement or enhance teaching, rather than to replace it. In studies with the largest recorded impacts, technology typically provides access to additional resources and opportunities for additional learning time</i></p> <p>(Using Digital Technology to Improve Learning)</p> <p>Consequently specific online programmes are used to support</p>	<p>1, 2</p> <p>SIP4</p>

<p>-Members of support staff trained to deliver intervention sessions</p>	<p>home learning and workshops and newsletters are regularly shared to support parents/carers.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/digitalTech/EEF_Digital_Technology_Guidance_Report.pdf</p>	
---	---	--

--	--	--

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

Budgeted cost: £7853.73

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Regular and robust monitoring of PP attendance.</p> <p>Regular meetings with SLT and Admissions Manager and Inclusion Officer to identify pupils below the expected attendance %.</p> <p>-Share attendance data and work collaboratively with all stakeholders using school protocols.</p> <p>-Promote the benefits of Breakfast Club to increase attendance and improve punctuality, targeting individual pupils.</p> <p>-Morning clubs: football, exercise handwriting and poetry</p>	<p>End of year data to be added in due course.</p> <p>Breakfast club introduced to target low attendance including PP pupils to provide focused start to the day. PSD coaches employed alongside this to</p> <p><i>Research from Family Action has found that breakfast consumption of children improves cognitive function, particularly memory, attention, and executive function. It has also proven to improve academic performance, including pupil attainment levels.</i></p> <p>https://www.family-action.org.uk/our-voices/2019/10/04/the-impact-of-breakfast-on-learning-in-children/</p>	<p>1, 2, 3, 4</p>
---	--	-------------------

<p>Embed effective whole school well being interventions to support the social, emotional and the mental wellbeing of pupils.</p> <p>Embed key social and emotional interventions:</p> <p>Anger management programmes run by SLT; Brain buddies parent and child programmes run by the emotional and mental health practitioners;</p> <p>1:1 sessions for pupils and parents identified with particular behavioural/social needs impacting learning; Strive Mentoring programme to support disruptive behaviour impacting learning; Seasons for Growth bereavement and loss programme run by our inclusion officer.</p> <p>Increase capacity of staff hosting SEL interventions including:</p> <p>-Focus of transition to secondary school for Year 6 pupils and Infant pupils to the Junior School</p>	<p>Well being has always been part of our overall school strategy and has been set out in past school improvement plans. However post lockdown, changes in pupils' social and emotional wellbeing were and are still evident. Consequently additional programmes were put in place within school to support this.</p> <p>Well -being analysis to be added in due course.</p> <p><i>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</i></p> <p>(Social and Emotional Literacy, EEF)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1, 2, 3</p>
--	--	----------------

<p>Enhance pupils' cultural capital through experiences in school and visits to location outside the Local Area.</p> <p>-Experiences in school and visits, which are subsidised, are scheduled in at least one per term for each</p>	<p>Covid restrictions have limited PP children's experiences with in-school visitors and visits.</p> <p>Research fully recognises that learning outside the classroom helps to bring the curriculum to life – it provides deeper subject learning and increases self-confidence.</p> <p>https://www.hse.gov.uk/services/education/school-trips.pdf</p> <p><i>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they would otherwise might not be able to access. Through participation in these physical and emotional activities, outdoor learning can support pupils to develop</i></p>	<p>1, 2, 5</p> <p>SIP2</p>
<p>year group.</p> <p>-Links are made to the broader curriculum to embed prior learning with carefully planned events.</p>	<p><i>non-cognitive skills such as resilience, self-confidence and motivation.</i></p> <p>(Outdoor Learning, EEF).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	
<p>Increase and enhance parental engagement</p> <p>-Evaluate forms of communication (Parentpay, class emails, National Online Safety etc)</p> <p>-Share curriculum content with parents and how, if possible, they can support at home.</p> <p>-Opportunities to share learning – book looks together</p>	<p><i>Parents' aspirations also appear to be important for pupil outcomes, although there is limited evidence to show that intervening to change parents' aspirations will raise their children's aspirations and achievement over the longer term.</i></p> <p><i>It may be more effective to encourage parents to redirect a struggling pupil to their teachers rather than to take on an instructional role.</i></p> <p>(EEF, Parental Engagement)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1, 3, 4</p> <p>SIP3,4,5</p>

Total budgeted cost: £183,779.05

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 2021-2022 academic year.

See FFT data and target tracker data attached

Strengths:	Areas for further Review:
<ul style="list-style-type: none"> ✓ Attainment and progress measures seen with Year 6 as- sessments (SATs). ✓ Significant increase in pupil achieving EXS in Year 6 reading ✓ Year 5 maths outcome for EXS is nearly in-line with national aver- age. ✓ Increase in EXS maths in all year groups. ✓ Well being data analysis shows positive impact on progress and attainment for significant number of pupils (see July 22 analysis) 	<ul style="list-style-type: none"> • Progress in Year 5 has been limited in reading and writing. • Targeted reading group for current Year 3 and 4 pupils to achieve to close the gap. • Progress of Year 4 writers at EXS for both FSM and disadvantaged. • Development of well-being therapies including external specialized providers to enable greater impact on learning to support PPG pupils (Please see strategies set out in first part of statement based on SIP next steps)

Review of Pupil Premium Spending 2021-2022

Focus	Outcome
To ensure accelerated progress	-Release time provided to Subject Leaders to review/monitor assessment data, including Star Reader. - Strengthen moderation and book looks through monitoring & evaluation schedule

(R/W/M)	<p>Super spellers and timestable rock stars celebrated during Celebration Assemblies.</p> <ul style="list-style-type: none"> -Whole class reading continues in classrooms, demonstrating reading. -Extended writing opportunities being used assess writing. -Subject Leaders carry out regular book looks to examine key strengths and development points such as pitch of lessons. <p>-Time allocated to subject leaders and year group leaders who are involved in regular analysis, planning reviews and welfare checks to identify vulnerable pupils Maths Lead continues to enhance more able maths resources including reasoning</p>
To implement and monitor an effective whole school data tracking system.	<ul style="list-style-type: none"> -FFT Aspire has been used to track data. -Additional time has been allocated/used this year for staff to update assessments and familiarise themselves with the platform. -Summative data (Summer Term) has been analysed and used for future planning.
To ensure summative end of KS2 exceed National Expectations	<ul style="list-style-type: none"> -Targeted groups have had additional interventions for mathematics and reading, including PP children. -Smaller focus/nurture group (6RL) have had a ratio of 6:1 for teaching during morning sessions. -Additional HLTA was employed to support - booster sessions, 1:1 readers, Kip Magrath and Fledge Tuition alongside Third Space Learning
To implement levels of challenges	<ul style="list-style-type: none"> -Staff meetings have shared feedback from Book Looks. Strengths and development points have been communicated to staff. -Action points have been then applied to future planning in classes across the school.
To deploy support staff and maximise gains	<ul style="list-style-type: none"> -Additional support staff have been deployed in Year 6. -Additional staff have been trained in Mental Health First Aid and development of well- being assemblies by external mental health practitioners
To improve attendance and progress of disadvantaged pupils	<p>Attendance Manager works closely with LA Participation to ensure attendance remains in line with National and works towards ensuring it can be higher</p> <p>BI weekly involvement of SLT to ensure all requests for absence and persistent absetees are regularly reviewed and evidence given.</p> <p>-Attendance Policy is regularly reviewed by governors and the Safeguarding Lead regularly meets with the SLT and Attendance Manager</p>
To ensure basic needs are met	<ul style="list-style-type: none"> - Welfare Checks; seasons for growth started, anger management programme - Behaviour incidents are being monitored on CPOMs (purchased and introduced this academic year) -Weekly assemblies have a positive theme and also include celebrating specific curriculum areas. -Free Breakfast Club for PP children. Fruit and yoghurt options provide pupils with a balanced diet.
To enhance pupils' cultural capital	<ul style="list-style-type: none"> -A number of external trips have occurred such as Kew Gardens in Year 3 and also within school (Viking Day) -Range of workshops into school as parents still anxious about trips post covid. Next step: to return to trips including the Year 6 residential in next year.

<i>Next steps:</i>	<ul style="list-style-type: none"> -Review of the attendance policy and how information about absences for parents (unauthorised) -Targeted pupils attending Breakfast Club. Pupil perception of current foods on offer and review cost calculations. -Continue to provide staff with time for subject leader development. -Embed and develop emotional wellbeing of pupils across KS2. Review of how effective well being programmes are and whether it can be extended to a greater number of pupils. -Continuation of smaller intervention/nurture class for pupils in Year 5 and 6 -Embed assessment processes through further staff training and review of foundation subjects to ensure skills and knowledge covered in all foundation subjects to ensure balanced curriculum -Pupil Voice Surveys to feed into PP strategy 2021-2024
--------------------	--

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
Behaviour mentoring	Strive Mentoring Ltd
Close the gaps in writing	Fledge Tuition
Close the gaps in maths	Kip Magrath tutors
Brain Buddies	Hillingdon mental health practitioners
Jigsaw	Jigsaw PSHE Ltd
Third Space Learning	Third Space Learning
Seasons for Growth	Anna Freud Centre

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)