

# Pupil premium strategy statement - Grange Farm Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	389
Proportion (%) of pupil premium eligible pupils	51.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Neil Winn, Head teacher
Pupil premium lead	Neil Winn, Head teacher

Governor / Trustee lead	Michelle Whittaker
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## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 303 000
Pupil premium (and recovery premium) funding carried forward from previous years	£ 0
<b>Total budget for this academic year</b>	£ 303 000

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, including those who face challenges, make at least expected progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have identified in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. The support provided by our inclusion team and parent support advisors, as well as outside agencies, is a vital part of our strategy.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This has proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Providing opportunities is a key part of our strategic plan and contributes greatly to outcomes as well as ensuring that all pupils have a well-rounded education.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they are set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Assessment, observations and discussions with pupils indicate underdeveloped oral language skills and significant vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2.
2	Formal and informal assessments indicate that a mastery curriculum in mathematics is less accessible for lower attainers and particularly disadvantaged pupils.
3	Emotional wellbeing and self-regulation creates points of dysregulation and opting out of learning. The behaviour of pupils has a fluctuating impact on their engagement in learning and impact significantly upon their emotional well-being.
4	Increased numbers of pupils with SEND, with more also being eligible for FSM than their non-SEND peers, requires resources, staff training and support to ensure achievement for all pupils.
5	Many pupils lack enrichment experiences outside of school and therefore have a limited wider knowledge and understanding of the world.
6	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 5-10% lower than for non disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

## 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>All pupils, regardless of background, meet at least the expected progress by the end of their key stage.</p>	<p>All pupils at the end of KS1 pass their Phonics screening assessment.</p> <p>Pupil progress and attainment in all years in reading, writing and mathematics is at least in line with the national average.</p> <p>Pupils at the end of KS2 make progress in line with the national average.</p>
<p>Improved oral and language skills with improved vocabulary among disadvantaged pupils.</p>	<p>Assessments and observations indicate significant improved oral language among disadvantaged pupils. Targeted pupils should achieve the communication strand at the end of EYFS.</p> <p>Disadvantaged pupils with a diagnosed speech and language issue should meet individual targets.</p>
<p>Improved reading attainment for all pupils, especially focused on disadvantaged pupils.</p>	<p>Building upon improvements in oral language, phonics, vocabulary and emotional regulation, assessment and observations indicate disadvantaged pupils' reading attainment is in line with their peers.</p>
<p>Improved mathematics attainment for all pupils, especially focused on disadvantaged pupils.</p>	<p>Assessment and observations indicate disadvantaged pupils' mathematics attainment is in line with national figures.</p>

<p>Pupils receive the appropriate level of support to meet their social and emotional needs - improved wellbeing (particularly for our disadvantaged pupils).</p>	<p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>● Qualitative data from pupil voice, pupil and community surveys, data from Place2Be and teacher observations</li> <li>● A continued reduction in bullying</li> <li>● A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
<p>Pupils' attendance, particularly of those who are disadvantaged, is improved and that improvement is sustained.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <p>The overall absence rate for all pupils being at least at the school's baseline improvement expectation, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being inline with their peers.</p>
<p>Achieve and sustain improved wellbeing for all pupils, particularly disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>● qualitative data from pupil voice, pupil and parent surveys and teacher observations.</li> <li>● a reduction of incidents on CPOMS linked to mental health.</li> <li>● qualitative data from Place2Be service.</li> </ul>

## 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: £ 100 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellcomm and Talk Boost, staff training and staff resource time in EYFS and Year 4.	<p>Strong evidence base that suggests oral language interventions, including high quality classroom discussion, are inexpensive to implement with high impacts on reading.</p> <p>Education Endowment Foundation Toolkit: Oral language interventions; Small Group Tuition; One to One Tuition; Teaching Assistant Interventions</p>	1, 4
Continued purchase of Read Write Inc Phonics, Fresh Start and Comprehension programmes to secure stronger phonics teaching and develop reading for understanding for all pupils. Increase the number of consultant days to ensure quality and	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. The use of comprehension programmes develops Early Years Reading allowing pupils to access the curriculum.</p> <p>Education Endowment Foundation Toolkit: Phonics;</p>	1

<p>fidelity of delivery, linked to the work with Jerry Clay English Hub.</p>	<p>Reading Comprehension Strategies</p>	
<p>Enhancement of our mathematics teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Funding of release time to continue to embed key elements of guidance and access CPD through Maths Hub.</p>	<p>DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches supported through West Yorkshire Maths Hub.</p> <p>Education Endowment Foundation: Improving mathematics in Key Stages 2 and 3</p>	<p>2</p>
<p>Employ additional adults to support with intervention and 1:1 support.</p>	<p>Reduction in class size, individual or small group interventions allow staff to respond quickly and proactively to feedback from assessments and observations.</p> <p>Education Endowment Foundation Toolkit: Feedback; One to One Tuition; Reducing Class Size; Small Group Tuition; Teaching Assistant Interventions</p>	<p>1, 2, 3, 4</p>
<p>Appoint additional adults to support with phonics interventions through 1:1 and group work, including reading lead to work</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading - Rose Report outlines the necessity of phonics linked to Early Reading approaches.</p>	<p>1</p>

alongside English Hub and RWInc.	Education Endowment Foundation Toolkit: Phonics; Reading Comprehension Strategies; Small Group Tuition; One to One Tuition; Teaching Assistant Interventions	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 30 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all staff are trained in delivery of Read Write Inc Phonics programme (Fresh Start and Comprehension programmes for those delivering).</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. The use of comprehension programmes develops Early Years Reading allowing pupils to access the curriculum.</p> <p>Education Endowment Foundation Toolkit: Phonics; Reading Comprehension Strategies</p>	<p>1</p>
<p>Ensure that identified pupils receive targeted interventions relating to Early Reading in line with work undertaken alongside English Hub as a partner school.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. The use of comprehension programmes develops Early Years Reading allowing pupils to access the curriculum.</p> <p>Education Endowment Foundation Toolkit: Phonics; Reading Comprehension Strategies</p>	<p>1</p>

<p>Provide targeted intervention within school hours to support pupils' wellbeing and emotional regulation.</p>	<p>Children from disadvantaged backgrounds have weaker SEL skills. These skills influence outcomes for pupils; lower SEL skills are linked to mental health and academic outcomes.</p> <p>Education Endowment Foundation Toolkit: Metacognition and self regulation; Social Emotional Learning; One to One Tuition; Small Group Tuition</p>	<p>1, 2, 3, 4</p>
<p>Employ a NHS Speech and Language specialist to deliver targeted interventions.</p>	<p>Oral language interventions and development can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p>Education Endowment Foundation: Oral Language Interventions</p>	<p>1</p>

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

Budgeted cost: £ 173 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ Parent Support Advisors to offer family support and focus on attendance.</p>	<p>The DfE guidance, Improving School Attendance, has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Interventions with families and supporting their access to external agencies and support, removes barriers to learning.</p> <p>Education Endowment Foundation Toolkit: Behaviour Interventions; Social and Emotional Learning</p>	<p>3, 4, 6</p>
<p>Employ Inclusion Workers to focus on positive behaviour strategies and emotional wellbeing to engage pupils and families.</p>	<p>Targeted interventions and universal approaches can have positive overall effects allowing pupils to access learning.</p> <p>Education Endowment Foundation Toolkit: Behaviour Interventions; Social and Emotional Learning</p>	<p>1, 2, 3, 6</p>
<p>Purchase access to Place2Be consultant</p>	<p>Social emotional learning interventions have an identifiable</p>	<p>3, 4</p>

<p>for pupil (families and staff) support with their WellBeing</p>	<p>and valuable impact on attitudes to learning and social relationships.</p> <p>Education Endowment Foundation Toolkit: Social and Emotional Learning</p>	
<p>Provide opportunities for educational visits and learning beyond the classroom regardless of family income.</p>	<p>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. Exposure to experiences outside of a pupil's 'norm' will increase their levels of vocabulary. There is additional evidence of an impact on non-cognitive outcomes such as self-confidence.</p>	<p>5</p>
<p>Implement the whole staff training on Attachment and Trauma intervention techniques with the aim of supporting attendance, engagement and improving behaviour across school through circle time and restorative practice.</p>	<p>Targeted interventions and universal approaches can have positive overall effects allowing pupils to access learning.</p> <p>Education Endowment Foundation Toolkit: Behaviour Interventions; Social and Emotional Learning</p>	<p>3, 4, 6</p>

**Total budgeted cost: £303 000**

# Part B: Review of outcomes in the previous academic year

## Outcomes for disadvantaged pupils

Attendance	2023-2024	2024-2025
Whole School	92.0%	92.9%
Disadvantaged	89.5%	90.4%
Non Disadvantaged	95.7%	95.5%

Absence across the school has decreased due to the interventions put in place. Attendance across the whole school has improved by 1% resulting in the gap between disadvantaged pupils and their peers reducing by 1%.

Phonics Year 1	Number	Percentage
Whole Year Group	54	81%
Disadvantaged	18	72%
Non Disadvantaged	36	86%

The attainment gap between our disadvantaged pupils and their peers remains significant for phonics although the percentage of pupils, both disadvantaged and non disadvantaged, who passed the phonics screen tests has increased from last year.

KS2	Whole Year Group	Disadvantaged	Non Disadvantaged
Reading	55%	47%	65%
GaPS	57%	50%	65%
Writing	50%	47%	54%
Mathematics	59%	50%	69%
Combined	38%	31%	46%

The attainment gap between our disadvantaged pupils and peers remains significant for all aspects of the KS2 SAT assessments. Detailed analysis highlights the link between attendance and underachievement against peers rather than simply disadvantage, although the majority of pupils who are persistently absent were in receipt of pupil premium funding.

GLD	Whole Year Group	Disadvantaged	Non Disadvantaged
COM	88%	88%	88%
PSE	90%	88%	91%
PHY	95%	88%	97%
LIT	66%	63%	67%
MAT	83%	75%	85%
GLD	66%	63%	67%

The attainment gap between disadvantaged pupils and their peers has been reduced. There appears to still be a gap in the areas of mathematics and physical development, but due to the same number of children this represents, this gap is not significant.

Data from tests and assessments suggest that, despite strong individual performances, the progress and attainment of the school's disadvantaged pupils was below our expectations, particularly in KS2. Although gaps to their peers have decreased, they remain higher than pre-COVID data. Older pupils within the school still are impacted by missing vital teaching and the lack of development of basic speech and language skills, self regulation and concentration skills; interventions which have been put in place over the last few years have improved this position but the issue is deep rooted.

Our observations and data analysis demonstrated that pupil behaviour continued to improve, but challenges in relation to wellbeing and mental health remain. Place2Be counselling service continues to support pupils face to face; pupils received counselling aimed to promote positive wellbeing. This has resulted in various improvements for individual pupils including: attendance, behaviour, engagement and a sense of belonging.

These results mean having reviewed our strategy plan we have made changes as to how we aim to achieve our Intended Outcomes by 2025-2026.

## 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
Read Write Inc Phonics and Fresh Start	Ruth Miskin Training
Place2Be Counselling Service	Place2Be
NHS Speech and Language Therapist	NHS