

Pupil premium strategy statement – Grange Community 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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	157
Proportion (%) of pupil premium eligible pupils	27%
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)	2025/2026 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Gemma Havord Headteacher
Pupil premium lead	Chris Versey Deputy Headteacher
Governor / Trustee lead	Jeremy Farinos Governor for Disadvantaged Pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75258
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£75285

Part A: Pupil premium strategy plan

Statement of intent

At Grange Community Primary School, we believe that everyone shares the responsibility to “*support one another to achieve our best.*” By explicitly teaching our core values, providing high-quality first teaching, and building strong, positive relationships between staff and pupils, we aim for all children—regardless of their background or any challenges they may face—to make rapid and sustained progress across all areas of the curriculum.

Our pupil premium strategy focuses on ensuring that disadvantaged pupils are supported to reach this goal. We draw on a range of quantitative and qualitative information to help us understand the barriers faced by our most vulnerable learners, including those who may be supported by social care or who act as young carers. The actions outlined in this statement are designed to meet the needs of these pupils, whether or not they qualify for the Pupil Premium Grant.

High-quality teaching for every pupil lies at the centre of our approach. We have embedded a graduated response across the school to ensure children receive effective support within the classroom. This enables teachers to develop a deep understanding of individual needs and to intervene early to address gaps in learning. Our guiding principle is that when teaching meets the needs of our most vulnerable learners, all pupils—disadvantaged and non-disadvantaged—benefit.

Using school data, ongoing observations and, importantly, our strong knowledge of each individual child, we identify both the community-wide and personal challenges our pupils face. The strategies we have chosen work together to help our children succeed.

To ensure they have the greatest impact, we will:

- ensure disadvantaged pupils are consistently challenged through the work they are set
- intervene early when a need is identified
- adopt a whole-school approach in which every member of staff takes responsibility for the progress of disadvantaged pupils and maintains high 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	<p>Whilst we have been working hard to improve Oracy skills across the school, our assessments, observations, and discussions with pupils indicate further support is needed to address underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. On entry to Reception, our school assessments show 68% of pupils not on track with 36% of these pupils showing significant delays. We also know that whilst Speech and Language interventions can close the gap in EYFS and KS1, these can reappear in KS2 as the complexity of language increases.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in phonics acquisition than their peers. This negatively impacts their development as readers. Reading attainment and progress across the school are improving following a whole school focus on developing reading. However, in Phonics there is an upward trajectory with the gap between disadvantaged and non-disadvantaged stabilising after a significant increase between 2023 and 2024.</p>
3	<p>The attainment gap between disadvantaged pupils and non-disadvantaged pupils in Writing has remained significant since 2022. Our internal assessments show that despite pupils achieving well in spelling, punctuation and grammar assessments, pupils have difficulty applying this knowledge and a varied vocabulary when writing for a particular purpose or audience.</p>
4	<p>Our observations and discussions with pupils and families have identified social and emotional as an ongoing issue. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
5	<p>Through conversations and feedback with parents, they do not feel they have the knowledge or skills to support their children at home.</p>
6	<p>Our attendance data over the last 3 years indicates a significant gap between disadvantaged pupils and non-disadvantaged pupils. Although this gap is narrowing year on year. Whilst the percentage of our disadvantaged pupils who have been 'persistently absent' has on par with the national average there is still a significant gap compared to their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

Intended outcomes

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

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil book study and ongoing formative assessment.
Improved phonics among disadvantaged pupils in EYFS and KS1. Improved attainment and progress in Reading across KS1 and KS2.	Reading outcomes in 2025/2026 show that all disadvantaged pupils made accelerated progress. Phonics outcomes in 2025/2026 show that more than 90% of disadvantaged pupils met the expected standard.
Improved writing attainment and progress for disadvantaged pupils by the end of KS2.	KS2 writing outcomes in 2025/2026 show that all disadvantaged pupils made accelerated progress.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025/2026 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To ensure parents and carers are able to access guidance, advice and support in a way that meets their needs through effective channels of communication between home and school.	Sustained high levels of parental engagement from 2025/2026 demonstrated by: <ul style="list-style-type: none"> • qualitative data from parent/carer voice, parent/carer surveys and session evaluations • increase in engagement with online platforms such as Tapestry and Class Dojo • increase in parent/carer attendance at parent consultations and IPR reviews

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • the overall attendance rate for all pupils is 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers has diminished on previous years. • the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 2% higher than their peers.
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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: £23,234

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue to provide support and CPD for teachers across the school in elevating oracy in the classroom.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high quality classroom discussion, are inexpensive to implement with high impacts on reading: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/learning-toolkit/oral-language https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/interventions/</p>	<p>1,2,3,4</p>

<p>A sustained programme of CPD over the course of the year to ensure consistent teaching both in phonics sessions and small group and 1:1 teaching.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/learning-toolkit/phonics/</p>	<p>2</p>
<p>Reading continues to be focus for the school. There has been a review of approach to shared reading in line with DfE Reading Framework and as a result a sustained programme of CPD, coaching and monitoring to implement changes in reading pedagogy</p>	<p>The DfE guidance has been produced to help school meet the expectations for Reading in both the Early Years Foundation Stage and the National Curriculum https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p>	<p>2</p>
<p>Enhancement of our teaching of writing through explicit teaching of vocabulary, oral rehearsal, transcription and a focus on purpose, audience and register. External CPD for English Lead through NPQ and staff CPD in school supported by Oracy champions.</p>	<p>The EEF guidance is based on a range of the best available evidence. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>3</p>

<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	<p>4</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions) Budgeted Cost: £39,908

<p>Embedding vocabulary teaching within class and to continue to provide small group and 1:1 precision teaching and pre-teaching for targeted pupils a significant proportion of which will be disadvantaged pupils.</p>	<p>Oral language interventions 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>https://educationendowmentfoundation.org.uk/education-evidence/teaching https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventionslearning-toolkit/oral-language https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventionsinterventions</p>	<p>1,2</p>
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Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Speech and Language therapy targeted at pupils with identified needs across the school, a significant proportion of which will be disadvantaged pupils.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high quality classroom discussion, are inexpensive to implement with high impacts on reading: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/learning-toolkit/oral-language-interventions/interventions/</p>	<p>1</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support within EYFS and KS1</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/learning-toolkit/phonics/</p>	<p>2</p>
<p>Evidence based programmes targeted at disadvantaged pupils who require further phonics and whole word reading support in KS2</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/learning-toolkit/phonics/</p>	<p>2,3</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted Cost: £12, 116

Activity	Evidence that supports this approach	Cha nun add
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<p>Embedding online platforms to secure effective channels of communication across the school that enables parents/carers to engage with their children's learning.</p>	<p>There is strong evidence to suggest that parental engagement has a positive impact on pupil progress and attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>4</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures promoting and celebrating high levels of attendance with pupils and their families</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>
<p>Implementing the Emotional Literacy Support Assistant programme across the school to provide additional support to</p>	<p>There is evidence to suggest that successful SEL interventions can have a positive impact on pupil progress: https://educationendowmentfoundation.org.uk/education-evidence/teaching-</p>	<p>5</p>

pupils who face challenges to their wellbeing	learning-toolkit/social-and-emotional https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning
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Total budgeted cost: £75,258

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Improved Oral Language for Disadvantaged Pupils

COMMUNICATE – Speech and Language Therapy

Implementation

- Wellcomm assessments carried out on all Reception children in the Autumn term 2024.
- Speech and Language Therapist working in school weekly on caseload agreed with SENDCo
- Teaching Assistants working under the direction of Communicate to deliver speech and language therapy with Reception pupils.

Impact

- By Summer 2025 the percentage of pupils in Reception with the expected level for receptive and expressive language had risen by 11%
- By Summer, the percentage of pupils in Reception with severe delay had reduced from 28% to 4%

Reception Attainment Data

School Entry Data 2023/2024

	<i>All Pupils</i>	<i>Disadvantaged Pupils (14 pupils)</i>
On Track for a Good Level of Development	18	0
On track for Communication and Language	47	14
On track for Phonics	25	0

Validated EYFS Profile Data 2023/2024

	<i>All Pupils</i>	<i>Disadvantaged Pupils</i>
Good Level of Development	62	14
Expected Standard for Communication and Language	75	50
Expected Standard for Phonics	72	36

Observations of Shared Reading across the school show regular opportunities for discussion and the application of new vocabulary in context. Year 1 Shared Reading lessons are all oracy based and in the lessons observed, children have been able to effectively articulate their understanding of both new vocabulary and the wider text by the effective use of sentence stems.

In an Oracy focused learning walk carried out by SLT and the Oracy champions, the following consistent practice was observed:

- Most classes have oracy guidelines displayed.
- The children were speaking in full sentences, whether this was in response to a talking point or just explanatory talk when asked about their learning.
- When sentence stems were given, the children were keen to use them.
- The children use subject specific vocabulary in their discussions or explanations.
- The children were keen to talk and used talk to both explain and justify their ideas across the school.

Over 80% of classes visited during an unannounced learning walk demonstrated oracy based strategies for learning in a range of subjects.

Improved Phonics Outcomes

Validated Data 2024

	<i>All pupils</i>	<i>Disadvantaged Pupils (7pupils)</i>
Passed	38%	14%

Validated Data 2025

	<i>All pupils</i>	<i>Disadvantaged Pupils (11 pupils)</i>
Passed	71%	55%

We have seen an increase in the percentage of pupils passing the phonics screening check this year, we have seen the impact of the following the scheme with fidelity and the small group and 1:1 intervention, which has enables those children who did not pass to still make accelerated progress from their starting points.

Improved Reading Attainment and Progress

Year	2023			2024			2025		
	Pupils in group	School Reading Test	National Reading Test	Pupils in group	School Reading Test	National Reading Test	Pupils in group	School Reading Test	National Reading Test
All Pupils	24	58%	73%	29	59%	75%	24	63%	75%
Male	14	50%	70%	13	54%	72%	15	53%	72%
Female	10	70%	76%	16	63%	78%	9	78%	78%
Disadvantaged	9	44%	60%	13	46%	63%	2	50%	63%
NonDisadvantaged	15	67%	78%	16	69%	80%	22	64%	81%

This year, we have seen the impact of our focus on reading in our KS2 published data. The changes implemented to the focus and structure of lessons, in the previous academic year, alongside staff CPD have resulted in an embedded approach. We continue to closely monitor those at risk of reading failure and have continued with existing interventions, using evidence based approaches such as Harberton and Reciprocal and Precision Teaching.

An emerging success has been the strong emphasis on reading during the previous academic year. This targeted approach has yielded measurable impact: end-of-key-stage 2 reading outcomes rose to 62.5% in 2025, representing a 3.9 percentage point increase since 2024 and 4.2 points since 2023. Similarly, phonics outcomes have improved significantly, with the Year 1 screening pass rate reaching 71.4% in 2025, an impressive 33.9-point increase from 2024.

Consistent writing attainment for disadvantaged pupils

Year	2023			2024			2025		
	Pupils in group	School Writing TA	National Writing TA	Pupils in group	School Writing TA	National Writing TA	Pupils in group	School Writing TA	National Writing TA
All Pupils	24	75%	71%	29	72%	72%	24	67%	71%
Male	14	64%	65%	13	62%	66%	15	53%	65%
Female	10	90%	78%	16	81%	79%	9	89%	77%
Disadvantaged	9	78%	58%	13	54%	59%	2	50%	58%
NonDisadvantaged	15	73%	77%	16	88%	78%	22	68%	77%

Writing attainment for our disadvantaged pupils stands at 50%. However, as this represents only 2 pupils within a cohort of 24, it is difficult to draw significant conclusions from this data. Overall, the results remain broadly in line with national figures and indicate that performance is not declining.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils

Over the 2024-2025 academic year, we have continued to gather pupil voice through whole school and talking assemblies and through the Quality of education reviews which provide opportunities for the pupils to discuss their learning as well as their wellbeing. We have continued to reflect on well-being within our school cpd training as well as through our PHSE sessions. This is reflected in how staff have recognised, recorded and responded to concerns about pupil wellbeing and mental health on CPOMS.

A survey of parents and carers in Autumn 2024 provided the following feedback:

- 92% of parents and carers said that their children were happy at school.

- 91% of parents and carers said that their children felt safe at school.

In addition to this, we have continued to teach Social and Emotional Literacy through our PSHE programme Jigsaw. We employed and trained a new member of staff to deliver our ELSA programme this is showing a positive impact particularly on behaviour within school with the skills taught in the ELSA sessions being transferred into the classroom. Individual pupils receive a 6 week ELSA intervention which is then followed up by drop-ins in the class.

To ensure parents and carers are able to access guidance, advice and support in a way that meets their needs through effective channels of communication between home and school.

- 100% of pupils have at least one parent connected to Arbor.
- 100% of pupils have at least one parent connected to Class Dojo

A survey of parents and carers in Autumn 2024 provided the following data:

- 88% of parents and carers felt that the school kept them informed of their child’s progress.
- 98% of parents and carers said that they were aware of what their child was learning in school.
- 92% of parents and carers felt that their child had opportunities to take part in extra-curricular clubs.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Annual School Absence and Persistent Absence as published in the DFE Performance Tables

	Sch %Abs	Sch %PA	LA %Abs	LA %PA	Nat %Abs	Nat %PA
2023	6.3%	21.6%	6.0%	15.9%	5.9%	16.2%
2024	6.2%	18.4%	5.6%	14.1%	5.5%	14.6%
2025	7.2%	19.5%	5.2%	12.5%	5.2%	13.5%

Whole School Attendance

2022-2023	2023-2024	2024 - 2025
93.7%	93.8%	92.8%

Non-disadvantaged Pupils Attendance

2022-2023	2023-2024	2024-2025
-	95.9%	94.6%

Disadvantaged Pupils Attendance

2022-2023	2023-2024	2024-2025
-	90.4% (-5.5%)	87.6% (-7%)

Whilst we continue to see attendance figures rise overall, we are seeing a greater increase among our non-disadvantaged pupils thereby creating a gap with our disadvantaged pupils, which is outside our target of 5%.

We continue to work with families to encourage high levels of attendance, making regular calls, sending out correspondence. We celebrate the class with the highest attendance on a weekly basis and reward the class with the highest attendance at the end of the year. Following the government guidance from August 2024, we are issuing fines for 10 sessions of absence in a 10 week rolling period and working closely with the Educational Welfare Officer to respond to poor attendance.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Read Write Inc.	Ruth Miskin
Insight	https://www.insighttracking.com/
Dynamo Maths	Jelly James
Nessy	Nessy Learning UK