

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Lane
Number of pupils in school	F2-Y2:146/ N2:44/ Grangers:27
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	SEPT 2021
Date on which it will be reviewed	Termly
Statement authorised by	L Chappell
Pupil premium lead	L Chappell
Governor / Trustee lead	R Schofield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,150
Recovery premium funding allocation this academic year	£10,150
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£104,300

Part A: Pupil premium strategy plan

Statement of intent

At Grange Lane Infant Academy we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

Our context:

The school is situated in an ex-mining village with the majority of pupils being white British. The rate of pupil premium funding is more than double the national average and this has increased by 10% in the last year. The IDACI indicator for deprivation is 0.3 .

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults. Moreover, they will have the opportunities to take part in enhanced provision to extend their life experiences.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health
2	Gaps in reading, writing, maths and phonics
3	Speech, language and communication
4	Attendance and punctuality
5	Access to wider opportunities
6	Parental engagement

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
1.To ensure that all pupils enter school happy and ready to learn	Pupils are well equipped for school, have good relationships with their peers and adults. They enjoy school and engage fully in school life. Children’s mental health is prioritised, and children are taught how to self- regulate.
2. Improved speech and language for pupils.	Pupils speak articulately to a wide range of audiences with confidence. There is a marked improvement for children with speech and language difficulties.

3. To accelerate progress to ensure pupils achieve their potential	Pupils are at least in-line with all other pupils nationally or have made accelerated progress from given starting points
4. All pupils attend regularly and on time.	Absence and PA are at least in-line with national averages. There is no significant gap between disadvantaged and other pupils.
5. Pupils have a wide range of visits and visitors and enhanced experiences across the school year	All children access visits and visitors and have access to enhanced provision both across the school day and at lunchtimes and after school.
6. Parents feel empowered and able to support their children in school and at home.	Attendance at celebration and academic events is high. Relationships with parents is good and there are clear lines of communication for all parents.
7. All pupils start the day ready to learn	Children enter class nourished with the correct uniform and equipment.

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: £ 8081

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff have the appropriate CPD to implement catch up plans and close gaps in reading, writing and maths through Quality First Teaching. £6K	A consistent approach from all staff facilitated by training for both teaching and support staff based on catch up plans from 2020-21. Use of nationally recognised schemes and approaches: RWInc, White Rose Maths, Talk for writing, Launchpad Y2 results at/above national evidence the effectiveness of these approaches	1,2,3
All relevant staff have the appropriate CPD to enable pupils to make accelerated progress in phonics. £2081	RWI is a proven national scheme and has maintained our phonics data at 90%+ for both Y1 and Y2.	1,2

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

Budgeted cost: £35,444

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted support for disadvantaged children across reading writing maths and phonics</i> £19,376	Both small group and 1:1 targeted support from a non- class based HLTA has led to accelerated progress and children gaining ARE in previous years	1,2
<i>Targeted support for disadvantaged children with speech and language needs</i> £16068	Use of nationally recognised language support schemes: NELI, Launchpad for Literacy	1,2,3

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

Budgeted cost: £73,319,59

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Pastoral Manager work to support parental engagement £23387</i></p> <p><i>Resources for parental activities £2000</i></p>	Building relationships with parents to enable them to support pupils in school	1,4,6
<p><i>EWO to support attendance of pupils 2170</i></p> <p><i>Rewards and Incentives £2000</i></p>	<p>External support and enforcement has a proven track record of improving attendance</p> <p>Rewards and Incentives motivate pupils and parents to attend school regularly</p>	1,4,6
<p><i>Breakfast Club (Magic Breakfast)</i></p> <p><i>£1500 MB sub</i></p> <p><i>£7474 Staff and milk/spread</i></p> <p><i>£2000 resources</i></p>	Children are well nourished and ready for school and punctual	1,4
<p><i>All children receive a bookbag with appropriate resources for learning</i></p> <p><i>£5000</i></p> <p><i>Uniform is available for those in need and funding given</i></p> <p><i>£1000</i></p>	Children are dressed appropriately and are equipped and ready to learn	1
<p>Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital. £10,000</p> <p><i>Pupils have access to a wide range of lunchtime and afterschool clubs to enhance their school experience £15,327.59</i></p> <p><i>Resources £1000</i></p> <p><i>Forest School training £899.99</i></p>	Pupils need access to both academic and wider curricular opportunities in order to stimulate, motivate and extend their childhood experiences	1,5,6

Thrive training for all staff to allow Thrive to be embedded across school £461	Thrive is used to assess and support the social, emotional and mental health of pupils in the academy	1
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Total budgeted cost: £ 117,743.99

[insert sum of 3 amounts stated above]

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

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
RWInc online	RWInc
Bug Club online	Pearson
Purple Mash	Purple Mash
Big Cat online	Collins
Ten town	Ten town
Thrive	Thrive
Talk for Writing	Pie Corbett

Service pupil premium funding NA

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.