Pupil Premium Strategy Statement – Grange Junior School

This statement details our school's use of pupil 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. (Purple indicates the areas relevant to our pupils eligible for Service Pupil Premium)

School overview

Detail	Data (Oct 24 Census)
Number of pupils in school	247
Proportion (%) of pupil premium eligible pupils	43% (FSM) 26% (Service)
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
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Ian Court
Pupil premium lead	Kay Sadler/Leiza Harris
Governor / Trustee lead	Ian Court/Emma Vickery Sales

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	**£ 156,045**
Service funding allocation for this academic year	**£ 29,050**
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	**£0**
Total budget for this academic year	**£185,095**

Part A: Pupil premium strategy plan

Statement of intent

At Grange Junior School, we foster an inclusive ethos built on the belief that all children can achieve highly. This belief is embedded in our school values, which underpin our curriculum and the full breadth of our school offer.

Our intention is that all pupils, regardless of background or barriers to learning, make strong progress from their starting points and attain in line with, or above, national expectations across all subjects. Our Pupil Premium strategy is focused on ensuring that disadvantaged pupils are given the opportunities, support and challenge necessary to achieve these outcomes, including access to enrichment and deeper learning experiences that enable them to exceed expectations.

In developing this strategy, we carefully consider the specific barriers faced by our pupils. High-quality, inclusive teaching has the greatest impact on closing the disadvantage attainment gap and benefits all pupils, including those who are not disadvantaged. For this reason, it lies at the heart of our approach, alongside targeted support designed to reduce barriers for those who need it most. The intended outcomes outlined in our strategy aim to accelerate the progress and raise the attainment of our disadvantaged pupils, while sustaining and improving outcomes for their peers.

Our chosen approaches align directly with our School Improvement Priorities, ensuring coherence and consistency across the school and addressing common challenges that affect all learners. The strategy is informed by robust summative, diagnostic and quantitative assessment, enabling us to identify precise priorities and respond swiftly to emerging needs. Review of the strategy is aligned with milestone data points and pupil progress discussions.

We adopt a whole-school approach in which all staff share responsibility for the outcomes of disadvantaged pupils and collectively uphold high expectations of what every child can achieve.

Challenges

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

Challenge number	Detail of challenge
1	An increasing number of children with SEMH needs (mostly eligible for PP) are unable to access the learning within a mainstream classroom, and this is having a detrimental effect on their academic progress and that of their peers.
2	Reading & Writing attainment and progress across current year groups is lower for those eligible for pupil premium. End of year data indicates a small proportion of pupils eligible for Service Pupil Premium are not making sufficient progress in achieving greater depth.
3	Maths attainment and progress across current year groups is lower for those eligible for pupil premium. End of year data indicates a small proportion of pupils eligible for Service Pupil Premium are not making sufficient progress in achieving greater depth.
4	Oral language skills of a small group of children eligible for pupil premium is lower than other pupils.
5	Gaps in learning as a result of disruptions to education, are still greater for those children eligible for pupil premium.
6	Children eligible for pupil premium funding (Services and FSM), very often require additional social and emotional support.
7	Many of our families eligible for pupil premium funding are unable to contribute towards the cost of extra-curricular opportunities and school visits. However, we feel that it is essential that they have these opportunities to broaden life experiences.
8	Many of our children from pupil premium families do not come to school 'ready to learn' eg. having missed breakfast and not having sufficient uniform.
9	Attendance of pupil premium children is lower than that of others and are more likely to be late and consequently miss out on key inputs and/or interventions.
10	A small number of children continue to struggle following the previous disruptions to education and have needed additional support for their social and emotional well-being.

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
Provision for children with SEMH needs is effective in ensuring all children can access the curriculum.	Fewer behaviour incidents recorded for these pupils and less disruptions to learning for them and their peers.
Improve the attainment and progress of all pupils with regards to **Reading & Writing**, ensuring those eligible for PP (not SEND) do as well as those not eligible for PP and that pupils eligible for Service Pupil Premium are making sufficient progress.	The gap between PP and non PP will be diminished and/or smaller than the national gap for **Writing**. Pupils eligible for Service Pupil Premium will make good progress.
Improve the attainment and progress of all pupils with regards to **Maths**, ensuring those eligible for PP (not SEND) do as well as those not eligible for PP and that pupils eligible for Service Pupil Premium are making sufficient progress.	The gap between PP and non PP will be diminished and/or smaller than the national gap for **Maths**. Pupils eligible for Service Pupil Premium will make good progress.
Improve oral language skills for identified children.	Pupils eligible for PP, make accelerated progress against the targets set by the Speech Therapist. Assessed regularly.
Opportunities for children to access interventions which will address gaps in learning due to previous disruptions to education.	Pupil progress will show the impact of identified interventions and support.
Children will receive appropriate social and emotional support to ensure they are ready to learn.	Pupils eligible will have positive attitudes towards their learning and have appropriate strategies to draw upon when needed. Pupil's mental health and well-being will be supported and effectively managed.
Ensure there is equality of opportunities for all pupils, which enrich the curriculum and provide essential skills to equip children for the future.	No pupils are excluded from a broad range of extra-curricular activities and visits due to financial barriers.
Children are provided with the necessities to start the school day, including individual equipment for all children.	Children have equal opportunity to start the day well, with the correct equipment, having a positive impact on the learning.
The attendance of PP is closely monitored and reported upon monthly with appropriate intervention where required.	Improved attendance for those eligible for PP.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£107,467**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To train staff in the implementation of the Empowerment Approach in order to support pupils, particularly those with challenges in emotional regulation or communication, to develop greater emotional flexibility and resilience.	A growing number of children have gaps in their executive functioning skills which in turn lead to them having difficulty in communicating and regulating their emotions when difficulties arise. The Empowerment Approach is an evidenced based approach underpinned by psychological research to support children in this area.	1
Explore to Learn provision run by Thrive practitioner and HSLW to provide bespoke provision to meet the specific needs of a small group of children across the school, with SEMH needs.	A small group of children with SEMH needs are unable to access the curriculum, and require bespoke provision in order to best meet their needs as well as, maximise the learning needs of the rest of the class.	1
Continue to use Times Tables Rockstars programme, to support the fluency in children's recall of multiplication and division facts.	Whole school monitoring, identified the need for improved fluency of multiplication and division facts, particularly for our vulnerable pupils. This will also support children with the introduction of the timed Year 4 multiplication test. Access at both home and school ensures disadvantaged pupils receive consistent extra practice, which has contributed to stronger progress towards age-related expectations.	2
To subscribe to the Mathletics programme, enabling access for all pupils.	Mathletics supports pupils progress by improving their confidence, fluency and engagement in maths. Its personalised activities help pupils' close gaps in understanding, while the interactive format motivates them to practise more regularly. Access at both home and school ensures disadvantaged pupils receive consistent extra practice, which has contributed to stronger progress towards age-related expectations.	2

1 x additional LSA in year 3, working on phonic interventions.	Due to an increase in the number of children joining the school with gaps in their phonic knowledge we require additional staff in order to teach the different levels of phonic grouping required.	3
Maintain small classes (approx. 20) in Year 6.	Based on success of previous years, where class sizes have been kept low and we have seen a significant improvement in progress and attainment.	2 & 3

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

Budgeted cost: **£ 73,493**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 6 teachers, English & Maths managers and SENCo to deliver Maths and English booster sessions for children in Year 6.	Transition data identified a number of 'close to' children who are in need of some additional support to enable them to achieve ARE at the end of KS2. These additional booster sessions have previously been successful in supporting children in achieving ARE at the end of the year.	2 & 3
The school will maintain 3 Home School Link workers to provide social and emotional support for individuals and groups of children.	An increasing number of families (FSM & Service) requiring additional social and emotional support to enable the children to effectively engage with education.	6
Thrive practitioner will provide 10 hours of thrive support to individuals/groups a week.	A number of children require social and emotional support due to previous disruptions to education.	6
Services children have the opportunity to attend an after school service club for at least one term of the academic year. There are additional opportunities for these children to join in with service events, at various points in the academic year e.g competitions and visits.	To provide Service children with the opportunity to meet other service children in similar circumstances including across Fareham and Gosport, where possible.	6

Speech and Language programme in place for small groups and individuals 4 mornings a week.	Children are identified through Speech and Language assessments and appropriate provision is in place.	4

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

Budgeted cost: **£7107**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of dedicated leadership time for core subject leads to focus on the attainment and progress of PP pupils.	Use of this time has had a positive impact in accurately identifying specific gaps in learning for children and has enabled planning of appropriate interventions to support progress. This has ensured that there is a diminishing gap between the attainment of disadvantaged and non-disadvantaged pupils.	2 & 3
Attendance team to monitor attendance monthly to identify persistent absentees and lateness and follow this up according to our attendance policy. Home visits to take place where required.	Analysis of attendance in previous years has identified a difference between the attendance of PP children when compared to non-PP children.	9
Contribution towards the cost of school visits, curricular events, running of the 2 school minibuses and subsidising music tuition.	To meet the social, emotional, moral and spiritual needs of the children. To give access to a range of additional curricular activities, which broaden their life experiences, knowledge and understanding of the world and bring the learning alive.	7
Breakfast facilities are provided for those PP children who come to school late without breakfast.	Increase in number of children coming to school hungry, having not eaten breakfast. This has a detrimental effect on their learning.	8
School uniform is subsidised for PP families at the discretion of the Co-Headteachers.	Small % of children do not have school uniform due to financial barriers. There is a notable improvement to the sense of belonging for these children, when they are in uniform, therefore we will continue to purchase this, as necessary.	8

Total budgeted cost: £188,067

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Key Stage 2 Results July 2025:				
	GRANGE *All pupils*	*NATIONAL* *All pupils*	*GRANGE* *Pupils eligible for PP (Ever6 FSM)*	*NATIONAL* *Pupils eligible for PP (Ever6 FSM)*
% achieving in Reading, Writing and Maths	**41/71=58%**	**62%**	**55.2%**	**47.5%**
% achieving ARE in Reading	**50/71=70%**	**75%**	**72.4%**	**63.2%**
% achieving ARE in Writing	**51/71=72%**	**72%**	**69.0%**	**59.5%**
% achieving ARE in Maths	**50/71=70%**	**74%**	**65.5%**	**60.6%**

1. Review of expenditure		
Previous Academic Year	• **2023-24**	
i. Quality of teaching for all		
Chosen action/approach	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)
EP, to conduct consults for individual children alongside the SENCo and class teacher/LSA to gain strategies to effectively support children, to access the curriculum.	Monitoring has shown that staff are adapting classroom practise and task design for individuals in relation to their identified need, with a better understanding of the reasons behind the behaviour.	Staff responded positively to these consults and adapted their teaching practice to suit needs of individuals. This will continue in the next academic year, but will be funded from our SEN budget.
Explore to Learn provision run by Thrive practitioner and HSLW to provide bespoke provision to meet the specific needs of a small group of children across the school with SEMH needs.	These sessions have enabled identified children to work at a more appropriate and bespoke level, which has developed their SEMH skills. It has also provided opportunities for other children to work within a smaller classroom environment, with reduced behaviour incidents.	The reduction of sessions to an upper and lower school focus has been successful and we will continue with this provision next year. However, we do have an increasing number of pupils requiring this provision, so we will continue to review and increase as necessary. There are notable benefits for both the targeted children and the children remaining within the classroom setting during these times.

Continue to use Times Tables Rockstars programme, to support the fluency in children's recall of multiplication and division facts.	The use of Times Table Rockstars has increased fluency in multiplication facts and raised the profile of Maths in general. Children have entered both local and National competitions and have scored well in weekly challenges set.	Time Tables Rockstars to continue, as a useful tool to support fluency of multiplication facts.
Use of National Foundation for Educational Research (NFER) tests for **Maths**, to ensure children are exposed to test style questions across each year group.	Children are better prepared for Key Stage 2 SATS. Teachers have used this information to inform future planning and teacher assessed judgements at each milestone.	NFER testing to continue, twice yearly (Spring and Summer term) We now have a more established and consistent assessment system within the school and so NFER testing will no longer form part of our Pupil Premium spending. Pupil Premium children benefit from a more diagnostic approach to assessment (ie SEN Toolkit)
To purchase Maths Whizz programme, for Years 3 and 5 to use.	Maths Whizz identifies specific gaps in children's learning and targets these through bespoke intervention, leading to improved fluency.	Whilst we noted an improvement in fluency, there were implications to the IT required for this provision. The sessions were very IT heavy and we could not sustain this, due to limited resources. Staff agreed that Mathletics was a more accessible resource to support fluency, as it does not rely so heavily on the IT resources and children can access this at home too. We will subscribe to Mathletics next year.

Use of NFER tests for **Reading** to ensure children are exposed to test style questions across each year group.	Children are better prepared for Key Stage 2 SATS. Teachers have used this information to inform future planning and teacher assessed judgements at each milestone.	NFER testing to continue, twice yearly (Spring and Summer term)
Purchase 300 reading record books	To encourage reading at home, enabling clear communication between home and school.	Reading records will continue to be used and will include communication about phonics sounds being taught. However, this will no longer be funded from Pupil Premium, as we feel that this is now a more established routine.
Maintain small classes (approx. 20) in Year 5.	Children have greater access to adult support, when in smaller classes and therefore are more likely to make accelerated progress.	Maintaining small classes in Year 5 has led to improved progress across reading, writing and maths, with an increase in the proportion of pupils working at or above age-related expectations. Teachers report greater capacity to deliver tailored support and feedback, and behaviour has improved due to increased engagement. Disadvantaged and SEND pupils have particularly benefited from the additional teacher interaction and targeted support. We will continue to maintain these class sizes as they enter their final year at Grange.
2 x additional LSAs in year 3, working on phonic interventions.	The phonic interventions provided by the additional LSAs have enabled the gaps resulting from missed phonics learning, as a result of previous disruptions to education, to be addressed.	Due to the success of this additional support, we will continue to use an additional LSAs working in Year 3, to run phonic interventions for identified groups of children and support learning within literacy lessons.

ii. **Targeted support**		
Chosen action/approach	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)
LSA to lead targeted intervention for PP children. Year 6 teachers, English & Maths managers and SENDco to deliver Maths and English Booster sessions for children in Year 6.	Through pupil progress meetings additional support for PP children was identified and delivered in order to address gaps in children's learning. Transition data identified a number of 'close to' children who are in need of some additional support to enable them to achieve ARE at the end of KS2. The additional support from the Year 6 teachers and core subject leads, would support an increased number of children achieving ARE at the end of KS2.	This will now be monitored through individual pupil progress meetings with class teacher at the end of each milestone. Booster sessions were a success and enabled an increased number of 'close to' children, to achieve ARE in the KS2 tests. We will continue to offer this provision next year.
The school will maintain 3 Home School Link workers to provide social and emotional support for individuals and groups of children. Thrive practitioner will provide 10 hours of thrive support to individuals/groups a week.	The maintaining of 3 HSLWs has enabled more families to be supported and for more children to be socially and emotionally supported, enabling them to more effectively engage in education. Thrive practitioner delivered Thrive sessions to identified children, requiring additional social and emotional support. These children are more settled and are able to access learning more successfully.	We will continue to fund 3 HSLWs, and provide suitable training to enable them to fulfil their role effectively. This has enabled more children to receive the support they need, enabling them to access their learning. Thrive assessments show that identified areas of need have been met/improved. We will continue to deliver Thrive support during the next academic year for targeted individuals.

Services children have the opportunity to attend an after-school service club for at least one term of the academic year. There are additional opportunities for these children to join in with service events at various points in the academic year e.g. competitions and visits.	Service families were supported through individual and group provision in school. In addition to this, forces after school club provided children with opportunities to work together and children were given opportunities to participate in trips and visits outside of school.	HSLW to continue to provide support for the forces children, both individually and in groups, as required. Due to the increasing popularity of the after-school forces club, we will continue to limit numbers each term (ensuring all children have the opportunity to attend for at least one term). This will allow us to enhance the provision we offer and enable the children to take part in a wider range of activities.
Speech and Language programme in place for small groups and individuals 4 mornings a week.	Speech and language needs of identified children are assessed and appropriate provision is in place to enhance progress and attainment.	Speech and Language programmes to continue for those identified children, with additional support in place for those children with identified gaps.
iii. Other approaches		
Chosen action/approach	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)
Provision of dedicated leadership time for core subject leads to focus on the attainment and progress of PP pupils.	This time enabled core subject leads to effectively track and monitor the progress and attainment of all pupils in their year group. This included a more thorough analysis of the PP children.	We will continue to provide dedicated leadership time for core subject leads to effectively track and monitor the attainment and progress of PP pupils.

Attendance team to monitor attendance monthly, to identify persistent absentees and lateness and follow this up according to our attendance policy. Home visits to take place where required.	Attendance of all children continues to be closely monitored and followed up accordingly.	Attendance monitoring and necessary follow ups to continue, with half termly reports.
Contribution towards the cost of school visits, curricular events, running of the 2 school minibuses and subsidising music tuition.	Funding gave all children access to a range of additional curricular activities, which broadened their life experiences, knowledge and understanding of the world and brought the learning alive.	We will continue to use funding to support the enrichment of the curriculum, enabling all children equal opportunities.

Breakfast facilities are provided for those PP children who come to school late without breakfast. School uniform is subsidised for PP families at the discretion of the Co-Headteachers. Individual stationary packs are provided for identified children to ensure all have the correct equipment to learn effectively.	Children coming into school hungry are provided with breakfast and are then ready to access their learning. Uniform issued for families are the discretion of the Co-Headteachers. Children had access to their own stationery, to ensure they have the correct equipment to learn effectively.	Breakfast facilities to continue where required. Financial support with uniform to continue to be provided at the discretion of the Co-Headteachers. Children will still be provided with basic stationery where required, but this no longer required to be funded through pupil premium funding.

Externally provided programmes

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

Programme	Provider