Grange Junior School Pupil Premium Strategy Statement 2024-25

(Purple indicates the areas relevant to our pupils eligible for Service Pupil Premium)

1. Summary information (Based on October Census 2023)					
School	Grange Junior School			**Academic Year**	2024-25
Total number of pupils	**291**	**Number of pupils eligible for PP**	**106** FSM **89** Service **0** Post LAC	**Date of most recent PP Review**	Nov 2024
FSM **Post LAC** **Service** **Total PP budget**	**£162,060** **£0** **£ 30,260** **£192,320**	**Total FSM & PLAC spend** **Total Service spend** **Total PP spend**	**£172,255** **£31,051** **£203,306**	**Date for next internal review of this strategy**	Nov 2025

2. Breakdown of Pupil Premium Children per year group (Oct 2024)		
	FSM Ever6:	*Service*
Year 3	41%	31%
Year 4	46%	29%
Year 5	37%	32%
Year 6	42%	38%
Whole School	**42%**	**30%**

Key Stage 2 Results July 2024:				
	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	**46/86=54%**	**61%**	**9/27=33%**	**45%**
% achieving ARE in Reading	**65/86=75%**	**74%**	**17/27=63%**	**62%**
% achieving ARE in Writing	**60/86=70%**	**71%**	**16/27=59%**	**58%**
% achieving ARE in Maths	**62/86=72%**	**73%**	**15/27=56%**	**59%**

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	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.
B.	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.
C.	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.
D.	Oral language skills of a small group of children eligible for pupil premium is lower than other pupils.
E.	Gaps in learning as a result of disruptions to education, are still greater for those children eligible for pupil premium.
External barriers *(issues which also require action outside school, such as low attendance rates)*	
F.	Children eligible for pupil premium funding (Services and FSM), very often require additional social and emotional support.
G.	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.
H.	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.
I.	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.
J.	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.

4. Desired outcomes		
	Desired outcomes and how they will be measured	*Success criteria*
A.	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.
B.	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.
C.	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.
D.	Improve oral language skills for identified children.	Pupils eligible for PP, make accelerated progress against the targets set by the Speech Therapist. Assessed regularly.
E.	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.
F.	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.

G.	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.
H.	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.
I.	The attendance of PP is closely monitored and reported upon monthly with appropriate intervention where required.	Improved attendance for those eligible for PP.

5. Planned expenditure					
Academic year	**2024-25**				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead/estimated cost**	**When will you review implementation?**
Provision for children with SEMH needs is effective in ensuring all children can access the curriculum.	EP, to conduct consults for individual children, alongside SENCo and class teacher/LSA to gain strategies to effectively support children, to access the curriculum.	Whole school monitoring has identified a small number of children presenting with complex SEMH needs, resulting in them being unable to access learning within the classroom. These consults help to provide strategies for supporting these children within the classroom and ensuring staff are well supported.	30 hours of EP consults involving EP, SENCo, class teacher/LSA and parents/carers to take place. These consist of a classroom observation, meeting with teaching staff and parents and an EP follow up visit later in the year.	SENCo **£3,325** **(EP Hours)**	Half Termly monitoring
	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.	Explore to Learn will run for 2 x 2 hours sessions, one for lower school and one for upper school children. These sessions will be planned for using Thrive assessments and progress against the children's targets will be regularly monitored.	SENCo **£7,279** **(8 x HSLW hrs x 39 weeks)**	Half Termly monitoring

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.	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, as a result of previous disruptions to education. This will support children with the introduction of the timed Year 4 multiplication test.	Maths manager to ensure it's continued to be used effectively through whole school monitoring.	Maths Manager **£150**	Termly monitoring
	Use of National Foundation for Educational Research (NFER) tests to ensure children are exposed to test style questions across each year group.	Children across all year groups require sufficient preparation for the test style questions and this proved to be effective in previous years.	Tests will take place 2 x a year during the Spring & Summer term.	Class Teachers **£1,110** **(Cost of papers)**	Analysis of NFER papers
	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.	Maths Whizz provides regular assessments to enable Maths Manager/class teacher to monitor progress.	Maths Manager/ SENCo **£250** **(Cost of programme)**	Half Termly monitoring

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 that pupils eligible for Service Pupil Premium are making sufficient progress.	Use of NFER tests to ensure children are exposed to test style questions across each year group.	Children across all year groups require sufficient preparation for the test style questions and this proved to be effective.	Tests will take place 2 x a year during the Spring & Summer term.	Class Teachers **£685**	Analysis of NFER papers
	Purchase 300 reading record books	Reading record books to support the communication between home and school about reading and phonics.	Shared with parents at curriculum meetings and regular reminders sent to encourage use at home.	English Manager **£200**	Termly monitoring
	Maintain small classes (approx. 20) in Year 5.	Based on success of previous years, where class sizes have been kept low and we have seen a significant improvement in progress and attainment.	Monitor the progress of children through Pupil progress meetings.	SLT **£56,010** **£2,946 (5%)** **(1 x Teacher)**	Termly monitoring
	2 x additional LSAs in year 3, working on phonic interventions.	The gaps left from missing phonics teaching as a result of previous disruptions to education is significant for year 3.	LSA to lead phonic interventions to target identified specific needs of groups and individuals.	SENCo **£40,160** **£2,114 (5%)** **(2 x LSAS)**	Pupil progress reviews
			Total budgeted cost	**£113,804**	

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead/estimated cost	When will you review implementation?
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.	LSA to lead targeted intervention for PP children. Year 6 teachers, English & Maths managers and SENCo to deliver Maths booster sessions for children in Year 6.	Pupil progress meetings identified PP children, requiring additional support in order to address gaps in 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.	Monitoring of children's progress through Pupil Progress meetings and adjusting interventions accordingly. Carefully planned 'after school' booster sessions will take place for identified 'close to' children.	SENCo **£10,569** **(0.5 x LSA)** **£300** **(HLTA Day x 5 divided by 2)**	Pupil Progress meetings at each Milestone Pupil Progress meetings at each Milestone

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.	LSA to lead targeted intervention for PP children. Year 6 teachers, English & Maths managers and SENCo to deliver Reading & Writing booster sessions for children in Year 6.	Pupil progress meetings identified PP children, requiring additional support in order to address gaps in 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.	Monitoring of children's progress through Pupil Progress meetings and adjust interventions accordingly. Carefully planned 'after school' booster sessions will take place for identified 'close to' children.	SENCo **£10,569** **(0.5 x LSA)** **£300** **(HLTA Day x 5 divided by 2)**	Pupil Progress meetings at each Milestone Pupil Progress meetings at each Milestone

Children will receive appropriate social and emotional support to ensure they are ready to learn, (FSM & Services)	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.	Home School Link workers are managed by the SENCo and provided with adequate training to ensure they are able to fulfil their role effectively. One of our HSLWs is a Thrive practitioner and needs to attend relevant update training.	SENCo **£28,093** **£1,478 (5%)** **£12,016** (1 x SENCo day) **Training:** Training: **£100**	Weekly Inclusion meetings
	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.	Thrive practitioner to deliver 10 hours a week of Thrive to groups/individuals	HSLW **£9,100**	Termly Monitoring
	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.	HSLW and LSA to run a weekly Forces group with enhanced planned activities throughout the year eg. cookery and craft.	HSLW **Service Events: £100** **Forces Club Resources: £100** **Staffing: £1,380**	
Improve oral language skills for identified children.	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.	Analysis of regular assessments monitored by SENCo.	SENCo **£7,765** **(4 x LSA AM)**	Monitored at the end of each milestone.
			Total budgeted cost	**£81,870**	

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead/estimated cost	When will you review implementation?
Improve the attainment and progress of all pupils with regards to **Maths, Reading & Writing**, ensuring those eligible for PP (not SEND) do as well as those not eligible for PP.	Provision of dedicated leadership time for core subject leads to focus on the attainment and progress of PP pupils.	This has had a positive impact in previous years and has identified a diminishing gap between the attainment and progress of PP children compared to other children nationally.	2 x core subject leads to have dedicated leadership time, to review progress and attainment of all children and analysing provision for PP children.	English & Maths Leads **£2,142** **(TC 8 Days)** **£1,077** **(JH 4 days)**	At each Milestone during pupil progress meetings.
The attendance of PP is closely monitored and reported upon monthly with appropriate intervention where required.	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.	Hampshire attendance guidance is followed and this forms part of the HSLW performance management target.	HSLW **£1,388** Travel for HSLW **£200**	Monthly report to Co-Headteachers.
Ensure there is equality of opportunities for all pupils including those eligible for PP.	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.	Payment of additional curricular activities is monitored by Office staff and followed up where necessary. Individual cases are discussed and considered with parents at the discretion of the Co-Headteachers.	SLT Trips/Curricular Events: **£500** Music **£500** Minibuses **£1,000**	Ongoing as additional curricular events take place.
Children are provided with the necessities to start the school day.	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.	HSLW's provide this facility and monitor individual children. Parents and outside agencies involved where necessary.	HSLW **£100**	Monitored weekly and discussed at Inclusion meetings.

	School uniform is subsidised for PP families at the discretion of the Co-Headteachers.	Small % of children not coming to school appropriately dressed with inadequate uniform.	Bank of uniform in school for such circumstances which can be used when necessary. This is replaced yearly.	SLT **£200**	As required
	Individual stationary packs are provided for identified children, to ensure all have the correct equipment to learn effectively	Small proportion of children do not have equipment necessary for the school day	Identified children issued with a personal pack of equipment	SLT **£100**	As required
			Total budgeted cost	**£7,207**	

6. 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.
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.	There are notable benefits for both the targeted children and the children remaining within the classroom setting during these times. This will continue next year, but groups will reduce to 2 x sessions a week, one for upper school and one for lower school, enabling HSLWs more time for 1:1 sessions and small group work.
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)
To purchase the Sandwell diagnostic assessment pack, in order to identify specific areas of needs in maths, in order to accelerate progress.	The Sandwell diagnostic assessment enabled teachers to closely track the progress of their children and identify areas of need and plan accordingly.	We will continue to use the Sandwell diagnostic assessment but this was a one-off purchase, to support us in the delivery of the assessments.

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.
Maintain small classes (approx. 24) in Year 3.	Children have greater access to adult support, when in smaller classes and therefore are more likely to make accelerated progress.	The smaller classes, aided a smooth transition from KS1, leading to a greater engagement with learning. Having identified some concerns around the large classes in Year 4, and the impact of this on their learning, we will create smaller class sizes in Year 5. This will also enable the separation of extreme behaviours and will positively impact learning.
Additional LSA in year 3 and year 4 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 place 2 additional LSAs into 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. LSA to lead targeted intervention for PP children 3 x hours per week.	Through pupil progress meetings additional support for PP children was identified and delivered in order to address gaps in children's learning. The interventions provided by the additional LSA have enabled groups and individuals to receive bespoke learning to address the gaps in their learning.	This will now be monitored through individual pupil progress meetings with class teacher at the end of each milestone. LSA to continue to run interventions for identified groups of children as above, but these additional 3 hours a week, will be lost this academic year, due to loss of recovery premium.
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 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.	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. 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.	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. 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. Additional speech and language required to address gaps due previous disruptions to education.	Speech and language needs of identified children are assessed and appropriate provision is in place to enhance progress and attainment. Identified children were able to access additional support for their speech and language needs, resulting in addressing the gaps in light of the school closures.	Speech and Language programmes to continue for those identified children, with additional support in place for those children with identified gaps. Speech and Language programmes to continue for those identified children, with additional support in place for those children requiring additional phonics interventions.

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.