Pupil Premium Strategy Statement – Grange Junior School: 2026-2027

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 25 Census)
Number of pupils in school	248
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)**	2026-2027
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Ian Court
Pupil premium lead	Kay Sadler/Leiza Harris
Governor / Trustee lead	Ian Court

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	**£ 167,400**
Service funding allocation for this academic year	**£ 25,200**
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	**£0**
Total budget for this academic year	**£192,600**

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 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.

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 and Language support assistant.
Opportunities for children to access interventions which will address gaps in learning.	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: **£120,077**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed the Empowerment Approach across the school through ongoing staff training, coaching and reflective practice, ensuring that relational approaches are consistently used to support pupils' emotional regulation, communication and resilience.	The Empowerment Approach is an evidenced based approach underpinned by psychological research to support children in this area. As the number of pupils requiring this support continues to grow, further embedding the approach will help ensure a consistent whole-school response and strengthen outcomes for children with social, emotional and communication needs.	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.	3
2 x additional LSAs to support both in the classroom and with interventions.	Two additional LSAs will enable us to provide targeted academic support and deliver interventions. This additional capacity supports pupils to make accelerated progress and reduces barriers to learning, contributing to improved attainment outcomes.	2 & 3
Maintain small classes (approx. 20) in Year 6.	The cohort has reduced from the original PAN of 75 to just over 60 pupils. Evidence from previous years demonstrates that smaller class sizes have contributed to significant improvements in pupil progress and attainment. Maintaining three classes rather than reorganising into two larger classes enables more targeted support and represents an effective use of resources to secure positive outcomes for all pupils.	2, 3 & 5

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

Budgeted cost: **£59,733**

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.	An increasing number of children require social and emotional support.	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 interventions in place for small groups and individuals 1 day 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: **£12,998**

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: **£192,808**

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Key Stage 2 Results July 2026:				
	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	**36/61=59%**	**62.9%**	**57.7%**	**48.4%**
% achieving ARE in Reading	**45/61=73.8%**	**74.6%**	**65.4%**	**62.5%**
% achieving ARE in Writing	**45/61=73.8%**	**74.6%**	**69.2%**	**60.6%**
% achieving ARE in Maths	**47/61=77%**	**75.1%**	**76.9%**	**61.9%**

1. Review of expenditure		
Previous Academic Year	• **2025-26**	
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)
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.	All staff have now received the initial Empowerment Approach training and are applying relational strategies in their classrooms. This has helped staff to better support pupils with emotional regulation and communication needs, creating calmer learning environments and stronger relationships. Early signs show improved pupil engagement, confidence and resilience. The approach is becoming embedded across the school and is supporting our inclusive ethos.	Providing training for all staff has helped to create a consistent approach across the school. Staff are increasingly confident in supporting pupils' emotional and communication needs, and the positive impact on relationships and classroom culture has been clear. We recognise that this work is ongoing and will continue to develop the approach through further training and support during 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.	The Explore to Learn provision, delivered by our Thrive Practitioner and HSLW, has provided targeted pupils with support that is matched to their individual SEMH needs. This has helped pupils to develop their emotional regulation, social skills and confidence, enabling them to engage more positively in school. The provision has also created calmer classroom environments, with fewer behaviour incidents and improved learning opportunities for pupils remaining in class. Positive benefits have been seen for both the pupils accessing the provision and their peers.	The Explore to Learn provision has shown the benefits of providing targeted support for pupils with SEMH needs. Staff have seen improvements in pupils' emotional wellbeing, behaviour and engagement in learning. The provision has also had a positive impact on the wider classroom environment. As the number of pupils requiring this support continues to increase, we will continue to review the provision and expand capacity where needed to ensure it remains effective and responsive to pupil needs.

Continue to use Times Tables Rockstars programme, to support the fluency in children's recall of multiplication and division facts.	The continued use of Times Tables Rock Stars has helped pupils improve their fluency and confidence in recalling multiplication and division facts. The programme has also helped to raise the profile of maths across the school, increasing pupil engagement and enjoyment. Pupils have taken part in local and national competitions and achieved strong results in weekly challenges, showing their growing confidence and accuracy with times tables.	Times Tables Rock Stars continues to be an effective tool for improving multiplication fluency. The competitive elements motivate pupils and encourage regular practice in school and at home. Participation in competitions and challenges has helped to increase engagement and celebrate success. As a result, Times Tables Rock Stars will continue to be used to support pupils in developing secure and rapid recall of multiplication facts.
To subscribe to the Mathletics programme, enabling access for all pupils.	Mathletics provided pupils with an additional way to practise and develop their maths skills. Pupils who used the programme regularly made good progress and benefited from extra opportunities to reinforce their learning. However, the impact of the programme was limited by inconsistent use across the school, particularly with home learning.	Mathletics was a useful resource for pupils who engaged with it regularly, but its use was not consistent enough to maximise its impact. As next year's School Improvement Plan focuses on strengthening pupils' maths foundations, particularly multiplication fact fluency, we will review our use of online maths resources to ensure they support this priority effectively.
1 x additional LSA in year 3, working on phonic interventions.	The additional LSA in Year 3 has enabled targeted phonics interventions to address gaps in learning. Pupils have benefited from regular, focused support, helping to improve their phonics knowledge, reading fluency and confidence. The additional capacity has also provided greater support within literacy lessons, enabling pupils to access learning more successfully.	Providing an additional LSA in Year 3 has shown the value of targeted phonics support for pupils who require extra intervention. Focused sessions have helped pupils make progress in closing gaps in their phonics knowledge, while additional classroom support has strengthened learning within literacy lessons. Due to the positive impact of this approach, we will continue to deploy an additional LSA in Year 3 to deliver phonics interventions for identified pupils and provide support within literacy lessons.

Maintain small classes (approx. 20) in Year 6.	Maintaining small class sizes in Year 6 has given pupils greater access to adult support and more opportunities for individual feedback. This has helped pupils make strong progress in reading, writing and maths, with more pupils working at or above age-related expectations. Smaller classes have also supported positive behaviour, increased engagement and enabled teachers to meet pupils' needs more effectively. Disadvantaged pupils and those with SEND have particularly benefited from the additional support.	Smaller class sizes in Year 6 have had a positive impact on both learning and wellbeing. Teachers have been able to provide more targeted support, helping pupils to make progress and build confidence. Increased access to adults has been particularly beneficial for disadvantaged pupils and those with SEND. As a result, maintaining smaller class sizes continues to be an effective strategy for supporting pupil achievement and preparing pupils for the transition to secondary school.
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)
Year 6 teachers, English & Maths managers and SENDco to deliver Maths and English Booster sessions for children in Year 6.	Year 6 booster sessions, delivered by Year 6 teachers, the English and Maths leaders, and the SENDCo, provided extra support for pupils identified as being close to achieving age-related expectations (ARE). The sessions helped pupils to secure key skills, build confidence and address gaps in learning. As a result, more pupils achieved ARE in the end of Key Stage 2 assessments.	The booster sessions were successful in supporting pupils who were close to achieving ARE. The targeted support helped pupils strengthen their knowledge and improve their confidence in English and Maths. This contributed to improved outcomes for a number of pupils at the end of Key Stage 2. Due to the positive impact of this approach, we will continue to offer booster sessions for Year 6 pupils next year.

The school will maintain 3 Home School Link workers to provide social and emotional support for individuals and groups of children.	Maintaining three Home School Link Workers (HSLWs) has enabled more children and families to receive the support they need. Through individual and group work, pupils have received social and emotional support that has helped them to feel more settled, confident and ready to learn. This has enabled more children to overcome barriers to learning and engage more effectively in school.	Maintaining three HSLWs has allowed us to support a greater number of children and families. The additional capacity has helped ensure that pupils receive timely support, enabling them to access their learning more successfully. We will continue to fund three HSLWs and provide appropriate training to ensure they can continue to meet the needs of our children and families effectively.
Thrive practitioner will provide 10 hours of thrive support to individuals/groups a week.	The Thrive Practitioner delivered targeted Thrive sessions for individual pupils and small groups requiring additional social and emotional support. This support helped pupils become more settled, improve their wellbeing and develop strategies to manage their emotions. As a result, pupils were better able to access their learning and engage positively in school.	Thrive support has been successful in meeting the needs of targeted pupils. Thrive assessments show improvements in the identified areas of need, helping pupils to access learning more effectively. The positive impact on pupils' wellbeing and engagement has shown the value of this provision, and we will continue to provide Thrive support for targeted pupils during the next academic year.
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 both individual and group provision in school. The Forces Club gave children the opportunity to meet and work with other service children, helping them to build friendships, confidence and a sense of belonging. Children also took part in service-related events, providing valuable opportunities and experiences beyond the classroom.	Providing support for service children continues to have a positive impact on their wellbeing and engagement in school. The popularity of the Forces Club has shown the value of bringing service children together and offering activities that meet their needs. HSLWs will continue to provide individual and group support as needed. Due to increasing demand, places at the Forces Club will continue to be limited each term to ensure all service children have the opportunity to attend for at least one term and take part in a wider range of activities.

Speech and Language programme in place for small groups and individuals 4 mornings a week.	The Speech and Language programme has provided targeted support for identified pupils through small group and individual sessions four mornings per week. Pupils' speech and language needs have been assessed and appropriate support put in place, helping them to develop their communication skills and access learning more effectively. This has contributed to improved confidence, engagement and progress in the classroom.	The Speech and Language programme has been successful in supporting pupils with identified communication needs. Regular assessment and targeted intervention have helped pupils make progress and access learning more successfully. Due to the positive impact of this provision, speech and language support will continue next year, with class Learning Support Assistants delivering interventions as part of their wider support for pupils.
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.	Dedicated leadership time for the English and Maths leaders has enabled them to track and monitor the attainment and progress of pupils more effectively. This has included a closer analysis of Pupil Premium pupils, helping to identify needs early and ensure the right support is in place. As a result, the progress and attainment of Pupil Premium pupils has remained a key focus throughout the year.	Providing leadership time for core subject leaders has improved our monitoring of Pupil Premium pupils' attainment and progress. Regular tracking has helped leaders identify where extra support is needed and evaluate the impact of interventions. We will continue to provide this leadership time for core subject leaders.
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 continues to be closely monitored, allowing the school to identify persistent absence and lateness quickly. Follow-up actions, including meetings with families and home visits where needed, have helped to support pupils in attending school regularly and accessing their learning. The continued focus on attendance has helped reduce barriers to learning and improve engagement.	Regular attendance monitoring and follow-up remain important in supporting good attendance. Early identification of concerns allows the school to provide support and work closely with families where needed. We will continue to monitor attendance closely, follow up concerns in line with our attendance policy and provide half-termly attendance reports.

Contribution towards the cost of school visits, curricular events, running of the 2 school minibuses and subsidising music tuition.	Funding has enabled all children to access a range of enrichment opportunities, including school visits, curriculum events, music tuition and activities supported by the school mini-buses. These experiences have broadened pupils' life experiences, increased their knowledge and understanding of the world, and helped bring learning to life. The funding has also helped ensure that all children can take part, regardless of their financial circum-stances.	Providing financial support for visits, events, transport and music tuition has helped ensure that all children have equal access to enrichment opportunities. These experiences support both personal development and learning. We will continue to use funding to enrich the curriculum and provide all children with access to a wide range of opportunities and experiences.
Breakfast facilities are provided for those PP children who come to school late without breakfast.	Breakfast provision has ensured that Pupil Pre-mium pupils who arrive at school without breakfast have access to a meal at the start of the day. This has helped pupils to settle quickly, be ready to learn and engage more effectively in lessons. As a result, pupils have been better able to access their learning throughout the day.	Providing breakfast for pupils who arrive at school hungry continues to be an effective way of supporting their wellbeing and learning. Ensuring that pupils start the day ready to learn helps remove barriers to education and supports positive engagement in school. Breakfast facilities will continue to be provided where required.
School uniform is subsidised for PP families at the discretion of the Co-Headteachers.	Financial support with school uniform has helped families who need additional assis-tance and ensured that pupils have access to the correct uniform. Uniform has been pro-vided where needed at the discretion of the Co-Headteachers, helping children feel in-cluded and ready for school.	Providing support with school uniform continues to be a useful way of helping families where needed. This ensures that children have access to the correct uniform and can fully take part in school life. Financial support with uniform will continue to be provided at the discretion of the Co-Headteachers.

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