# Pupil premium strategy statement

## Grange C of E School

Achieve-Believe-Care

This statement details our school's use of pupil premium (and recovery premium for the 2026-2027 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 C of E School |
| Number of pupils in school | Autumn Term 2025<br>160+ 24 in Nursery class<br>Autumn Term 2026 |
| Proportion (%) of pupil premium eligible pupils | 11.9%<br>7.1% (12 pupils) |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)** | 2025/2026; 2026-2027; 2027-2028 |
| Date this statement was published | 1st December 2025 |
| Date on which it will be reviewed | 1st Nov 2026 – completed<br>1st Nov 2027 |
| Statement authorised by | Mr Paula Whinfield |
| Pupil premium lead | Paula Whinfield<br>Headteacher |
| Governor / Trustee lead | Mrs Gill Webster |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £32,130 |
| Recovery premium funding allocation this academic year | |

| | |
|---|---|
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £32,130 |

# Part A: Pupil premium strategy plan

## Statement of intent

***Achieve-Believe-Care***

*Let us think of ways to motivate one another to acts of love and good works*

*Hebrews 10:24*

*At Grange Church of England School our aim is to develop happy pupils with enquiring minds, respect for themselves, others and the world in which we live. All members of our school community are nurtured and encouraged to develop resilience and skills in order to flourish and enjoy 'life in all its fullness'. (John 10:10)*

When making decisions about using our Pupil Premium Funding we consider the challenges faced by our disadvantaged pupils and make use of research by the Education Endowment Foundation (EEF). Decisions are underpinned by the needs of our pupils focusing on nurturing their wellbeing, promoting self-esteem, readiness for learning, improving attendance and supporting and developing them academically to achieve high standards of attainment.

**Ultimate objectives for disadvantaged pupils**

- Ensure pupils eligible for Pupil Premium (PP / FSM6) attend school regularly, engage fully and safely, and access high-quality teaching so that gaps in attainment and readiness to learn are closed.
- Secure confident, fluent writers who can construct accurate sentences with appropriate punctuation and increasingly sophisticated composition skills, so PP pupils make equal progress to their peers.
- Improve social, emotional and behavioural resilience so pupils are ready to learn, participate fully in school life (including OPAL outdoor play and enrichment), and sustain positive relationships.
- Provide timely, evidence-based targeted academic and SEND support so that PP pupils with additional needs make rapid progress and access the full curriculum.
- Build leadership capacity, staff expertise and sustainable approaches so improvements are embedded and sustained.

**How this strategy works towards those objectives**

- Prioritises the DfE Menu of Approaches: Tier 1 High-Quality Teaching; Tier 2 Targeted Academic Support; Tier 3 Wider Strategies. Activities are aligned to strong, research-backed approaches (chiefly Education Endowment Foundation and DfE guidance).
- Targets resources (staff time, CPD, interventions, pastoral support, attendance work) to the school's highest barriers for disadvantaged pupils while ensuring whole-school improvements benefit all.
- Uses rigorous pupil diagnosis, regular assessment and monitoring so interventions are precisely targeted, progress is tracked and interventions are adapted.
- Ensures coherence between classroom teaching and out-of-class support (tutors, TAs, small groups) so time out of class is supplementary and explicitly linked to in-class sequences.
- Embeds a whole-school, relational approach to attendance and wellbeing, working with families to remove barriers to daily attendance and learning.

**Key principles of the strategy**

- Evidence-led: interventions and approaches are selected and implemented according to the best available research (primarily EEF and DfE guidance) and local diagnosis.
- Proportionate & targeted: deploy more intensive resources (1:1/small group tuition, pastoral/SEL support) for those with the greatest need while raising classroom practice for all.
- Supplement, not replace: external support (TAs, tutors) supplements high-quality classroom teaching and closely aligns with curriculum plans.
- Family partnership: engagement with families is central to improving attendance and wellbeing—approaches are respectful, non-stigmatising and problem-solving.
- Continuous improvement: regular review, senior-led monitoring and oversight by governors to check impact and value for money.

Evidence base used in this strategy: Education Endowment Foundation (EEF) guidance on attendance, oral language, small group and 1:1 tuition, social and emotional learning, and teaching assistant deployment; and the Department for Education Writing Framework (2025). See specific evidence links throughout (Activities and Evidence columns).

# Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | Low attendance and high persistent absence among pupils eligible for Pupil Premium: FSM6 attendance declined to 88.7% (2024/25) and current Autumn Term 2025/26 attendance for the school is 88.5% (national 92.3%). Persistent Absence (Autumn 2025/26): PP 30.8% vs non-PP 7.3%. Reduced learning time and continuity for PP pupils undermines progress and wellbeing. |
| 2 | Some PP pupils have insecure sentence construction and punctuation (capital letters, full stops, question marks) and limited writing fluency. This reduces clarity, working-memory capacity for composition and slows writing progress (aligned with the DfE Writing Framework emphasis on sentence work and transcription). |
| 3 | Emotional, social and behavioural barriers for a subset of PP pupils limit readiness to learn, participation and progress (self-regulation, peer interactions, sustained focus). This contributes to lost learning time and poorer outcomes. |
| 4 | Increasing proportion of pupils with SEND (several also PP) — without targeted staff expertise, structured interventions and SEND-appropriate adaptations, these pupils are at risk of under-achievement. Effective TA deployment and evidence-based SEND practice are required. |

## 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. Improve attendance and reduce persistent absence for PP pupils | By end of academic year: overall attendance for PP pupils ≥ 92.0% and whole-school attendance ≥ national average (target 92.5%+). Persistent absence for PP reduced from 30.8% (Autumn 2025/26) to ≤ 12% for PP by summer term, using termly monitoring and casework. School uses EEF recommended toolkit approaches and records family engagement activity and outcomes. [See EEF attendance evidence](Education Endowment Foundation – Supporting school attendance). |
| 2. Secure sentence accuracy, punctuation and composition fluency for targeted PP pupils | By end of year, percentage of PP pupils achieving age-expected outcomes for sentence construction and punctuation improves by measurable steps (e.g., internal writing rubric: proportion of PP pupils reaching expected sentence accuracy increases by at least 20 percentage points in targeted cohorts; teachers report improved transcription fluency enabling longer independent composition). Implementation guided by the DfE Writing Framework. [See DfE Writing Framework & EEF oral language evidence](The writing framework - GOV.UK, Education Endowment Foundation – Oral language interventions). |
| 3. Improve social-emotional skills and reduce behavioural incidents for targeted PP pupils | Targeted pupils show measurable SEL gains (school SEL baseline → end-of-year: improved regulation, engagement and reduced incidents). Behaviour incidents involving targeted PP pupils reduced by 50% compared with previous year; improved classroom engagement and lesson time-on-task reported in observations. SEL approaches are implemented with fidelity and staff training. [See EEF SEL guidance](Education Endowment Foundation – Social and emotional learning). |
| 4. Ensure SEND PP pupils make strong progress through high-quality targeted support | SEND pupils who are PP make progress in line with non-PP SEND peers or show accelerated progress from baseline. Teaching assistants deliver structured interventions with training and links to classroom teaching; fewer negative outcomes linked to ad-hoc TA deployment. [See EEF TA guidance and “Making Best Use of Teaching Assistants”](Education Endowment Foundation – Teaching assistant interventions, Making Best Use of Teaching Assistants (PDF)). |

## 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 (Tier 1 — high-quality teaching, CPD, curriculum & recruitment)

Budgeted cost: £14,300

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Whole-school CPD and implementation of the DfE Writing Framework (2025) — focus on sentence work, transcription (handwriting, spelling), oral composition, modelling, and sequenced progression from Reception to Y6. Regular moderation and leader coaching to secure consistency. | DfE The Writing Framework (2025) — sets out evidence-informed priorities for writing including sentence accuracy, transcription and oral language as foundations for composition The writing framework - GOV.UK. Also aligns with EEF recommendations on oral language and improving literacy in KS1/KS2 EEF Oral language interventions. | 2 |
| Focused CPD on oral language strategies and talk-for-writing techniques across EYFS and KS1 (including structured talk, story retell, sentence stems and oral rehearsal) to build vocabulary, sentence structure and working memory for writing. | EEF: Oral language approaches have high impact (+6 months) and low cost; particularly effective when integrated with curriculum and for disadvantaged pupils Education Endowment Foundation – Oral language interventions. | 2 |
| Curriculum sequencing and diagnostic assessment CPD for subject leaders (focus on maths arithmetic fluency and writing progression from EYFS) so classroom teaching is consistently cumulative and reduces cognitive overload. | EEF guidance emphasises curriculum sequencing, explicit instruction and assessment to target gaps and reduce overload; small group tuition guidance recommends alignment between tuition and classroom teaching EEF Small group tuition, Making a difference with effective tutoring. | 2, 4 |
| Instructional coaching and professional development for TAs to deliver structured interventions (monthly coaching cycles with class teachers and SENCo; 10–20 hours targeted training per intervention). | EEF “Teaching Assistant Interventions” and “Making Best Use of Teaching Assistants” recommend well-trained TAs delivering structured programmes with close links to classroom teaching; these raise attainment when implemented as advised Education Endowment Foundation – Teaching assistant interventions, Making Best Use of Teaching Assistants (PDF). | 4, 2 |

| | | |
|---|---|---|
| Recruitment & retention: Invest a small proportion of PP funding to secure high-quality part-time intervention teacher / experienced TA to deliver small group tuition linked to classroom sequences; create career-long CPD/progression incentives to retain staff. | EEF indicates that high-quality teaching is the most powerful lever and that sustainable tutoring models and trained staff increase impact EEF: Making a difference with effective tutoring. | 2, 4 |

## Targeted Academic Support (Tier 2 — tutoring, one-to-one, structured interventions)

Budgeted cost: £7,530

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Small group tuition (2–4 pupils) for targeted PP pupils in writing and sentence accuracy (short, regular sessions — 30–45 mins, 3 times per week, 8–12 weeks). Groups planned from diagnostic assessments and fully linked to classroom sequences and model texts. | EEF: Small group tuition has a moderate impact (+4 months) and is cost-effective when well targeted and linked to classroom teaching Education Endowment Foundation – Small group tuition. | 2 |
| 1:1 or small group tutoring for PP pupils with greatest gaps (maths/arithmetic fluency & writing) delivered by the school's TA or an external tutoring partner; follow EEF tutoring principles (selection, alignment, sustainable model). | EEF: High-quality tutoring (one-to-one and small group) can deliver substantive gains; EEF provides practical implementation guidance in "Making a difference with effective tutoring" Making a difference with effective tutoring - EEF. | 2, (also supports 4) |
| Structured oral language interventions in EYFS and KS1 (targeted small groups; story reading, vocabulary work, NELI-style approaches where appropriate) to build sentence construction and early composition. | EEF: Oral language interventions produce +6 months on average and are particularly effective in early years / primary for disadvantaged pupils Education Endowment Foundation – Oral language interventions. | 2 |
| TA-delivered, evidence-based literacy interventions for SEND and low-attaining PP pupils (structured session plans, regular monitoring, liaison with class teacher). | EEF guidance shows TA-led structured interventions can yield moderate effects when TAs are trained, use structured programmes and link learning to classroom teaching Education Endowment Foundation – Teaching assistant interventions, Making Best Use of Teaching Assistants (PDF). | 2, 4 |

| | | |
|---|---|---|
| Diagnostic writing assessments and regular curriculum-linked formative assessment to identify sentence-level needs and to target tutoring content; use of dictation and sentence scaffolding to reduce working memory load. | DfE Writing Framework recommends dictation, sentence work and oral rehearsal to reduce working memory load and support transcription and composition The writing framework - GOV.UK. | 2 |

## Wider Strategies (Tier 3 — attendance, behaviour, wellbeing, family engagement)

Budgeted cost: £10,300

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Attendance casework team and early-help approach for PP families: assign named senior leader (or attendance lead) with regular home-school contact, personalised plans, rapid response to absences, 'listening to understand' family barriers, and targeted parental engagement (nudge letters, texts, meetings). Track interventions and outcomes termly. | EEF attendance evidence review and guidance: while the overall evidence base is developing, approaches that focus on parental engagement and responsive, case-by-case support show promise (e.g., personalised letters, targeted family support) EEF evidence brief on improving attendance, EEF Supporting school attendance resources. | 1 |
| Attendance incentives and positive recognition tied to nurture and belonging (termly family events, celebration of improvements, breakfast club places for targeted pupils; ensure not punitive). Use EEF-recommended communications and relational engagement. | EEF notes parental engagement and responsive approaches as promising; emphasises relationships and non-stigmatising communication EEF – How to encourage good attendance from the very start. | 1 |
| Breakfast club (targeted, funded places for PP pupils with low attendance or who arrive hungry) and funded enrichment places (OPAL play, trips linked to curriculum) to improve readiness to learn and reduce barriers to attendance. | EEF evidence on meal provision shows mixed effects but targeted breakfast provision can benefit disadvantaged pupils; extracurricular engagement can support connection to school—approaches should be combined with responsive casework [EEF attendance evidence brief / review]. See | 1, 3 |

| | | |
|---|---|---|
| | EEF Attendance resources above. | |
| Establish a school SEL programme (whole-class DECIDER SKILLS/ELSA/SEL routines and targeted small group nurture/therapeutic support for the most vulnerable), plus staff training and monitoring. Embed OPAL play and restorative approaches to improve behaviour and self-regulation. | EEF: Social and emotional learning interventions have moderate impact (~+3 months) and improve attitudes to learning and relationships; implementation and staff training are key Education Endowment Foundation – Social and emotional learning. Nurture group approaches also align with elements of the EEF Toolkit. | 3 |
| Family support & parent workshops (sleep routines, morning routines, attendance expectations, writing-at-home strategies, phonics/writing sessions) delivered in accessible formats (in person, translated as needed). Use the EEF Working with Parents principles. | EEF guidance emphasises building relationships with families, listening to needs, and targeted parental engagement as promising for attendance and learning support EEF Working with Parents / attendance materials. | 1, 2 |
| Early identification and resourcing for SEND PP pupils: strengthen SENCo capacity, ensure timely EHCP reviews where appropriate, provide high-quality assessment, and use structured evidence-based interventions (with trained TA delivery). | EEF and national guidance underline the importance of targeted SEND support, accurate assessment and TA deployment in structured interventions EEF – Teaching assistant interventions, Making Best Use of Teaching Assistants (PDF). | 4 |
| Mentoring / pastoral support (identified PP pupils) using trained staff or volunteers to improve engagement, attendance and aspiration; connect mentoring to attendance plans and SEL targets. | EEF attendance review identifies mentoring and responsive approaches as having variable but sometimes positive effects; when combined with tailored problem-solving they can support attendance and engagement EEF attendance evidence review. | 1, 3 |
| Use of Pupil Premium funding to subsidise participation in extracurricular activities, including Rocksteady music lessons, guitar lessons, residential trips, and school trip costs. This ensures equitable access for disadvantaged pupils to enriching experiences that support personal development, cultural capital, and engagement with school life. | Research indicates that extracurricular activities contribute positively to pupil engagement, social and emotional development, and overall well-being, which can improve attendance and behaviour outcomes. Subsidising these activities removes financial barriers for disadvantaged pupils, promoting inclusion and equal | 1 (attendance), 3 (social-emotional and behavioural barriers), and supports broader inclusion and engagement goals. |

| | | |
|---|---|---|
| | opportunities to benefit from a broad and balanced education. This aligns with OFSTED research highlighting the importance of equal access to extracurricular opportunities in PE and Music, and the role of such activities in fostering wider personal development and school engagement. | |

## Total budgeted cost: £32,130.00

# 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 2025 to 2026 academic year.

During 2025-2026, the impact of Pupil Premium funding was evaluated through termly Pupil Progress Meetings involving the Headteacher, Assistant Headteacher, class teachers and SENDCo, alongside ongoing subject leader monitoring. Evaluation focused on progress in reading, writing and mathematics, attendance, wellbeing, curriculum access, enrichment participation and pupil voice.

There were **18 disadvantaged pupils (11.3% of the school population)**, with **33.3% also identified as having SEND**, including **11.1% with an EHCP**, highlighting the significant overlap between disadvantage and additional needs.

Outcomes in early reading were a strength, with **100% of disadvantaged pupils achieving the expected standard in the Year 1 Phonics Screening Check (2/2 pupils)**. In EYFS, outcomes for disadvantaged pupils were based on a cohort of **one pupil**, who did not achieve a Good Level of Development, reinforcing the need for continued early intervention and support.

At Key Stage 2, outcomes for disadvantaged pupils were below national averages, with **66.7% achieving the expected standard in reading (2/3 pupils)** and **33.3% achieving the expected standard in writing and mathematics (1/3 pupil)**. However, these outcomes were based on a cohort of only three pupils and reflected a significant overlap between disadvantage, SEND and complex additional needs. Attendance for disadvantaged pupils was **89.4% compared with 92.4% nationally**, and the school worked closely with families to address barriers to attendance and learning. The impact of Pupil Premium funding was also evident through pupils' wellbeing, confidence, engagement with enrichment opportunities and successful transition to the next stage of education, supported through targeted interventions, nurture provision and enhanced transition arrangements.

## 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 |
|---|---|
| TT Rock Stars | Maths Circle Ltd |
| IDL | idlsgroup |
| ELSA Support Programme | W&F ELSA Support Services |
| Decider Skills Programme | W&F Support Services |

| | |
|---|---|
| Attendance & Family Support Services | LA Attendance Team |
| Early Help | W&F TAS |
| Barnardos councilling/family support sessions | Banardo's Let's Connect |
| External Sports Coaches | Various |
| Rocksteady Music Band Lessons | Rocksteady Music |
| Guitar Lessons | Edubox |
| Recorder Music Lessons | Broughton Beats |
| Outdoor Learning Day | Castle Head Centre |
| Residential Trip | York City Experience |

## Service pupil premium funding (optional)

*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)

During the 2025-2026 academic year, Grange C of E Primary School continued to build on the work established through the RADY project to strengthen outcomes for disadvantaged pupils. Staff further embedded evidence-informed approaches to identifying barriers to learning, using assessment, pupil progress reviews and pastoral monitoring to ensure Pupil Premium funding was targeted effectively. This enabled the school to provide tailored support that addressed both academic priorities, including early reading, language development and mathematics, and wider barriers such as attendance, wellbeing and engagement.

The school also engaged with DfE RISE attendance training to further develop strategies for improving attendance and reducing persistent absence, particularly for vulnerable and disadvantaged pupils. This work strengthened the school's graduated and proactive approach to attendance, helping leaders identify patterns early and work closely with families to remove barriers to regular attendance.

Drawing on guidance from the Department for Education and research from the Education Endowment Foundation (EEF), the school has continued to prioritise high-quality teaching, diagnostic assessment, targeted intervention and effective pastoral support. These approaches have reinforced the school's commitment to breaking the link between disadvantage and educational outcomes. In 2026-2027, leaders will continue to refine provision for disadvantaged pupils, with a particular focus on improving attendance, sustaining strong outcomes in early reading and ensuring that pupils with overlapping disadvantage, SEND and EHCP needs are supported to achieve their full potential.