

## Pupil premium strategy statement – E-ACT The Grange

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.

### School overview

Detail	Data
Number of pupils in school	368
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2025-2026-2027
Date this statement was published	September 24
Date on which it will be reviewed	January 25 April 25 July 25
Statement authorised by	Clare Ley, Headteacher
Pupil premium lead	Elaine Wagg, Deputy Headteacher
Governor / Trustee lead	Karen Horne

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£180,905.92
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£180,905.92

# Part A: Pupil premium strategy plan

## Statement of intent

At E-ACT The Grange, we are committed to *Broadening Horizons: Opening Hearts, Minds, and Opportunities*. We aim to inspire every pupil to dream bigger, think deeper, and approach the world with compassion and curiosity.

Our primary intention is that all pupils, regardless of their background or the challenges they face, make good progress and attain high academic achievement across all subjects. Our Pupil Premium strategy is particularly focused on supporting disadvantaged pupils, ensuring they have the same opportunities and support to achieve their full potential, including those who are already high attainers.

### Key Principles:

- **High-Quality Teaching:** Research consistently shows that high-quality teaching is the most effective way to close the disadvantage gap. At the heart of our strategy is a commitment to ensuring every lesson, every interaction, and every opportunity helps pupils unlock their potential and embrace a future full of promise. This philosophy is captured in our guiding principle:  
***Every Child, Every Lesson, Every Day.***
- **Reading as a Priority:** Reading is central to our approach because it opens doors to broader knowledge, skills, and opportunities. Evidence indicates that achieving the expected reading level upon leaving school is the strongest predictor of future success. We strive for every child to leave our school as a confident and competent reader, ensuring that there are no limits to what they can achieve.  
***Reading broadens horizons and opens opportunities.***
- **Mathematics Fluency:** We are equally committed to developing fluent, confident mathematicians. Building strong mathematical fluency skills, especially in areas such as times tables, empowers pupils to approach mathematical challenges with confidence and precision. This foundation in mathematics will serve them well as they progress through school and beyond.
- **Attendance:** Attendance is a crucial factor in pupil success. Regular attendance ensures that pupils are fully engaged in learning, benefiting from all that school has to offer. As part of our strategy, we focus on improving attendance rates for disadvantaged pupils, recognising that this is a key step in narrowing the attainment gap.
- **Social, Emotional, and Mental Health (SEMH) Support:** We recognise that emotional and mental well-being is fundamental to a child's ability to learn and thrive in school. Our strategy incorporates targeted support for pupils with social, emotional, and mental health (SEMH) needs, providing them with the resources and interventions required to build resilience, confidence, and a positive mindset. By addressing these challenges, we aim to remove barriers to learning and ensure that every pupil can succeed.  
***Supporting well-being is essential for academic success***

Through high-quality teaching, a focus on reading, a commitment to mathematics fluency, the promotion of good attendance, and providing essential SEMH support, our Pupil Premium strategy ensures that every pupil—regardless of background—can thrive. We are dedicated to helping all pupils broaden their horizons, unlock their full potential, and embrace the opportunities of the future.

## Challenges

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

Challenge number	Detail of challenge
1	Students with vocabulary deficits and poor oral language skills, struggle to understand and use new words, limiting their ability to engage in discussions, follow instructions, and express their thoughts clearly. This can impact their overall academic performance and social interactions.
2.	Internal and external assessments indicate that maths, reading and writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
3	Due to limited life experiences and resources, many pupils are not aware of or do not believe in their own potential for success.
4	Lack of parental involvement in schooling can impact pupil outcomes. Some parents may feel disengaged due to language barriers, work commitments, or their own negative school experiences.
5	Poor attendance affects students' ability to engage with learning and can lead to falling behind academically.
6	SEMH issues, such as anxiety, low self-esteem, or behavioural difficulties, can prevent students from engaging fully in their education.

## 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
<b>Accelerated progress in vocabulary and communication skills for pupils in receipt of PPG</b>	<ul style="list-style-type: none"> <li>PPG pupils demonstrate measurable improvement in vocabulary acquisition and oral language assessments.</li> <li>Increased participation in discussions, improved written work, and more effective communication.</li> </ul>
<b>Accelerated progress and improved attainment in English and maths</b>	<ul style="list-style-type: none"> <li>PPG pupils make accelerated progress, with a higher percentage</li> </ul>


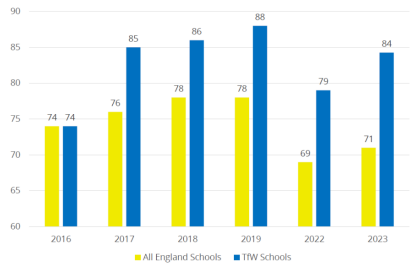


	<p>achieving expected or above expected levels in reading, writing and maths by the end of the academic year.</p> <ul style="list-style-type: none"> <li>• Data from assessments and teacher feedback show a closing of the attainment gap between PPG and non-PPG pupils.</li> </ul>
<b>Improve attendance for all pupils, particularly those in receipt of PPG</b>	<ul style="list-style-type: none"> <li>• Increased attendance rates, with PPG pupils' attendance rising to meet or exceed the school's target.</li> <li>• Reduced persistent absenteeism among PPG pupils.</li> <li>• Regular monitoring shows sustained improvements in attendance patterns.</li> </ul>
<b>Improve attitudes to learning and engagement in lessons for pupils with SEMH difficulties, leading to improved academic performance</b>	<ul style="list-style-type: none"> <li>• Increased engagement and participation in lessons from pupils with SEMH difficulties, as evidenced by teacher observations and feedback.</li> <li>• A reduction in disruptive behaviour as shown through behaviour logs.</li> <li>• Improvements in academic outcomes for these pupils, as shown through assessments.</li> </ul>
<b>To ensure equity of opportunity for all pupils</b>	<ul style="list-style-type: none"> <li>• All pupils, including those in receipt of PPG, have equal access to extracurricular activities, enrichment opportunities, and resources.</li> <li>• Monitoring data shows no disparity between PPG and non-PPG pupils in participation rates for school activities and programs.</li> </ul>
<b>To improve parental engagement, with a particular focus on reading</b>	<ul style="list-style-type: none"> <li>• Increased participation of parents in reading activities, as evidenced by attendance at reading workshops, home reading logs, and parent-teacher meetings.</li> <li>• Improvement in pupils' reading habits and progress linked to parental involvement.</li> <li>• Positive feedback from parents on reading initiatives, showing increased engagement with their child's learning.</li> </ul>



## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)







Budgeted cost: £ **42,115.72**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Teaching Toolkit</b> <ul style="list-style-type: none"> <li>Whole Staff CPD</li> <li>Small group/individual coaching.</li> </ul>	EEF 'The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils'	1,2,5,6
<b>Voice 21 - Curriculum Design Pathway</b> <ul style="list-style-type: none"> <li>CPD – 2x Oracy Champions</li> <li>Whole staff CPD</li> <li>Design and implement an ambitious, context-driven curriculum for oracy which supports every student to progress in oracy during their time at school.</li> </ul>	<p>Oral language interventions  +6</p> <p>EEF-Teaching and Learning Toolkit</p>	1,2,3,6
<b>Talk for Writing Project</b> <ul style="list-style-type: none"> <li>CPD from T4W specialist</li> <li>T4W resources</li> </ul>	<p><b>2023 KS2 Writing Attainment EXS</b> Percentage of KS2 pupils writing at the expected standard</p>  <p>■ All England Schools ■ T4W Schools</p>	1,2
<b>Develop a thriving reading culture and design a reading curriculum and teaching strategy.</b> <ul style="list-style-type: none"> <li>Christopher Such CPD</li> <li>Development of library inc. purchase of books</li> <li>Phonics CPD and purchase of books.</li> <li>Vocabulary strategy and curriculum</li> </ul>	<p><b>EEF Teaching and Learning Toolkit</b></p> <p><b>Phonics</b> High impact for very low cost based on very extensive evidence.  +5</p> <p><b>Reading comprehension strategies</b> Very high impact for very low cost based on extensive evidence.  +6</p>	1,2,3,4

	<b>Oral language interventions</b> Very high impact for very low cost based on extensive evidence.  	
--	---	--

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

Budgeted cost: £ 23,235.39

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Talk Boost Interventions</b> <ul style="list-style-type: none"> <li>Targeted small group intervention</li> </ul>	<b>Oral language interventions</b> <small>Very high impact for very low cost based on extensive evidence.</small>  	1,2,6
<b>Phonics interventions/tuition</b> <b>1 x am and 1 x pm weekly</b>	<b>Phonics</b> <small>High impact for very low cost based on very extensive evidence.</small>    <b>One to one tuition</b> <small>High impact for moderate cost based on moderate evidence.</small>  	2,3,4
<b>Assessment of targeted individuals by Educational Psychologist in order to provide accurate provisions and interventions to remove individual academic and SEMH barriers.</b>	<a href="https://help-for-early-years-providers.education.gov.uk/get-help-to-improve-your-practice/meeting-the-needs-of-all-children#:~:text=Needs%20should%20be%20identified%20accurately,detrimental%20in%20the%20long%20term">https://help-for-early-years-providers.education.gov.uk/get-help-to-improve-your-practice/meeting-the-needs-of-all-children#:~:text=Needs%20should%20be%20identified%20accurately,detrimental%20in%20the%20long%20term</a>  <a href="https://sema-sy.org/addressing-childrens-emotional-needs/#:~:text=Meeting%20the%20emotional%20needs%20of,adults%20and%20peer%20s%20around%20them">https://sema-sy.org/addressing-childrens-emotional-needs/#:~:text=Meeting%20the%20emotional%20needs%20of,adults%20and%20peer%20s%20around%20them</a>	1,2,5,6
<b>Maths fluency interventions/tuition</b> <b>4hrs weekly</b>		2



- Let's Play Strings- Year 3		
<b>Financial subsidies</b> - Uniforms - Trips		3,4,6
<b>Parental Engagement</b> - Phonics parent meeting - Reading parent meeting - Library extended hours - Reading open mornings - Reading family learning sessions - Parent access to Accelerated reader		2,4

**Total budgeted cost: £ 180,905.92**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Statutory Outcomes PP/Non-PP				
Assessment		PP Attainment	Non-PP Attainment	National Average (Average for disadvantaged pupils)
EYFSP	Reading	60%	79%	76.2% (60.9%)
	Writing	53%	76%	71.4% (55.2%)
	Maths	53%	82%	78.7% (65%)
Y1 Phonics Screening Test		80%	83%	80% ( 68%)
Y4 Multiplication Check		5%	18%	34% (25%)
KS2	Reading	36%	56%	74% (62%)
	Writing	32%	49%	72% (58%)
	EGPS	32%	63%	73% (59%)
	Maths	41%	58%	72% (59%)

The over-arching aim of our Pupil Premium Strategy is to improve outcomes for disadvantaged pupils; closing the gap between them and the non-disadvantaged pupils. Analysing the data above, the school's attempts to close the gap between disadvantaged and non-disadvantaged pupils in the 2023/2024 academic was not effective at all statutory data points.

The gap between advantaged and disadvantaged children in the Year 1 phonics check has closed and the school's percentage of disadvantaged children passing the check is significantly above the national percentage of disadvantaged children passing the check (80% vs 68%) and in line with the national average for all pupils.

The percentage of disadvantaged children achieving the ELGs for Reading and Writing on the EYFSP was broadly in line with the national percentage of disadvantaged children achieving these ELGs. However, there was a considerable gap between the percentage of disadvantaged and non-disadvantaged pupils achieving the ELGs (a gap of 19% in reading and 23% in writing).

The percentage of disadvantaged children achieving the ELGs for Number on the EYFSP was below the national percentage of disadvantaged children achieving this ELG. In addition, there was a significant gap of 29% between the percentage of disadvantaged and non-disadvantaged pupils achieving the ELG for Maths.

KS2 data evidences that the percentage of all pupils meeting the expected standard in the End of Key Stage Tests, was well below the national average in all areas.

The percentage of disadvantage pupils meeting the expected standard in the End of Key Stage Tests, was significantly below the disadvantaged national average in all areas.

While the strategy has successfully narrowed the gap between disadvantaged and non-disadvantaged pupils in the Year 1 phonics screening check, and the percentage of disadvantaged pupils in EYFS achieving the ELGs for reading and writing is broadly in line with the national average for disadvantaged pupils, the overall impact on closing the attainment gap remains insufficient. Adjustments will be required in next year's strategy to ensure that this gap begins to close more effectively and demonstrates significant reduction over the three academic years covered by the revised plan.

## Externally provided programmes

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

Programme	Provider
Oracy- Curriculum Design	Voice 21

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

**How our service pupil premium allocation was spent last academic year**

--

**The impact of that spending on service pupil premium eligible pupils**

--

## Further information (optional)

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