

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Grange Park School
Number of pupils in school (Y5 – Y11)	122
Proportion (%) of pupil premium eligible pupils	38.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Renukah Atwell
Pupil premium lead	Aidan Phipps
Governor / Trustee lead	Nadia Higson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1545 per pupil (2) £1075 per pupil (43) £2630 per LAC pupil (2) £54,575 total
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£54,575

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding in order to achieve the best possible outcomes for our disadvantaged pupils irrespective of their background or the challenges they face. As a school, we feel strongly that all of our pupils deserve the very best in terms of academic progress, preparation for adulthood, social development and cultural capital, which we know is something that our disadvantaged pupils can lack.

High quality teaching is key to our approach, as this has been proven to have the greatest impact on closing the attainment gap. Although our strategy focuses on the needs of disadvantaged pupils, whole school approaches such as high-quality teaching and targeted interventions, will also benefit the non-disadvantaged pupils. It is our intention that outcomes for our disadvantaged pupils match their non-disadvantaged peers and they make the same progress as their peers.

It is our intention to provide high quality personal development to our pupils, providing them with a wide, rich set of diverse experiences. Such experiences, including school trips based on a broad curriculum, as well as extra-curricular opportunities, seek to improve all of our pupils' cultural capital. Through pupil premium funding, disadvantaged pupils will have access to and consistently benefit from these experiences in just the same way as their non-disadvantaged peers, giving all pupils the right to the knowledge and cultural capital they need in order for them to be successful, educated citizens.

We will also provide disadvantaged pupils with support to develop independent life and social skills, alongside high-quality careers guidance to ensure pupils progress onto the appropriate further education path alongside their non-disadvantaged peers.

Our strategy is driven by the needs of individuals based on formal and informal assessments, not assumptions based on the disadvantaged. This will help to ensure we adopt approaches and strategies that complement each other in order for pupils to excel. To ensure our strategy is effective we will:

- Adopt a whole school approach where expectations of all pupils is high, irrespective of their background. There is no discernible difference in the challenging and personalised curriculum delivered to disadvantaged pupils.
- Continuously monitor data in order to act early where needs are identified through 1:1 and small group interventions.
- Provide essential opportunities for progression in personal development and cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	Focus on high-quality teaching to maintain academic achievement in line with the non-pupil premium school cohort, with a particular focus on the core subjects.
2	Targeted academic intervention showing clear impact
3	Sustained focus on reading as a whole-school priority
4	To maintain excellent attendance levels in line with the school cohort, including targeted family support, rewards and removal of barriers to support and improve attendance.
5	Use of technology embedded throughout the school and across the curriculum to support learning
6	Sustained personal development, independence and cultural capital as core goals. Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
7	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, independence skills and well-being. The impact of the plethora of support given to pupils can be monitored and measured through SCERTS.

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
Maintain attainment among disadvantaged pupils particularly in English and Maths	An increase in the number of disadvantaged pupils entered for GCSE subjects. For those that are entered, ensure that there is no attainment gap.
Improved language comprehension and reading skills for disadvantaged pupils so that they can independently access subject specific texts	Assessment of pupil's language comprehension shows there is no significant disparity in outcomes between pupil premium pupils and their non pupil premium peers. The continued development of reading to be prioritised for all students. Progress in language comprehension and reading to be tracked through interventions such as Bedrock, Lexia and Catapult as part of or whole school reading strategy.

with challenging terminology	
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families. Through engagement in the enrichment activities, through developing leadership opportunities in school, such as through the school council and pupil leadership team, access to engagement in school awards such as the UNICEF Rights Respecting School award. Also, through our online careers programme Xello which is in line with the Gatsby benchmarks and a comprehensive transition to college including transitioning to mainstream education.
Disadvantaged pupils have the same opportunities to develop cultural capital as their peers	By the end of our current plan in 2027/28 extra-curricular opportunities will have a comparable or higher percentage of disadvantaged pupils compared to non-disadvantaged pupils. This will be measured through data collected for all school trips and extra-curricular activities and shared with all stakeholders as appropriate.
To sustain excellent attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated that: <ul style="list-style-type: none"> • The overall absence rate for all pupils being just over 10%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is negligible when persistent absence is accounted for. • Aim for whole school attendance to stay above 90% with no gap between disadvantaged and non-disadvantaged pupils for the duration of this plan
Disadvantaged pupils feel better prepared for their day-to-day education, and by extension their next steps into further education or employment.	To develop clear, judgement free pathways for families to request extra support with certain necessities if required. Develop help points such as but not limited to: <ul style="list-style-type: none"> - school uniform clothing bank - a shoe bank - pathways to support available in the community, such as food banks - financial assistance with all school trips - one off payments for non-curriculum trips that enhance cultural capital <p>To continue to ensure disadvantaged pupils are progressing to higher or further education in line with their peers.</p>

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: £26,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruitment and retention of specialised teaching staff</p>	<p>It is important that Grange Park has specialist teaching staff in order to provide the best quality teaching. The EEF guide to Pupil Premium states:</p> <p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.”</p>	<p>1, 2 & 3</p>
<p>Mentoring and coaching</p> <p>Staff are allocated groups in which they explore and coach each other in effective ways of developing active learners in lessons.</p> <p>Focus on disadvantaged pupils</p>	<p>Mentoring and coaching in small groups will help staff to reflect on their own teaching and to help share good practice.</p> <p>From the “What Make Great Teaching? review of the underpinning research” 2014 paper by Robert Coe, Cesare Aloisi, Steve Higgins and Lee Elliot Major:</p> <p>Goldberg et al. (2010) survey 88 teachers and administrators and find that most respondents find peer reviews meaningful and valuable ‘for their own personal use – to modify and improve their teaching’ (Maeda, Sechtem & Scudder, 2009). The observation is deemed to be useful also by the observers, as it has ‘forced them to reflect on their own teaching skills and methods’</p>	<p>1, 2 & 3</p>

	(Goldberg et al., 2010) and has had an impact on their practice, a result obtained also by Kohut, Burnap & Yon (2007).	
<p>Technology and other resources focused on supporting high quality teaching and learning</p> <p>40 i-pads and 24 laptops at Stansted site.</p> <p>Additional laptops and i-pads to support learning at Wrotham</p> <p>5xKindle Tablets bought for each library</p>	<p>Our staff find technology useful in supporting pupils learning and our pupils are motivated to use it.</p> <p>Every classroom has access to a device for each child, either a laptop or i-pad.</p> <p>The EEF “Using digital technology to improve learning” states that, “technology has the potential to help teachers explain and model new concepts and ideas.... technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.”</p>	4,5

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

Budgeted cost: £14,838

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions to support language development, literacy and numeracy</p> <p>Disadvantaged pupils are a priority when looking at termly data to determine which pupils have interventions</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behaviour issues can be effective, especially for older pupils.</p> <p>“Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school’s pupil premium strategy.”</p>	1, 2 & 3
<p>One to one and small group tuition</p> <p>KS4 pupils have extra small group tuition both in school and extra curricula after</p>	<p>A timetabled programme of targeted interventions for Years 5-11, focusing on Maths and Literacy.</p> <p>EEF Closing the Attainment Gap report (2018)</p>	1, 2 & 3

<p>school and in school holidays</p>	<p>“Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.”</p>	
<p>Teaching assistant deployment and interventions</p> <p>Teachers to use TA’s for small group interventions during lesson time for the disadvantaged pupils</p>	<p>EEF Teaching and Learning Toolkit found that Teaching Assistant interventions can provide a large positive impact on learner outcomes.</p> <p>“In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching”</p>	<p>1, 2 & 3</p>
<p>Revised Reading Policy</p> <p>Wrotham and Stansted libraries overhauled with substantial book order– in excess of £2000 has been spent on new books for our libraries.</p> <p>DEAR books refreshed annually.</p> <p>Book vending machines as reward</p> <p>Electronic Library system embedded at both sites</p>	<p>At Grange Park, we are dedicated to helping all pupils overcome barriers to reading using a broad range of teaching strategies and personalised interventions.</p> <p>Professor T Rasinski from the EEF states: “It enables children to not only learn across the curriculum but also to access numerous aspects of daily life, influencing the opportunities that they have available to them in the future.”</p>	<p>3,4,5</p>

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

Budgeted cost: £13,487

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting attendance</p> <p>Attendance tracking and rewards from progress leaders and form staff for targeted individuals</p> <p>Progress leaders to support all families struggling with attendance by removing as many potential barriers as they can.</p>	<p>We know that pupils show the most progress when they are in school. The Department for Education 'Working together to improve school attendance' guidance states that: "This is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances. The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment."</p> <p>At Grange Park we aim to praise good attendance as suggested in the guidance: "Visibly demonstrate the benefits of good attendance throughout school life. This may include in displays, assemblies or in registration periods. Where used sensitively and without discrimination, this may also include praising and rewarding improvements in attendance at year group, class/form and individual level."</p>	<p>4,7</p>
<p>Extra curricula activities including sports, outdoor activities, arts, culture and trips</p> <p>Helping with costings towards all trips</p> <p>Covering costs for pupils to attend inter-school KSENT competitions</p>	<p>The EEF Physical Activity recommendation from the Teaching and Learning Toolkit:</p> <p>"Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g., equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them."</p>	<p>6,7</p>

<p>SCERTS data used to identify the impact of educational benefits of extra-curricular activities</p>	<p>The National Curriculum states that cultural capital “is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.” This is something that OFSTED use as part of their framework and something that schools are judged against; therefore it is important that disadvantaged pupils do not miss out on developing cultural capital.</p>	
<p>Breakfast clubs and meal provision</p> <p>Set up and establish a breakfast club every morning focusing on the disadvantaged pupils and those we know are missing out on breakfast.</p>	<p>We know it is important for pupils to have breakfast and yet many of our pupils arrive to school without eating. The “Impact of breakfast on learning in children” 2019 report from Family Action states that:</p> <p>“We found that there was consistent evidence that breakfast consumption compared with skipping breakfast had a short-term (same morning) positive effect on cognitive function 4-hours after consumption. The most consistent support for the benefit of breakfast was for attention, memory, and executive function.”</p>	<p>4,6</p>
<p>Supporting pupils’ social, emotional and behavioural needs</p> <p>PROACT SCIPr training for all staff</p> <p>Continued yearly training to have multiple PROACT SCIPr instructors across both sites</p> <p>Continued SCERTS training</p>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. The EEF Teaching and Learning Toolkit found that:</p> <p>“The average impact of behaviour interventions is four additional months’ progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.”</p>	<p>4,7</p>

Therapy team interventions		
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Total budgeted cost: £54,575

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

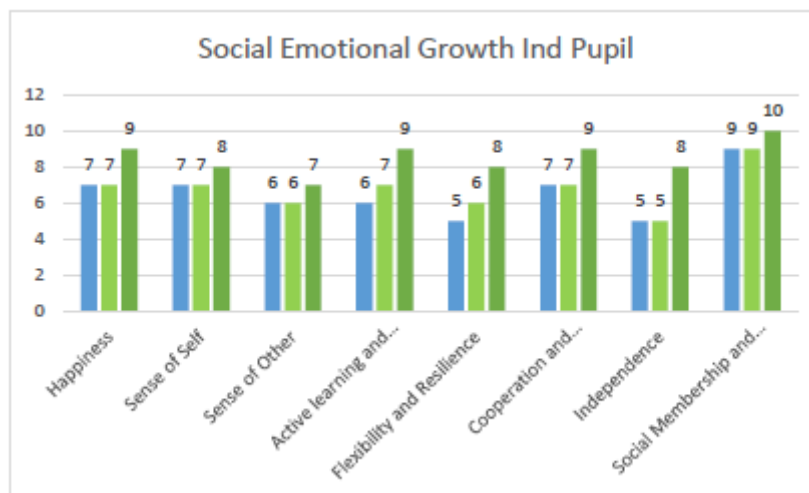
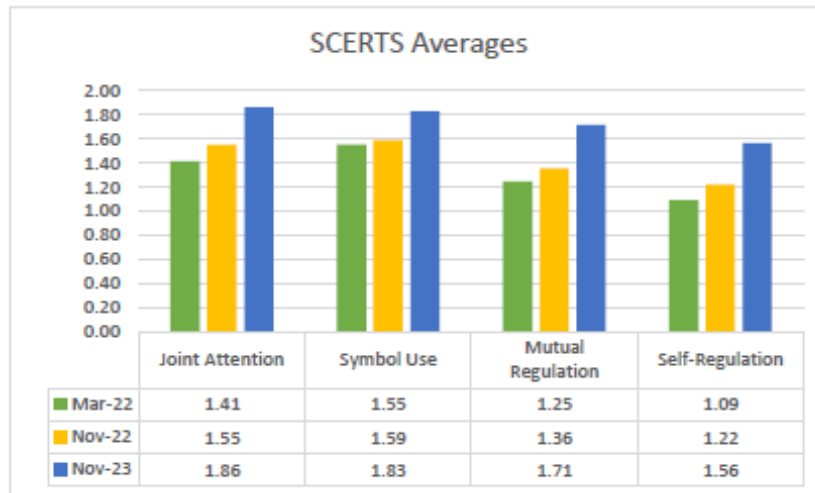
This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Grange Park School had 6 Year 11 pupil premium pupils in the 2024-25 academic year. All of these pupils completed qualifications, gaining GCSE's or Entry 3 qualifications in Maths, English and Science. They were all successful in getting onto the post 16 courses they applied for. All of these pupils had English, Maths and Science small group interventions during terms 3, 4 and 5 which contributed to the huge exam success that we had as a school. All pupils, including the disadvantaged pupils, were given the opportunities for extra revision both after school and during school holidays. As a school, we provided transport for those that couldn't attend due to living far away and parents/carers not able to drive. All of these pupils were also able to attend breakfast revision club on the morning of their exams which proved popular. We also had 11 Year 10 pupil premium pupils who all sat early qualifications including Maths, Statistics, English, Biology, Chemistry and Physics. All of these pupils achieved grades in these exams. Across the school, the progress made by pupil premium pupils in all subjects was in line with their non-pupil premium peers albeit slightly lower, with the exception of pupils unable to sit all the exams due to long-term absence.

We know it is important to ensure our disadvantaged pupils are experiencing cultural capital, now more than ever since the pandemic. As a school we made a conscious effort to put on more school trips in Terms 5 and 6, adding further visits to our school calendar. Of the children regularly attending school, all of the pupil premium pupils attended these extra trips in Key Stage 3. This allowed all disadvantaged pupils to experience a variety of different cultural experiences which they otherwise may not have such as Dover Castle, an Orienteering trip, Wildwood Safari Park, as well as swimming. The summer residential for our Primary school at Bowles Rock and Secondary school at Disneyland Paris were a huge success, where the children not only developed their independence but got to develop their cultural capital significantly. Our disadvantaged pupils were all supported so that all that wanted to go were able to do so. The percentage of pupil premium that went is in line with the percentage of pupil premium pupils on roll and every single child in our Year 6 cohort attended for the third year running.

We use SCERTS as a tool to assess and monitor our pupils social and communication skills as well as the ability to regulate their behaviour. We have started to use SCERTS to identify any gaps where pupils may need extra support in social situations such as how they "use behavioural strategies to regulate arousal level during new and

changing situations” (SR 5.1) It is important that our disadvantaged pupils have the same opportunity to develop their social skills in wider contexts as our non-pupil premium pupils have. Therefore, we will continue to use SCERTS as a way of monitoring pupil progress and identifying individual targets whilst ensuring cultural capital opportunities continue. Below is a sample, clearly demonstrating the social emotional growth typically experienced by a pupil premium pupil across three years at Grange park:



In Key Stage 2 and key Stage 3, all pupils have timetabled therapy intervention lessons which allows pupils time to develop their social and communication skills which can be a huge barrier to their learning and the progress they make. Pupils are given individualised targets for these sessions and progress made can be seen via their SCERTS data. These sessions were valuable and provided evidence for good progress and therefore have continued to feature on the Key Stage 3 timetables for this academic year.

We have continued to deliver small group and 1:1 interventions for Years 7,8 and 9 in reading and maths. The interventions are timetabled so that every child in these Year Groups receives a minimum of two terms worth of interventions spread out through the course of the year in both Maths and Reading. An intervention typically runs for a lesson, although some are shorter. Initial assessments identify the areas the pupil most needs support in and then the weekly interventions focus on these. The data shows that the interventions improve pupil progress and help students to close the gap to their target grades. For example, 100% of Year 9 pupils who received English interventions for their English Literature GCSE course made at least expected progress and were working at or above their target grade. In Year 8 the data shows that 100% of pupils were working at least at their target grade in both English and Maths and making at least expected progress in both subjects after the intervention work. This progress does not apply to the students who are persistently absent and in the process of a change of placement.

This academic year, in line with our revised reading policy, our interventions programme has expanded to include a whole school approach to develop reading in all of our pupils. At Grange Park, we promote a love of reading throughout school life to encourage pupils to develop a lifelong interest and passion for the written word. This is a fundamental skill that helps pupils access the learning they need and opens doors to rewarding further study and career opportunities. To ensure all pupils receive targeted interventions to boost their reading skills, they are each assigned to a Wave based on their performance during an initial diagnostic assessment. Each Wave includes multiple strategies and programmes to address any barriers pupils may have to reading and build their confidence and self-esteem and all pupils receive a targeted intervention at least once per week. Our expectations are aspirational, and we anticipate reading standards will rise year-on-year for all of our pupils. To ensure the teaching and learning or reading has the intended outcome, continuous monitoring of both pupil progress and Teaching and Learning takes place across the school, with pupil premium children being one of the key focus groups. Any learner not making expected progress is identified and swift actions are taken to support their success.

As a school we worked hard to sustain high attendance amongst all pupils with a focus on ensuring there was no gap between pupil premium and non-pupil premium pupils. Attendance figures for last academic year 2024-25 were 85.88% for pupil premium and 90.28% for non-pupil premium pupils – this gap is largely attributable to three pupil premium pupils who are long-term non-attenders and all of whom are having a change of placement this academic year. Nationally, the attendance rate for pupil premium students was 89.4%, however 33% of pupil premium pupils were persistently absent across the year. Our overall attendance figure of 88.81% and although this is slightly below our target of 90%, this is still above the national average of 87.1% for state-funded Special Schools.

