

Pupil premium strategy statement – Keresley 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	315
Proportion (%) of pupil premium eligible pupils	24% (77 children)
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)	2024 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	Termly
Statement authorised by	John Astley
Pupil premium lead	John Astley
Governor / Trustee lead	Jane Conlon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£130,664
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£130,664

Part A: Pupil premium strategy plan

Statement of intent

Our strategic approach to the use of additional funding at Keresley Grange is based on diagnosis and evaluation of the data and evidence about children at the school and is informed by EEF Guide to Pupil Premium.

Progress in this plan will be monitored and evaluated regularly at Strategy Team Meetings, every LGC meeting and termly The Futures Trust Academy Improvement Board.

Rationale:

- At Keresley Grange, we believe that all children have the right to develop a superb understanding of language and wide vocabulary, within a love of stories; and develop a structure for life around the value of respect.
- The two beliefs form our fundamental principles on which we have created our school.
- Together children are: Responsible, Empathetic, Successful, Problem-solvers, Enterprising. Collaborative and Together. This forms the basis for our value of respect.
- We continually review our ethos and curriculum to ensure that we consider research and best practice to improve learning for our community.
- Our School Development Plan reflects this practice and our ambition for our school and the lives that we influence and shape.
- This policy is based on our school aims of:

Aims:

- **Language:**
 - For children to develop a love of language and stories and use an extensive, rich vocabulary.
- **Learning:**
 - For our community to love learning, know who they are as learners and challenge themselves to extend and deepen this learning through becoming Leaders of Learning.
- **Lives:**
 - To be a community, supportive of each other, living by our value of respect.

and... The Futures Trust values of:

1. **Learners First** – teachers and leaders totally focused upon the educational benefit of our students
2. **It's About Learning** – students, teachers and leaders focused upon developing and improving their learning and development
3. **No Barriers** – no excuses, only support to ensure students, teachers and leaders maximise their achievements.

Our Community:

- Children at Keresley Grange are individuals and come from a wide range of social backgrounds. They enjoy school, and some are keen to share their

achievements. The typical learner at Keresley Grange spends much of their time on technology, keeping up with their peers playing the latest games. Although some children have access to more traditional and outdoor pastimes, many do not. This impacts on social skills, aspiration, general knowledge, vocabulary, spoken and written language and learning behaviours. Children at Keresley Grange lack resilience as learners, often giving up if learning is challenging.

Curriculum:

- To meet the needs of our community of learners, the curriculum at Keresley Grange is based around providing language rich opportunities, with experiential learning, reading and vocabulary at its heart (Language).
- There is a focus on Growth Mindsets to promote resilience and the understanding that failure leads to new learning and is exciting (Lives).
- For children to be successful in life and learning, we provide a rich curriculum that is bespoke to Keresley Grange, with an emphasis placed on experiential learning and providing children with inspiration for their future aspirations (Learning, Lives).
- Our curriculum provides children with a breadth of knowledge and skills for life (Learning).

Intended Impact:

We want our children to develop the skills to be successful in life with a breadth of knowledge and a wide range of skills that enable them to be Leaders of Learning. Children will be articulate and thrive on extending their vocabulary; and read widely with joy. Children will be both independent and collaborative learners who love challenge; and understand who they are both as learners and as members of society. They will develop a broad knowledge of different subjects and use this information to find out more. They will be confident in themselves, but also show empathy and compassion to others. Children will have high aspirations for their lives and their future and we will work as one big family to help them to achieve and be the best that they can.

Our Learners

Keresley Grange use additional funding to devise support and guidance structures close to the learner which are focused upon their learning.

22 children (7% of whole school, 29% of all children receiving PPG) are **in receipt of the PPG funding with** identified Special Educational Needs

Attendance for PPG pupils is approx. 1% lower than it is for non-PPG children in 24/25. This shows that mostly, children with PPG do enjoy coming to KG and do so regularly. It does represent a slight decline from 23/24 so some strategies to support PPG attendance include: pick ups, reward charts, access to enhanced enrichment opps.

Challenges

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

Challenge number	Detail of challenge
1	Keresley Grange does not have a Nursery so children must accelerate progress within Reception year to be ready for the National Curriculum and our Keresley Grange curriculum. Children in receipt of PPG can have additional barriers that make this challenging.
2	Vocabulary is limited – Speech and Language is the highest SEN need within the school population.
3	Children have limited life experiences and opportunities within the wider world.
4	Motivation to learn and retention can be poor.
5	Many of our PPG children have additional learning needs.
6	Mental health and wellbeing – many of these children have additional needs based on adverse experiences in their lives.

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
To ensure PPG children make accelerated progress school, in Reading, Writing, Maths so they are performing at least in line with non-PPG children	Data for PPG children through school in line with non-PPG children
To provide PPG children with opportunities to enhance their wider life experiences	All PPG children are a pupil leader in school Children access a wide variety of clubs PPG children represent school in sports competitions Children taken on specific trips to broaden experiences
For PPG children to improve aspirations for the future	Parents attend Parents Meetings Homework completed Children able to talk about plans for the future Children engage well in learning throughout curriculum

For PPG children to be competent mathematicians	Arithmetic scores improve over the year X table check scores at least in line with national for non-PPG Y6 SATs results at least in line with national for non-PPG
To ensure PPG children have mental health and wellbeing needs met	Children access additional pastoral support as needed (eg Rest and Return, teacher and TA time, Sports Coach) Children have specific support programmes linked to their needs Additional specific support or intervention is accessed and has impact (outside agencies) – including MHST, counselling etc

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: £111,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD</p> <p>Shared PPA for all teachers</p> <p>Mentoring and coaching cycles</p> <p>Involvement in wider professional development opportunities – eg RWInc, WalkThrus</p> <p>Cycle of specific in-house training focusing on barriers to learning – EEF 5 A Day framework as the core approach to developing teaching and learning, engagement in Voice 21</p> <p>Teacher-teacher pairings to improve specific aspects of teaching and learning</p> <p>Metacognition</p> <p>Planned cycle of PACE, Trauma informed CPD</p>	EEF Chartered College	1, 2, 4, 5, 6

<p>Spring Term (with Relational Staff Working Group and support from TFT)</p> <p>Specific link with other settings with 1-year EYFS and into Y1</p> <p>Bespoke training for EYFS staff and Y1 staff</p>		
<p><u>Expert Curriculum</u></p> <p>Cycle of release time for subject leaders to work with curriculum lead to continue to refine curriculum to inspire and empower learners</p> <p>Purchase of additional resources to inspire learners</p> <p>Use of Chris Quigley Essentials Curriculum to underpin subject development</p>	<p>EEF Chartered College</p>	<p>2, 3, 4,</p>
<p><u>Maths</u></p> <p>Involvement in Mastery at Number Maths Hub into KS2 and maintain engagement in Rec-Y2</p> <p>Subject leader release time to monitor provision</p> <p>Single-age maths teaching – additional TA employment and training to facilitate this</p> <p>Involvement of leadership in subject - CPD</p>	<p>EEF NCETM</p>	<p>1, 4,</p>
<p><u>Reading</u></p> <p>Tight RWInc development and monitoring cycle – facilitated by RWInc lead with advisor</p> <p>Purchase of additional reading books</p> <p>Use of Accelerated Reader for competition</p> <p>Additional adults to listen to children read each week</p> <p>Refine EYFS curriculum to include even more rhyme, songs and new stories</p>	<p>EEF</p>	<p>1, 2, 4, 5</p>
<p><u>School Leadership</u></p> <p>Continue to develop strategic distributed leadership models across the school, empowering staff to know their role in school improvement and make a significant contribution to this (including development of Pastoral Team)</p> <p>Recruitment of new SENDCO</p> <p>Continued development of pastoral team</p> <p>Continue to enhance role of pupil leadership in school so that all PP children are leaders</p>	<p>EEF Chartered College</p>	<p>5, 6</p>
<p><u>Recruitment</u></p> <p>Additional Apprentice TAs to be recruited (x2) to provide increased staff: pupil ratios which in turn will enable greater in class and intervention support for PPG chn</p>	<p>EEF Chartered College</p>	<p>4, 5</p>

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Each TA to be an 'expert' in a specific intervention – timetabling and deployment for this to happen	EEF	1, 2, 5
Purchase of additional resources (online and physical) to provide high-quality impact of intervention – eg LbQ, Widgit, SATS Companion, Freckle, AR, CGP	EEF, evidence from specific interventions	2, 4, 5
Additional intervention groups before and after school – invitation (as well as additional staff deployment to facilitate this). Additional deployment of TA to Y5/6 for additional intervention support	EEF Chartered College	2, 4, 5
Training for TAs leading specific intervention (RWInc, Wellcom, Elklan)	EEF	1, 2, 4, 5

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further development of The Willows room. Possible development of additional pastoral provision	EEF	1, 3, 6
Development and resourcing of pastoral intervention sites –sensory garden, allotment	EEF	1, 3, 6
Subsidy for individuals to access school trips	EEF	3
Purchase of support from external agencies – eg counsellor, SALT	EEF	6
Workshops and support for parents – eg Maths, Reading. Online materials and resourcing	EEF	1, 3

Total budgeted cost: £131,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance for PP children was slightly below school attendance for non-PP children and below national for all chn: 93.3% (24/25)

Result set	School all children	School PPG chn
EYFS GLD	44%	22%
Y1 Phonics	80%	58%
Y2 Phonics	47%	50%
Y4 x tables	21%	0%
Y6 Reading	67%	53%
Y6 Writing	45%	27%
Y6 Maths	62%	53%
Y6 Combined	43%	27%

Evaluation against previous Strategy targets:

Target	Eval
1. Learning: To ensure Pupil premium children have access to teaching that is at least good, taking into account new staff and roles within school.	
2. Learning and Lives: To ensure Pupil Premium children develop understanding of memory, and its importance in education. The children develop strategies to improve their memory within the Expert Curriculum.	
3. Language: To ensure Pupil Premium children develop a wide vocabulary through taking part in NELI, Reading, Word-Work and the wider curriculum.	
4. Learning: To ensure Pupil Premium children are fluent mathematicians, and can use and apply number facts.	
5. Learning: Pupil Premium children benefit from the development of Expert subjects, as per the school plan for all subjects with a	

particular focus on the development of the STEM learning provision.	
6. Lives: Pupil Premium children benefit from high quality provision for the community. Governors work seamlessly, as do staff.	
7. Learning: To ensure Pupil Premium children with additional needs have their needs met and that they make at least expected progress. For staff to gain expertise in ASD, and that classrooms are supportive of children with ASD needs. Explore therapeutic aspects of provision - dogs, lego, art, cross school support, enhanced provision. Working with wider agencies has the impact expected on children with additional needs.	

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
RWInc 1:1 tuition	School staff (with RWInc materials)

Service pupil premium funding (optional)

<i>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</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

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 funding.