

Pupil premium strategy statement – The Grange School

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	437 (Y7-Y13) 422 (Y7-Y11)
Proportion (%) of pupil premium eligible pupils	44.1%
Academic year/years that our current pupil premium strategy plan covers	AY2324 - AY2627 <i>Year 2</i>
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Matthew Woodville <i>Executive Headteacher</i>
Pupil premium lead	Sadie Miller <i>Deputy Head of School: inclusion and AP</i>
Governor / Trustee lead	Laura Ellener

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ £193,991 (PP Allocation) £ £1,767 (SC PP Allocation)
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>	£195,758

Part A: Pupil premium strategy plan

Statement of intent

At The Grange School, our intention is that every student, regardless of background or challenge, achieves excellent outcomes and leaves us as confident, compassionate and ambitious young people who contribute positively to society. We are committed to providing an inclusive and equitable education that nurtures opportunity, aspiration and agency for life.

We understand educational disadvantage as any situation where a student's academic success is put at risk, through no fault of their own, because of their social or economic circumstances. This includes pupils in receipt of the Pupil Premium, Young Carers, and those supported by social workers, alongside others who may be vulnerable in different ways. Our approach does not focus on what pupils may be missing. Instead, we recognise and build on the strengths, experiences and perspectives they bring.

Our pupil premium strategy focuses on identifying and removing barriers early, so that disadvantaged and vulnerable students can achieve ambitious academic and personal goals. Central to this is our commitment to high-quality adaptive teaching and a well-sequenced curriculum, approaches proven to have the greatest impact on closing attainment gaps while supporting all learners. Through strong relationships, consistent expectations and purposeful support, we aim to ensure every student develops the confidence, motivation and self-belief needed to succeed.

Our work is rooted in diagnostic assessment rather than assumptions about disadvantage. We place a strong emphasis on inclusion, belonging and character development, recognising that these conditions are essential for students to attend well, engage fully and thrive. We maintain the highest expectations for every learner and ensure that all staff understand their role in mitigating the impact of disadvantage through the thousands of daily interactions that shape pupils' experiences at school.

To ensure sustained impact, we will:

- identify barriers to learning early and intervene at the point of need
- ensure teaching is consistently excellent and equitable by design
- support students to achieve their highest academic and personal outcomes
- adopt a whole-school approach in which every member of staff takes responsibility for disadvantaged pupils and models high expectations

Through this collective effort, we are determined that all students at The Grange School, particularly those facing disadvantage, flourish, thrive and realise their full potential.

Challenges

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

Challenge number	Detail of challenge
1	Attendance: Pupil Premium students have significantly lower attendance than their peers and are far more likely to be classed as 'Persistently' or 'Severely' Absent. Attendance for disadvantaged pupils is over 10% lower than for non-disadvantaged students. The March 2025 DfE report shows a clear link between attendance and attainment, with even small increases improving the likelihood of achieving expected grades. Improving attendance is therefore essential for securing stronger academic outcomes. The link between attendance and attainment in an assessment year
2	Achievement: Attainment and progress for disadvantaged students remain significantly below that of non-disadvantaged peers. Substantial gaps exist in Attainment 8, and at the Grade 4+ and 5+ thresholds in English and Maths. These gaps limit disadvantaged pupils' access to high-quality post-16 pathways and reduce future academic and vocational opportunities, making this a key priority within our pupil premium strategy.
3	Low literacy levels: Students typically enter The Grange School with literacy levels below national averages, particularly disadvantaged pupils. Standardised assessments show a significant proportion of students reading below chronological age. Disadvantaged students demonstrate weaker reading comprehension, fluency and language skills, limiting curriculum access, reducing confidence with extended writing and directly affecting progress across subjects.
4	Behaviour: Behaviour data, including concerns and suspension records, shows a disproportionately high number of disadvantaged pupils involved. Suspension rates are above national averages and higher still for disadvantaged students. Many of these pupils present with increased trauma, anxiety and low self-esteem, affecting their ability to self-regulate. Overstretched external services mean long waits for specialist support, placing greater responsibility on the school. These factors reduce resilience and engagement, leading to behaviours that disrupt learning and negatively impact academic progress for disadvantaged learners.
5	Personal development: Disadvantaged pupils are less likely to progress to high-quality post-16 providers and often have reduced clarity around future pathways. Limited awareness of opportunities, alongside fewer cultural capital experiences, exacerbated by the pandemic, restricts ambition and motivation. Student voice and assessments show disadvantaged pupils have less exposure to enriching experiences and lower confidence navigating next steps. Targeted guidance that builds pathway knowledge, self-belief and cultural awareness is essential to improving future destinations.

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 achieve and sustain improved attendance and punctuality, resulting in reduced persistent absence and an increase in overall attendance.	2026/27 evidence on high attendance to include: • The attendance gap between disadvantaged and non-disadvantaged pupils reduces year-on-year and is in line with national FSM benchmarks. • The proportion of disadvantaged pupils who are Persistently Absent decreases each term, with the PA gap continuing to narrow. • The school reaches its ABIE target for all pupils as well as those in receipt of free school meals.
Improved outcomes, particularly at Basics 4+, and English at grades 4 and 5+	2026/27 KS4 outcomes demonstrate: • Top quartile for progress made by disadvantaged students amongst similar schools, nationally.
Extinguished literacy gap with improved reading fluency and comprehension amongst disadvantaged learners	2026/27 evidence on literacy, reading and comprehension: • Staff receive whole-school CPD on evidence-based tier 2 vocabulary instruction. • Observations show consistent use of research-based strategies, including explicit SEEC teaching, visible tier 2 vocabulary, and choral response. • Diagnostic reading assessments lead to targeted small-group, evidence-based interventions. • The attainment gap between disadvantaged and non-disadvantaged students in KS3 is closed, demonstrated through standardised and summative assessments. • Students routinely answer in full sentences in both written and oral work. • Disadvantaged students achieve GCSE English Language outcomes in line with or above the national average.
High levels of well-being.	2026/27 evidence on wellbeing and belonging to include: • Internal data to show a significant increase in participation in enrichment activities amongst disadvantaged students • Qualitative data from pupil voice, parent surveys and teacher observations • Small disparity in internal isolation and suspension rates between disadvantaged and non-disadvantaged pupils • Student voice is overall positive about the House, rewards and virtues systems, which are fully

	embedded within the school, supporting students' sense of belonging
High levels of awareness to post-16 study opportunities.	2026/27 evidence on wellbeing and belonging to include: • Students who stay in post-16, full time education is above national average • Student voice and student and parental surveys to demonstrate that students show an excellent awareness of progression routes at higher and further education

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

Budgeted cost: £ 97,879

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all teaching staff have an acute awareness of disadvantaged students in their classes, particularly spotlight students in year 11, their individual needs, any learning gaps and how to intervene and address these needs in the classroom, through careful lesson planning and high-leverage adaptive teaching strategies. This is supported through diagnostic assessment and regular lesson visits.	Evidence for the role of high-quality teaching for improved outcomes, particularly for the most vulnerable pupils, is well established. Evidence adaptive teaching comes from a range of different sources, including the SEND Guidance Report and the Five a Day strategies, such as explicit instruction and scaffolding.	1,2,3,4,5
Effective CPD and peer coaching model established to ensure that all teachers are trained to deliver the core principles of the school's teaching and learning approach, so that all students receive consistently effective learning that is specifically adapted to meet the needs of all learners.	Evidence that focusing on professional development makes an impact on outcomes is provided by the EEF Guidance Report on Effective PD . There is evidence that instructional coaching is a form of PD that can make a positive impact provided key mechanisms are included.	2,3
Ensure teachers continue to support pupils' reading and vocabulary development through whole school literacy strategies with a strong focus on explicit teaching of tier 2 vocabulary and use of keyword banks.	There is significant evidence that improving pupils' reading comprehension and vocabulary skills impacts attainment at GCSE. Developing disciplinary literacy is a key recommendation in the EEF Guidance Report on Improving Secondary Literacy	2,3

All pupils in years 7-10 experience a high-quality reading programme in tutor time designed to broaden their exposure to a range of texts, vocabulary and improve their reading comprehension.	<i>Reading comprehension and a developed vocabulary strongly correlates to attainment outcomes at GCSE.</i> word-gap (Oxford University Press) Developing reading strategies has a strong evidence base for improving outcomes. EEF Reading Strategies	2,3
Make better use of assessment and feedback so that issues can be identified earlier. Refinement of assessment processes to address poor progress and attainment early and effectively intervene.	EEF Guidance Report on Feedback	1,2,3,5

Targeted academic support

Budgeted cost: £ 48,939.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Raising Standards programme, overseen by a dedicated raising standards lead, aims to address attainment gaps identified through diagnostic assessments in Maths, English, and Science, specifically in Year 11. This will include, but is not limited to: • Parent information events • Targeted tutor time support with subject specialist in targeted core subjects • Period 6 intervention sessions • Twilight sessions • Additional 'Pop-Up' parents' evenings • Mentoring programmes • Tailored curriculum packages	There is evidence to suggest that extending school time for dedicated learning sessions might lead to improved attainment through additional learning hours, more exposure to teaching, more time to engage with content, and generally more learning. After school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision. EEF Toolkit – Extending school time and Summer schools	1,2,3,6

Baseline diagnostic assessments at KS3 to identify specific areas of need Small group literary and numeracy intervention at Key Stage 3 led and delivered by specialist staff using evidenced based programmes to rapidly address skills and knowledge gaps. Literacy intervention to include use of Lexonic leap and Lexonic advance, an evidence based programme using morphemic analysis that is strategically aligned to students' progress data and reading gaps. This ensures time-specific impactful progress results covering phonics, fluency, automaticity, vocabulary development and comprehension. Use of Sparx reader programme to enhance diagnostic assessment of reading skills and improve access for ALL learners	Evidence suggests that small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. Key components include high frequency and quality feedback. EEF Guidance Report on Small group tuition. Small group reading interventions provide students with an opportunity to close gaps and access curriculum content more easily EEF Guidance Report on reading comprehension strategies	2,3
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Wider strategies

Budgeted cost: £ 48,939.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted barrier and intervention mapping for individual students – a causal analysis of barriers to achievement for disadvantaged students with focused interventions and strategies that extend beyond academic interventions including mentoring, external professional support and SEMH interventions This tool provides tight monitoring and termly reflection of student barriers and a robust indicator of disadvantage, particularly those with multiple disadvantages	This approach is closely aligned with the Education Endowment Foundation's (EEF) guide (EEF, 2024) to diagnose barriers to learning not only through academic measures but also by recognising social, emotional, and environmental factors. Studies have found more positive impacts from mentoring for students from disadvantaged backgrounds, and for non-academic outcomes such as	1,2,3,4,5,6

	attitudes to school, attendance and behaviour. EEF Guidance Report on Mentoring	
Focused attendance monitoring, tracking and specific interventions through a graduated response, employed by Heads of Year, School Based Social Worker and Attendance Officer. Employ SOL attendance, to provide specialist professional advice, guidance and support in all areas of student attendance, including the SOL attendance diamond. Use of targeted data dashboards, filtered by key student groups to monitor attendance and behaviour patterns daily.	Research shows that to sustain an improvement in attendance at an individual level, there needs to be support for targeted students. This allows schools to understand and address the specific issues that are blocking individual student attendance and intervene rapidly when attendance declines. DFE working together to improve school attendance (2024)	1,2, 5
Increasing the provision of SEMH support so that students can access high levels of pastoral support in school with a strengthened pastoral support team offering a range of evidence-based interventions to address needs and skill gaps. Appoint a Specialist Head of Year to oversee the provision for some of our most vulnerable pupils. The Specialist Head of Year will co-ordinate with in-school professionals and local networks of support to reduce rates of persistent absentees.	This approach includes use of small group tuition, personalised learning offers and bespoke reintegration packages that may also include the use of alternative providers alongside in-school provision such as behaviour interventions, SEMH interventions such as ELSA and a funded in school counsellor Evidence to support these activities comes from different sources EEF Guidance Report on improving social and emotional learning EEF Guidance Report on Improving Behaviour EEF supporting school attendance Early Intervention Foundation report - Adolescent mental health: A systematic review on the	1,5

	effectiveness of school based interventions	
Careers and widening participation based programmes for students in Year 7 - Year 11 to raise awareness of careers and opportunities post-16. Dedicated careers advisor available for one-to-one appointments and wider career event planning. Careers focus of assemblies, tutor sessions and PSHE lessons to raise aspiration and update students on local job market information. Career fayres for Year 10-13 students to improve connectivity between students and employers in the local area, including local colleges, armed forces and emergency services. Aspirational events and visits to build cultural capital for disadvantaged students, including funding for those who are disadvantaged.	Empowering students with the knowledge and skills to progress towards their aspirations EEF toolkit; aspirations interventions Behavioural Insights Team report Effective Careers Interventions for Disadvantaged Young People	5,6
Access through funding and promotion of wider enrichment opportunities including school trips such as theatre visits and DofE and funding extracurricular activities to improve cultural capital and sense of belonging in school.	As well as being valuable in itself, wider participation can have a positive impact on wellbeing - EEF Arts Participation A literature review by Goldsmiths University for The National Children's Bureau highlights how extra-curricular activity increases sense of belonging. Understanding and enhancing school belonging: Launching our literature review	1, 4, 5
Ensuring students have access to equipment, uniform and resources to be able to access their learning including IT accessibility. Students are supported in their preparedness for learning through breakfast club every morning.	Evidence to suggest that well considered use of technology can significantly enhance learning, as long as pupils have access to the right resources	1,2,4

	EEF Guidance Report on Using Digital Technology to Improve Learning Universal offer of breakfast clubs has shown some promising impact, though mostly in primary EEF Magic breakfast trial A rapid review of evidence shows some early signs that breakfast club may improve behaviour outcomes EEF Breakfast Intervention, Rapid Assessment review	
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Total budgeted cost: £ 195,758.84

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Academic Outcomes

Our internal exam result analysis aligns with the national disadvantaged index for Year 11, highlighting a continued performance gap between Pupil Premium (PP) and non-Pupil Premium (non-PP) students.

The following table summarises the key performance indicators:

Measure	Pupil Premium (42)	Non-Pupil Premium (38)	Gap
Attainment 8	26.0	46.9	20.9
Basics 4+ <i>English & Maths</i>	31%	78.9%	-47.9%
Basics 5+ <i>English & Maths</i>	11.9%	55.3%	-43.4%
Ebacc Entries	11.9%	28.9%	-17%

The gap between pupil premium and non pupil premium students substantially increased from the previous academic year. The unique profile of the cohort presented specific challenges with 53% of the cohort being pupil premium and 33% of the PP cohort identified as SEND or EHCP. High levels of dual disadvantage inevitably impacted student results and led to students requiring bespoke packages of support. The year groups attendance was substantially lower than whole school attendance rates (-11.5%) which was an ongoing challenge for this particular year group. Given the small cohort sizes individual student circumstances have a significant bearing on statistics.

Notably, seven students in this cohort were dual registered throughout Year 11 or accessing unregistered AP, with some registered for a prolonged period. These packages were appropriate to meet these students' complex needs and was agreed and continually reviewed with the local authority. Their extended absence during exams resulted in nonparticipation in some or all GCSE entries, leading to scores of 0 for those papers.

Ebacc entry rates increased from previous years but remain lower than national (40.5%). There is, however, a sustained focus on improving the quality of Modern Foreign Languages (MFL) provision and teaching, which, over time, is expected to increase the number of students achieving the Ebacc.

Attendance

Attendance analysis for the last academic year highlights an ongoing, but reduced, gap between disadvantaged and non-disadvantaged students. Across Years 7 to 11, the overall attendance gap was -5.8% (from -12.5% last academic year). This is a promising improvement and a reflection of the ongoing work and interventions delivered by the school attendance officer and school based social worker. These initiatives have established systematic approaches to improving attendance, which were positively reviewed during internal and external evaluations in the Autumn Term of AY24-25. While incremental progress is evident, fostering a culture of high attendance will require sustained, long-term effort.

Behaviour

Behavioural data indicates a disproportionate representation of PP students in recorded incidents. Despite comprising 44% of the cohort, PP students accounted for 73% of suspensions and 66% of all behaviour incidents, suggesting they are more likely to experience behavioural challenges than their non-PP peers. The most common behaviour issue among PP students was an 'On-Call,' which involves removal from lessons due to persistent disruption, often resulting in internal isolation via the 'Learn and Behave' room. Efforts to address these challenges include a focus on promoting responsibility for behaviour and ensuring continuity of learning in the 'Learn and Behave' room. To address these longstanding challenges the school has appointed an inclusion and behaviour lead to support effective interventions for students experiencing ongoing behavioural challenges. The school has also increased the pastoral support team, including the addition of heads of years and pastoral support workers to increase the amount of support available to students this academic year.

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
The Scholars Programme	Brilliant Club
Premier League Inspires	AFC Bournemouth
Blue Skies Programme	John Egging Trust