

# Pupil premium strategy statement

Summary information					
<b>School</b>	Grange School				
<b>Academic Year</b>	2018-2019	<b>Total PP budget</b>	£62,040 (based on July 2018)	<b>Date of most recent PP Review</b>	Sept 2018
<b>Total number of pupils</b>	160 (July 2018)	<b>Number of pupils eligible for PP</b>	47 (July 2018)	<b>Dates for next internal review of this strategy</b>	Jan 2019 April 2019 Sept 2019
<b>Reception –Y2</b>					

Y2 Attainment	Summer 2018 KS1 SATS			
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (school/national average)</i>	<i>All Pupils</i>	<i>National Average 2018</i>
<b>% achieving expected standard or above in reading</b>	9/13 = 69%	29/34 = 85%	81%	75%
<b>% achieving expected standard or above in writing</b>	9/13 = 69%	26/34 = 76%	74%	70%
<b>% achieving expected standard or above in maths</b>	9/13 = 69%	30/34 = 88%	83%	76%

Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Emotional wellbeing/mental health barriers of families and children that impact on children being ready to learn in school.
<b>B.</b>	Reading and Writing progress and attainment
<b>C.</b>	Lack of parental involvement with attendance, homework and routines which impact on the children being ready to learn in school.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Pupils where the first language is not/believed not to be English.  Parents unable to support their children and practise speaking English at home.

<b>Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	The emotional wellbeing of children and their families will be supported. There will be a contact point in school which is pastoral and nurturing.	Continue to support pupils and families via the Family Support Officer in school. This person continues to develop a pastoral team across the school and work with other staff in delivering emotional wellbeing activities such as Positive Play groups. These vulnerable children will be identified and they will receive appropriate support along with their families as required. This will allow for happier and more confident pupils who achieve greater academic progress. Parents will receive help with emotional support and advice in how to help their children at school. If necessary, signposted to food banks, family support, housing issue contacts, domestic issue contacts etc. Attendance of pupils will be monitored and school to achieve 96% attendance.
<b>B.</b>	There will be a higher rate of attainment and progress in Reading and Writing for PP children across the school.	PP children make expected or above progress in Reading and Writing in Y1 and Y2. Identify children in each year group at Pupil Progress meetings and identify specific interventions to accelerate their progress. Intervention will also include re-teaching of skills or vocabulary. Internal half-termly data will track the PP children and their progress and attainment will be monitored. Teachers Performance Management will be linked with the progress of these vulnerable children.
<b>C.</b>	Lack of parental involvement with homework and routines which impact on the children being ready to learn in school.	X4 parent workshops will take place each half term. Homework club for parents. Reading club for parents at the end of the day. 80% of PP children to attend Breakfast club encouraging a readiness for learning.
<b>D.</b>	Pupils where the first language is not/believed not to be English (EAL) will become more able to communicate and interact with others. To begin to overcome Language barriers. Parents more able to support their children and practise speaking English at home.	There will be monitoring and assessments of new arrivals – language assessments and interventions to support the children will be identified. TA's with other language abilities will support children with EAL. Identify children whose parents do not speak English. Offer parents EAL support for internal school issues such as translation, reading newsletters, parents evening translations, and report reading. EAL support at the entrance door each morning to support queries and questions from parents. Family Learning sessions.

Academic year	Planned expenditure 2018-2019					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Costing	When will you review implementation?
<p>Outcome1.</p> <p>The emotional wellbeing/mental health of children and their families will be supported which then allows for progress academically.</p>	<p>Family Support worker based full time in school and available to parents.</p> <p>Training for staff to ensure appropriate support. Time for staff delivering CPD.</p> <p>Networking time with other schools who already deliver Emotional wellbeing (MAT schools). CPD on emotional wellbeing for staff.</p> <p>Positive Play and Nurture groups for identified children to be delivered by school staff.</p> <p>CPD in Mindfulness. Increase mindfulness</p>	<p>Need for open door policy. Parents often have a range of issues (eg housing, social, medical, academic needs). Parents frequently need to learn to build trust and feel that they can approach a member of staff in school. Family Support worker has a friendly nature and trusted by the community. The Family Support Worker works alongside families &amp; outside agencies, to support vulnerable groups and improve the support systems around Pupil Premium families. Attendance monitoring is essential. The family Support Worker monitors attendance and contacts absentees daily to discuss their circumstances. Attendance at school is crucial for students to fulfil their potential and make or exceed good progress.</p> <p>Emotional support for pupils is often needed for pupils with complex family issues. Staff would identify pupils and they would have support in group or individual groups. HOPE trainees would form bonds with identified pupils to develop trust and support.</p>	<p>Parents willing to share personal information and seek advice from Family Support Worker.</p> <p>In ensuring pupils attend school on a regular basis which will result in improved attainment &amp; progress data for Pupil Premium groups.</p> <p>Half termly data analysed and the attainment and progress of PP children scrutinised.</p> <p>PP Children assessed using other sources eg. Boxall profiles to check emotional development if staff express concerns.</p> <p>Parents informed of any intervention and school works with parents to</p>	<p>HT DHT Gobs SLT Family Support worker Inclusion lead</p> <p>Staff meeting Time</p> <p>Teachers and TA time</p>	<p>£30,000</p> <p>Time for staff to discuss any concerns with family support worker/ SENCO</p> <p>T/TA time to visit other schools and feedback to staff in staff meetings</p>	<p>Dec 2018 April 2019 July 2019</p> <p>Ongoing</p> <p>Dec 2018 April 2019 July 2019</p>

	<p>taught in classrooms.</p> <p>CPD for the HOPE project. 2 staff to train as mentors.</p> <p>Wellbeing Award.</p> <p>RADY opportunity</p> <p>Pupil provision mapping.</p>	<p>Whole school award to demonstrate effectiveness.</p> <p>RADY experience for PP pupils. To be arranged with other MAT schools. Reception to visit artificial beach Y1 to visit Twycross Zoo Y2 to explore bike track at Shobnall sports Centre</p> <p>Provision mapping to be redesigned for pupil provision. SENCO will need time to organise the formation of this mapping.</p>	<p>meet the child/family needs. Pupil feedback. Pupil progress meetings.</p> <p>Evaluation of the experiences and enrichment pupils received.</p> <p>Provision mapping would enable staff to view the whole of the support for each individual child. (Interventions, support, clubs etc.)</p>	<p>HT and DHT</p> <p>£180 per TA =£360</p> <p>SENCO</p>	<p>Cost of trips approx. £900 divided between the 4 MAT schools = £225 approx. SIMS Training £90 per hour</p> <p>SENCO time out of class</p>	<p>October 2018</p>
<p>Outcome 2.</p> <p>Pupil Premium children will achieve in line with the National Averages for Reading and Writing for PP children.</p>	<p>High expectations of PP Supporting children in the classroom</p> <p>Small group teaching One to one and small group support for reading and writing focus interventions. Intervention groups</p> <p>TA pre-teaching of skills Precision Teaching CPD Write-away. Fisher Family Trust CPD</p>	<p>To support pupils individual needs and build confidence with reading, writing and phonic skills. To have identified key resources that would support staff in delivering effective quality first interventions.</p> <p>The system identifies key areas and concentrated intervention is delivered to teach directly to the skill required. Developing Literacy skills through one to one and small group targeted support.</p> <p>Staff to roll out training philosophy to other members of staff eg Fisher Family Trust and Write-away and use it to support individuals or groups.</p>	<p>Teacher planning and assessments to identify support needed. Monitoring progress on an ongoing weekly basis. Increased confidence for discussion.</p> <p>Intervention groups to be highlighted and targeted. Literacy coordinator to monitor the teaching of key skills. Literacy coordinator and senior leadership team to monitor the outcomes and ensure quality first teaching. Timetables for intervention</p> <p>Tracking outcomes will inform intervention groups and specific areas for individuals – personalised learning.</p> <p>Testing information will be used to support children's IEP's and development needs. Teachers equipped with accurate assessment information in order to back up</p>	<p>HT DHT Govs SLT</p> <p>T/TAs</p> <p>T/TAs</p>	<p>50% TA Salary + costs = £15,000</p> <p>TA time</p>	<p>Dec 2018 April 2019 July 2019</p>

	<p>Distance Marking</p> <p>Cornerstone creative curriculum</p> <p>Standardised Testing and school data analysis</p>	<p>Increased verbal feedback to pupils to identify gaps and individual targets to ensure children make progress.</p> <p>To deliver a curriculum that is stimulating and ensures smooth transition through the Key Stages. This will help pupils that need continuity and support.</p> <p>Standardised Testing to track pupil progress against a standardised score plus teacher assessment to give an in-depth knowledge of where to take individual pupils learning.</p> <p>We will support children to close the gap between PP and Non PP children.</p>	<p>teacher assessments, therefore teaching can be tailored to suit learners individual needs effectively.</p> <p>Increased attainment in Reading and Writing. (Whole School Development priority.) School tracking data to monitor literacy progress and attainment. Teachers to assess pupils understanding and abilities on a daily and half termly basis.</p>		<p>Corner stone Annual subscription £199</p> <p>Pira/Puma materials £200</p>	
<p>Outcome 3.</p> <p>Lack of parental involvement with homework and routines which impact on the children being ready to learn in school.</p>	<p>Breakfast club Each PP child to be allocated a space at Breakfast club each day. An additional adult to supervise and monitor pupils' health and wellbeing.</p> <p>Supporting pupils and families with the cost of school trips.</p> <p>Purchase of educational games and books for use at home.</p>	<p>1)To increase 'school readiness' each day. 2)Better Health and wellbeing of pupils. 3)To ensure every child has eaten breakfast so they are able to achieve academically.</p> <p>Pupils are able to fully partake in all learning beyond the school environment without the need for any financial strain on the family income.</p> <p>Parents enjoy sharing games with their children that also help to move learning on and develop skills.</p>	<p>Staff feedback about pupil concentration levels and ability to participate.</p> <p>Pupil feedback</p> <p>Tracking evidence</p> <p>Equality –feedback from parents and pupils</p>	<p>HT DHT Gvs SLT Lang support assistants</p>	<p>47 pupils x cost of breakfast for 190 days = £13,395</p> <p>47 pupils x cost of trip (£12) = £564</p> <p>£200</p>	<p>Dec 2018 April 2019 July 2019</p>

<p>Outcome 4.</p> <p>To begin to overcome Language Barriers.</p> <p>Pupils where the first language is not/believed not to be English (EAL) will become more able to communicate and interact with others</p> <p>Parents more able to support their children and practise speaking English at home.</p>	<p>Language assessment on entry to school – reviewed termly</p> <p>Language/TA assistants to support children in class if they speak the same language.</p> <p>Access to an EAL TA every morning on the playground.</p> <p>Family Learning opportunities. Resources for parent learning.</p>	<p>Baseline for identifying language and EAL needs of the pupils.</p> <p>To improve English basic skills in order to develop expected attainment and progress.</p> <p>Parents able to communicate with school and to support children's learning at home.</p>	<p>Baseline for assessment and tracking.</p> <p>Pupils participating and accessing the school curriculum.</p>	<p>HT DHT Govs SLT</p>	<p>TA time</p> <p>Support for families £2000</p> <p>.....</p> <p>Total Costs £62,233 Overspend of £193</p>	<p>Dec 2018 April 2019 July 2019</p>
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Review of expenditure				
Previous Academic Year		2017-2018		
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Targeted intervention groups.</p> <p>Family Support Worker</p>	<p>Intervention groups to target writing, Reading and Phonics groups. TA employed to lead intervention for Pupil Premium groups</p> <p>Family Support Worker to monitor attendance levels and liaise with parents on a daily basis. FSW will attend all meetings with external agencies. FSW supports parents with an open door policy,</p>	<p>Success Criteria was met. Groups of pupils who need additional support /interventions or boosters were identified. Pupils individual needs were supported and confidence in reading, writing and phonic knowledge was evident.</p> <p>The Family Support Worker worked alongside families &amp; outside agencies, to support vulnerable groups and improve the support systems around Pupil Premium families. Attendance at school was monitored weekly.</p>	<p>Reviews needed frequently to accommodate the changing needs of pupils and new pupils entering School. Initiatives such as reading week and involvement of parents in listening to reading helped to promote reading.</p> <p>Invaluable. Sharon Middleton is highly respected by the community and LST plus support agencies. Parents have praised and commended her support.</p>	<p>£25.000</p>
<p>Each PP child to be allocated a space at Breakfast club each day. An additional adult to supervise and monitor pupil's health and wellbeing.</p>	<p>An additional adult in Breakfast Club to supervise and monitor pupil's health and wellbeing.</p>	<p>Staff have noticed a readiness for learning when pupils have had breakfast. Very valuable time for pupils to share concerns or worries with staff which can then be acted upon in school.</p>	<p>Staff feedback about pupil concentration levels and ability to participate.</p>	<p>(32 pupils x £1 a day, x5 days a week, x38 weeks. Plus staffing costs) £10,000</p>
<p>To support the purchase of new school uniform items for families. Eg School jumper.</p>	<p>Parents are able to send their children to school in the correct school uniform and have all items appropriate to their needs.</p>		<p>Parents have appreciated the support from school.</p>	<p>32x£12= £384</p>
<p>Supporting pupils and families with the cost of school trips.</p>	<p>Pupils are able to fully partake in all learning beyond the school environment without the need for any financial strain on the family income.</p>	<p>This has enabled pupil participation in all aspects of school.</p>		<p>32x £15 = £480</p>

<p>Writing &amp; Reading Focus</p> <p>To improve pupil progress and attainment for all areas of Reading, writing and Phonic awareness.</p> <p>Assertive Mentoring Approach (1:1 or groups) Developing Literacy skills through one to one and small group targeted support.</p> <p>Standardised tests for Reading &amp; Maths In R,Y1 and Y2</p>	<p>Individual support for pupils. Building confidence. Literacy skills through one to one and small group supported targeted support.</p> <p>Teachers to assess pupils understanding and abilities on a daily and half termly basis. Intervention groups to be highlighted and targeted. Literacy coordinator to monitor the teaching of key skills.</p>	<p>Staff supported pupils individual needs and built confidence with reading, writing and phonic skills. Key resources supported staff in delivering effective quality first interventions. The system identified key areas and concentrated intervention to teach directly to the skill required.</p> <p>Pupil progress tracked, moderated teacher assessments gave an in-depth knowledge of where to take individual</p>	<p>Worked closely with SEN support as most PP pupils were also SEND.</p> <p>TA's carried a lot of Pre Learning and review of skills. This was essential for some pupils. EAL pupils were supported by using parents with other languages to introduce new stories or topics.</p> <p>Progress and attainment tracked half termly and monitoring of intervention groups was undertaken.</p>	<p>£3000</p> <p>£96</p>
<p>Family Learning Resources and a TA to support family learning for Key Stage 1.</p>	<p>School staff to deliver family learning. Eg Maths workshops, Phonic workshops, Reading activities, Supporting parents to interact with play activities, Supporting parents with financial information ie budget spending.</p>	<p>To build relationships with parents and develop understanding and involvement in their child's education. Parents develop strategies and feel equipped to support their child's in curriculum areas at home.</p> <p>Children feel confident as they observe their parents working with them on different projects.</p>	<p>Positive feedback from parents. Need to continue to invite parents to support them at home.</p>	<p>£4000</p>
				<p>Total Costs £42,960</p>

This strategy can also be viewed on [www.grangeschool.academy](http://www.grangeschool.academy)