

Grampian Primary Academy: Pupil Premium Strategy Statement

1. Summary information					
School	Grampian Primary Academy				
Academic Year	2017-2018	Total PP budget	£142,560	Date of most recent PP Review	
Total number of pupils	241	Number of pupils eligible for PP	118	Date for next internal review of this strategy	April 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	32%	61%
% making progress in reading	47%	71%
% making progress in writing	79%	76%
% making progress in maths	53%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Low self-esteem	
B.	Limited experiences lead to narrow vocabulary and context for new learning	
C.	Poor attention, concentration and retention	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance and punctuality	
E.	Low parental engagement	
F.	Low parental confidence in supporting children's learning	
G.	Environmental factors impacting social, emotional and mental health	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children will have the confidence to work independently, leading to positive, successful outcomes.	PP children will make rapid progress due to their experiences as empowered, successful, confident learners.

B.	Children will be offered first-hand, enriching experiences that will enthuse them about their learning, developing their vocabulary as a result.	PP children will make rapid progress due to increased levels of engagement with their learning and the resulting development in their vocabulary.
C.	Due to these enriching experiences, children's concentration and motivation will be increased. This level of engagement with their learning will result in greater retention of knowledge and skills.	PP children will make rapid progress due to greater retention, as children will begin to make meaningful links between new and prior learning experiences.
D.	PP children will want to come to school and will enjoy the learning offer they receive. School incentives will encourage and reward consistently good attendance and punctuality.	The number of persistent absentees among pupils eligible for PP will reduce gradually over time. Overall attendance for PP children will therefore improve, making the attendance of this group in line with others.
E.	Parents, carers and families will engage willingly, confidently and positively with all members of the staff team.	Communication between home and school will be used as a supportive channel for parents and their children.
F.	Parents, carers and families will support their child's home-learning.	Parents will feel confident to engage with their children's school experiences by approaching members of staff when support or guidance is required.
G.	Children will talk about and reflect upon their emotions and well-being with confidence in a supportive, trusting school environment.	All children will receive personalised support using a tiered approach. As a result of all their needs being met, they will experience a greater level of school success due to improved wellbeing.

5. Planned expenditure

Academic year 2017-2018

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Low self-esteem B. Lack of experiences C. Poor attention, concentration and retention	Using PP allocation to facilitate increased teaching capacity	By increasing the teacher:child ratio, PP children will have more frequent access to guided teaching that is responsive to their individual needs. As a result, learning experiences will be tailored to children's needs and interests, increasing attention and concentration and thus improving retention over time.	Leadership monitoring of teaching and learning through book scrutinies, lesson observations, data analysis and pupil progress reviews.	Laura Hanser (DHT)	April 2018
A. Low self-esteem B. Lack of experiences C. Poor attention, concentration and retention	Tailored curriculum to meet identified children's needs	Due to the children finding certain strands within the curriculum difficult to understand and apply, a tailored curriculum will be essential to overcoming these barriers and increasing engagement, motivation and concentration.	Leadership monitoring of progress within each strand of the curriculum.	SLT	April 2018
A. Low self-esteem B. Lack of experiences C. Poor attention, concentration and retention	Staff training on the implementation of curriculum changes	To ensure that curriculum changes are implemented across the school, staff specialists delivering up-to-date training will ensure a clear message on the delivery of curriculum content is achieved. Because of this consistent delivery across the school, children's self-esteem will improve over time through increasing familiarity with key teaching and learning strategies.	Leadership monitoring of the implementation of the changes through book scrutinies and lesson observations.	SLT	April 2018
A. Low self-esteem B. Lack of experiences C. Poor attention, concentration and retention D. Attendance and punctuality E. Low parental engagement	Fun-Triton provision incorporated within the curriculum for all year groups	Research shows that children who eat a healthy school lunch concentrate and behave better and, over time, achieve higher academic attainment. Using Fun-Triton consistently, a programme based on a healthy lifestyle, will reduce school absence due to poor health, and improve family engagement.	As part of the routine monitoring of the wellbeing strand of the SDP, the impact of Fun-Triton provision will be measured.	Paul Carpenter (PE Lead)	April 2018

C. Poor attention, concentration and retention D. Attendance and punctuality	Breakfast Club	Research shows that children who eat a healthy breakfast concentrate and behave better and, over time, achieve higher academic attainment.	Uptake at Breakfast Club will be monitored to measure its impact on PP families.	Mark Dwyer (Chef)	April 2018
B. Lack of experiences C. Poor attention, concentration and retention	Using PP allocation to purchase new and engaging resources for the EYFS	In order to ensure that provision within adult-initiated and child-initiated learning meets the needs of PP children in the early years, an audit of resources will be completed to determine priority areas for renewal.	As part of daily reviews of the children's engagement with the provision, the impact of new resources will be monitored by the EYFS team.	Jade Brooks (AHT and EYFS Lead)	April 2018
A. Low self-esteem B. Lack of experiences C. Poor attention, concentration and retention	Using PP allocation to facilitate increased teaching capacity in the EYFS	Within the EYFS, additional staffing will enable smaller group numbers during adult-initiated activity and the opportunity for enhanced adult interaction during child-initiated play.	Leadership monitoring of teaching and learning through Tapestry scrutiny, lesson observations, data analysis and pupil progress reviews.	Jade Brooks (AHT and EYFS Lead)	April 2018
A. Low self-esteem B. Lack of experiences C. Poor attention, concentration and retention	Effective staff training to develop the use of the indoor and outdoor provision to provide quality learning experiences for all	In order to ensure that allocation of PP money is effective in meeting the needs of this specific group, training on how to plan for their use will be imperative in ensuring impact.	Leadership monitoring of teaching and learning through Tapestry scrutiny, lesson observations, data analysis and pupil progress reviews.	Jade Brooks (AHT and EYFS Lead)	April 2018
Total budgeted cost					£81,534
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Low self-esteem C. Poor attention, concentration and retention G. Environmental factors impacting social, emotional and mental health	Targeted support for individuals through the addition of a Learning Mentor role to the Pastoral Team	Making additional capacity available within the Pastoral Team will provide an additional layer of support for our PP children. A nurture group in the mornings will be established to meet the academic and social, emotional and mental health needs of the participants. In addition, those children with social, emotional and mental health needs, will receive 1:1 or small group intervention.	Progress will be tracked over time through regular discussions with teachers around impact of the additional support.	Laura Hanser (DHT)	April 2018
D. Attendance and punctuality	<ul style="list-style-type: none"> Routine attendance monitoring and attendance support plans to improve the attendance and/or punctuality of identified children and families. 	The attendance support plans will encourage a positive partnership between home and school. Specific barriers to attendance will be identified and specific actions to resolve these barrier will be identified.	The impact of support plans will be measured over time through monitoring	Melanie Murfin (HT)	April 2018

	<ul style="list-style-type: none"> A system of attendance incentives ensures that good attendance is celebrated in the short, medium and long term 				
A. Low self-esteem B. Lack of experiences C. Poor attention, concentration and retention	Small daily focus group to address weak strands in response to assessment	In order to accelerate the progress of PP children in weak strands of the EYFS, a daily focus group will address these through targeted teaching.	Leadership monitoring of teaching and learning through lesson observations, data analysis and pupil progress reviews.	Jade Brooks (AHT and EYFS Lead)	April 2018
Total budgeted cost					£49,456
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
F. Low parental confidence in supporting their child's learning	Workshops available for children and parents to work together on a shared task.	Historically, there has been low uptake for workshop opportunities with an academic focus. However, low-stake activities are consistently well attended. Workshops will enable parents to work alongside their children with the support of a school member of staff in such areas as craft and cooking.	Uptake of workshops for PP families particularly will be monitored. Invite only events for PP families will be available. Feedback provided on parental questionnaires will be considered carefully in order to determine how this action should evolve to increase its impact.	Melanie Murfin (HT)	April 2018
All outcomes	The role of designated PP Lead, with responsibility for implementation and monitoring of the strategy, will be filled	For a whole-school overview of the strategy and its impact on the pupils, a lead teacher is required.	Regular reviews of the actions on the strategy and how these are impacting the PP children will be completed.	Abbie Watts (PP Lead)	April 2018
Total budgeted cost					£11,570