



Pupil premium strategy statement: Grange Primary School

1. Summary information					
School	Grange Primary				
Academic Year	2017/18	Total PP budget	£110,740	Date of most recent PP Review	July 2017
Total number of pupils		Number of pupils eligible for PP	85	Date for next internal review of this strategy	Interim (Spring term)

2. Current attainment			
Attainment for: 2016-2017	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (GrangeOP/national all)</i>	
% achieving expected standard or above in reading, writing and maths	19%	64%	61%
% achieving expected standard or above in reading	31%	73%	71%
% achieving expected standard or above in writing	44%	55%	75%
% achieving expected standard or above in maths	56%	55%	76%

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.	Teaching and Learning High majority of PP children do not start the year at ARE for their age.
B.	A proportion of PP pupils need to develop more positive behaviours at school.
C.	Engagement with learning (cultural experiences) and having higher aspirations.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Pastoral difficulties.

4. Desired outcomes					
	Desired outcomes and how they will be measured	Success criteria	RAG		
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A.	<p>Teaching and Learning</p> <p>Reading Increased % of PP children achieving ARE at the end of KS1 (PP 42% / other 63% 16-17) Increased % of PP children achieving ARE at the end of KS2 (PP 31% / other 73% 16-17) Increased % of PP children meeting progress targets in pupil progress meetings (See summary tracking grids-to be rag rated every data drop)</p>	<ul style="list-style-type: none"> Data shows a minimum increase of 10% in the number of pupils achieving ARE at every data drop. Flight plans show a 10% increase in the number of children on track each data drop. Interventions prioritise PP pupils and 'closing the gap' is evident. Children make a minimum 10% improvement on intervention baselines. Earlier interventions show a 10% positive impact in progress and attainment. 			
	<p>Writing Reading Increased % of PP children achieving ARE at the end of KS1 (PP 17% / other 40% 16-17) Increased % of PP children achieving ARE at the end of KS2 (PP 44% / other 55%) Increased % of PP children meeting progress targets in pupil progress meetings. (See summary tracking grids-to be rag rated every data drop)</p>				
	<p>Maths Increased % of PP children achieving ARE at the end of KS1 (PP 0% / other 27% 16-17) Increased % of PP children achieving ARE at the end of KS2 (PP 44% / other 55% 16-17) Increased % of PP children meeting progress targets in pupil progress meetings. (See summary tracking grids-to be rag rated every data drop)</p>				
B.	<p>Behaviour Behaviour of PP children does not have an impact on their learning.</p>	<ul style="list-style-type: none"> Behaviour Watch % tracking every term shows at least 10% fewer behaviour incidents involving PP children as year goes on. Behaviour watch termly report graphs show behaviour incidents involving PP children decreasing by at least 10% each half term. Learning engagement questionnaire shows a minimum 10% increase of PP children positively engaged with school. Questionnaires completed in Oct and 			

		June.			
C.	<p><u>Enriching experiences</u> PP children to be better engaged with learning and have higher aspirations. PP children to have better opportunities at school to make up for a lack of cultural experiences at home.</p>	<ul style="list-style-type: none"> • Data shows a 10% increase in the number of PP children who at ARE across Reading, Writing and Maths compared to the last academic year. • Children talk positively about school in pupil conferencing in MOTLOT. • More opportunities provided for cultural experiences in school events compared to the last academic year. At least one enriching experience is provided every half term. 			
D.	<p><u>Pastoral</u> Extra pastoral support for PP children who are in challenging circumstances/display challenging behaviour. Support for families in transition, behaviour and finance (including signposting to other agencies).</p>	<ul style="list-style-type: none"> • Support provided for families of PP children. • Art Therapist working with targeted PP children twice a week. • Early Birds club before school and after lunch to target PP children. 			

5. Planned expenditure					
Academic year	2017/18				
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	Success Criteria	Actions and Implementation	Staff lead	When will you review implementation?

<p>A To improve the standard of teaching and learning across school.</p>	<ul style="list-style-type: none"> • Provide high quality teaching and learning throughout school with teachers being provided with appropriate CPD. • School monitoring of planning, teaching and assessment to take place x6 a year focusing on the core subjects. • Pupil progress meetings to include a section specifically to discuss PP pupils. • Interventions in the afternoon to accelerate PP children who are falling below ARE. 	<ul style="list-style-type: none"> • The quality of teaching and learning improves throughout the school year. • Staff training needs are identified and developed. • Pupil progress meetings identify PP children falling below ARE and targeted intervention is put in place and monitored. • Positive impact of interventions is shown in data for PP children. 	<ul style="list-style-type: none"> • External advisors used to support senior staff in school monitoring. • School pupil premium lead to be an ambassador for PP children and ensure strategy is put in place. Proportion of salary • Section of pupil progress meeting is used to discuss the progress of PP pupils. Senior staff time to have the meetings • Teaching assistants to run targeted interventions with children not on target • Register of needs and what interventions received developed for the whole school to identify future support. PP lead and SENDCO time to create • Building branches meetings to meet with parents of an identified PP children for half an hour to discuss targets. Paid for cover • Beanstalk readers in three times a week to read with targeted PP children. Yearly cost • Cornerstones curriculum purchased for next academic year Cost of paying teachers to attend staff meetings and three curriculum planning days throughout the year. 	<p>SO</p>	<p>July 2018</p>
<p>Total Budgeted Cost:£63, 984</p>					
<p>ii. Targeted Support</p>					

<p>B. To improve the behaviour of PP pupils so that the school environment is positive and conducive to learning.</p>	<ul style="list-style-type: none"> • To use Behaviour Watch as a school tracking system • To provide a lunch club for children who find lunch times challenging. • To use the Building Learning Powers programme to promote positive behaviours and attitudes. • To run a lunch time sports club so PP children are occupied and engaged in positive behaviours at this time. • To run a range of after subsidised school clubs • To provide a subsidised breakfast club. 	<ul style="list-style-type: none"> • Behaviour incidents are rigorously tracked and monitored by SLT. Behaviour policy is consistently adhered to with children having clear and immediate consequences. Children needing support are quickly identified with support put in place. • Identified PP children, who find lunch times challenging, attend lunch club. • Children use the Building Learning Powers characters to help them overcome problems which may result in negative behaviours. • Clubs run after school to enrich learning and promote learning new skills for PP children. • Breakfast club is provided with a range of activities and an opportunity to have breakfast before children come into school. • Little Sports Club to provide a range of sports activities to keep children occupied and positively engaged at lunch time (<i>see section C for costings</i>). 	<ul style="list-style-type: none"> • Yearly subscription of Behaviour Watch to be purchased. • Staff training on Behaviour Watch. • Run a daily lunch club and employ a member of staff to run • Purchase the Building Learning Powers resources for training and use in school • Employ staff to run a daily breakfast club to provide before school care with activities and the opportunity to have breakfast. A high proportion of children attending every day are PP. 	<p>SO</p>	<p>July 2018</p>
<p>Total Budgeted Cost: £14,536</p>					

<p>C.To provide enriching experiences at school so PP children have higher aspirations</p>	<ul style="list-style-type: none"> • Run school events • Subside trips for PP pupils throughout the school year. • Provide special visitors/workshops at least once a term • Provide lunch time sports activities 	<ul style="list-style-type: none"> • Events are run throughout the school year such as dance workshops and theatre productions, which give children a range of experiences. • Children are exposed to a range of enriching experiences on school trips throughout the year. • Special visitors/ workshops give children enriching experiences and higher aspirations. • Little Sports Club to run a range of sports activities at lunch time in KS1 and 2. This will promote physical fitness, team work, and competition and expose children to a range of different sports. 	<ul style="list-style-type: none"> • Pay for trips to be subsidised for PP children. • Keystings music performances in assembly • Dance choreographer from the West End School company to run workshops in Book Week • Pantomine company to come and do a performance for children • Waterstones trip for selection of PP children to spend their World Book Day vouchers. Mini bus hire and staff time • Rotary Club trip to Drayton Manor. Cost of coach hire • Cost of Little Sports Club staff to run activities at lunch time. (see sports premium doc) 	<p>SO</p>	<p>July 2018</p>
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Total Budgeted Cost: £2,348

<p>D.To provide pastoral support for PP children</p>	<ul style="list-style-type: none"> • Safe-guarding and inclusion lead member of staff employed • Art Therapist employed to come in twice a week • Early birds club to run before school and after lunch. • Electronic board on playground to communicate with parents. 	<ul style="list-style-type: none"> • Safe-guarding and inclusion lead to provide support systems for families in need. Including safe-guarding child protection cases, where a vast majority involve PP children. • Art therapy to be provided for identified PP children with emotional and behavioural needs. • Early birds club to target PP children who find transition points in the day challenging. Children come into school early and have some time to focus before going back into class after lunch. • Electronic board used to give parents important messages and reminders. This enables more parent and school communication. 	<ul style="list-style-type: none"> • Safe-guarding and inclusion lead employed full time. Proportion of salary paid for • Art Therapist employed for the year to work twice a week with PP children • Staff to run Early Birds club before school and after lunch for targeted children. • Electronic board on playground used to engage with parents Yearly cost of board 	<p>BW</p>	<p>July 2018</p>
<p style="text-align: right;">Total Budgeted Cost: £29,872</p>					

6. Review of expenditure

Previous Academic Year 2016-2017

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
A. Improve the accuracy and fluency of children's oral communication	<p>Three Talk 4 Writing sessions</p> <p>Plan, teach, review, plan with Ph2, 3, 4 & 5 with Sian Saunders</p>	Start of the implementation of Talk 4 Writing across school to be continued in next academic year.	Monitoring of planning and work samples needs to be more vigorous and regular. New subject leader monitoring cycle introduced in the spring term- to be continued in the new academic year.	£10,000
B. Improve the progress made by all DP pupils in reading. Reducing the difference between the progress made by PP children in reading, compared to OP nationally	<p>CPD on Book Talk activities.</p> <p>CPD on reciprocal reading approaches.</p> <p>CPD on whole class guided reading approach.</p> <p>Purchase and implementation of New Reading and Thinking scheme for use a guided reading resource.</p> <p>Purchase and implementation of thinking with pictures resource.</p> <p>Implement Project X as reading intervention</p>	<p>Some Book Talk activities implemented.</p> <p>Teachers now using different strategies for reading.</p> <p>Thinking with pictures resource being used.</p> <p>Project X used for interventions</p>	PP students need to be prioritised for provision for accelerated progress. Plans have been made for the progress of PP to have a higher profile in school. The Grange will be taking part in the RADY project in year 3 and 4 next year.	£20,000

<p>C. To improve progress and attainment in writing for DP pupils across the school for LAP, MAP and HAP.</p>	<p>CPD Talk 4 Writing T4W approach implemented</p> <p>Planning and coaching in Y3 for composition of writing.</p> <p>Feedback to help scaffold and improve independent assessed pieces of work in Yrs 2-6.</p> <p>No-nonsense spelling programme introduced</p> <p>Fine and gross motor skills interventions to be delivered</p>	<p>Some implementation of T4W across school.</p> <p>Planning and coaching in year 3 successful.</p> <p>NNS implemented across school.</p>	<p>As above</p> <p>T4W will continue to be embedded in the next academic year</p> <p>Interventions to start earlier in the term- meaning there is more time for chn to make progress and an impact to be made.</p>	<p>£22,000</p>
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