

# Pupil premium strategy statement (primary)

1. Summary information					
School	Grange Primary School				
Academic Year	2018-2019	Total PP budget	£286,320	Date of most recent PP Review	Summer 2017
Total number of pupils	819	Number of pupils eligible for PP	169	Date for next internal review of this strategy	Summer 2018

2. Current attainment		
PP Grange Primary School 2017-2018	Non-PP at Grange Primary School 2017-2018	National PP 2017-2018
<b>63% achieving in reading, writing and maths</b>	<b>76%</b>	51%
<b>63% achieving in reading</b>	<b>78%</b>	64%
<b>81% achieving in writing</b>	<b>86%</b>	67%
<b>72% achieving in maths</b>	<b>92%</b>	64%

3. 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>	Difficulty with retaining or understanding new concepts due to individual needs not met.
<b>B.</b>	PP children accessing extra-curricular opportunities.
<b>C.</b>	Further support required with homework e.g. because the home lacks resources, reading can't be modelled or not enough support is available for homework.
<b>C.</b>	High mobility of children.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Lower attainment at starting point of education.
<b>E.</b>	Attendance which is low and impacts on children's learning.
<b>F.</b>	Social and emotional issues resulting in children having low confidence and self-esteem.
<b>G.</b>	Difficulties associated with poor quality housing and low income
<b>I.</b>	Family circumstances or expectations that have a negative impact on children's learning.

<b>4. Planned expenditure</b>					
<b>Academic year</b>	<b>2018-2019</b>				
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.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Teachers have an increased understanding of how to improve children's reading comprehension.	<p>Strategy group to ensure that they are CPD training opportunities for CPD in reading across the year.</p> <p>English coordinator to plan and deliver CPD training, which focuses on the teaching and learning of reading comprehension for teachers during staff Inset sessions.</p>	Reading is a school priority this academic year. PP attainment in reading was lower than national average last year. Identified that PP children were not precise or detailed enough in answers.	<p>Strategy group will evaluate reading data for PP children and use this information to inform INSET need within the year. Strategy group will monitor reading lessons and planning.</p> <p>Year Group Leaders will track reading data for PP children more closely and support teachers with ensuring that these pupils can reach their reading target by the end of the year.</p>	<p>Strategy team/ Year Group Leaders</p> <p>Cost: £15,000</p>	<p>Termly assessment review to monitor</p> <p>End of year review to assess impact</p>
Attainment and progress of PP children is tracked more closely by senior leaders and teachers.	Strategy group will plan pupil progress meetings for PP progress to be tracked and discussed. Supply cover will be arranged for teachers to attend.	Attainment of PP children is lower than non-PP.	Pupil progress meetings will conclude next steps and actions for teachers to implement to support PP pupils further. Year Group Leaders will review the next step/actions with teachers and strategy group will monitor by tracking data.	<p>Year Group Leaders/ Strategy Group</p> <p>Cost: £4,000</p>	<p>Actions will be reviewed in the next term following the pupil progress meeting and end of year data will assess impact.</p>
Teachers understand the needs of PP children within their class and set appropriate targets.	Target setting for PP children in English and maths.	Individual pupil needs are considered to ensure the appropriate strategies are in place to support their learning and development. Barriers to learning identified and teachers liaise with parents to set appropriate targets.	<p>Year Group Leaders will support teachers in targeting PP children within their class and ensure that PP children can reach their targets.</p> <p>Strategy group will monitor data termly to review progress.</p>	<p>Teachers/Year Group Leaders</p> <p>Cost: £2,000</p>	<p>Termly data review</p> <p>End of year data outcomes to assess the number of PP children who met their target.</p>
Teachers improve level of challenge for more able PP children.	Teachers plan and deliver opportunities for questioning to aid challenge for more able PP children and those that have the potential to achieve greater depth outcomes.	Attainment of PP children is below non-PP in greater depth.	<p>Strategy group and Year Group Leaders will review book looks and planning for PP children.</p> <p>Strategy group will conduct lesson observations to show opportunities for questioning and differentiation to aid the learning of more able PP children.</p>	<p>Teachers/Year Group Leaders</p> <p>Cost: £2,000</p>	<p>Termly data review to track the number of PP children working at Greater Depth who have the potential to achieve this. End of year data GDS outcomes for PP children.</p>

					<b>Total budgeted cost</b>	£23,000
<b>ii. Targeted support</b>						
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	
Vulnerable PP children are supported in school, behaviour in and out of class improves and risk of exclusion minimised.	Nurture and therapeutic work provided by the learning mentor in either a one to one or small group context.	Some PP children have emotional difficulties and need extra support in controlling their emotions. A high percentage of PP children are excluded.	The learning mentor will support vulnerable PP children.  Strategy group and Year Group Leaders will monitor behaviour incidents and the number of exclusion to ensure that the support in place can allow these to reduce.	Learning Mentor leading support for vulnerable PP children.  Cost: £17,000	Weekly monitoring during safeguarding meetings by the strategy group  Termly review with end of year outcomes to measure impact.	
PP children start school with a meal and ready to engage in lessons.	Daily Breakfast club run by the learning mentor and TAs	Identified PP children are offered breakfast in order to smoothen the transition into school.  PP children targeted are punctual for school.	Learning monitor to feedback pupil voice and team meetings to show the impact of breakfast club for PP children.  Attendance reviewed by the attendance officer to show improvement in punctuality/attendance.	Learning Mentor TAs  Cost: £4,000	Weekly monitoring during safeguarding meetings by the strategy group.]  Termly attendance review by attendance officer.  End of term review by the learning mentor to assess impact.	
PP children complete homework to a good standard and complete it on time.	Identified PP children are offered weekly homework club to complete homework to a good standard and receive adult input. Led by the learning mentor and TA.	Children who receive PP often do not complete their homework on time or lack support.	Learning mentor to provide report on homework club. Class teachers to feedback progress for PP children who access homework club.  Inclusion manager to review impact through report/feedback provided.	Learning mentor TA  Cost: £7,000	Termly review  End of year outcomes to measure impact.	
PP children will have improved their reading skills.	Weekly reading support led by a trained reading volunteer.	PP children often require additional reading support to make adequate progress. Often, reading routine at home is not consistent or reading books are not brought in to school on time for children to change their books.	Class teachers to feedback reading progress for PP children who access this support.	Reading volunteer and SEND officer.  Cost: £4,000	Termly review  End of year outcomes to measure impact.	

PP children will have received early support to minimise possible harm or negative impact on their well-being.	Weekly safeguarding meetings by strategy group, safeguarding officer and learning mentor.	25% of pupils are on Safeguarding register. Our safeguarding team supports these children	Agreed collaborative actions recorded on CPOMS (school's safeguarding recording system)  Regular safeguarding updates for staff to recognise the need for early support and action required to support the well-being of PP children.	Strategy group, safeguarding officer and learning mentor.  Cost: £28,000	Weekly safeguarding meetings to monitor progress.  Termly review.
PP children in Year 6 are supported in a one to one context to achieve expected/exceeding progress.	TA leading Year 6 interventions for PP children	There is a gap in attainment between PP children and non PP children.  To address barriers to learning, PP children require one to one learning support to allow them to understand key concepts and retain information.	Year 6 teachers to monitor the progress of PP children targeted during termly data review.  Year 6 Group Leader to monitor the progress of PP children within their cohort during termly data review and provide teachers with further feedback/actions  Strategy group to monitor data for PP children in Year 6 to review progress and feedback to Year Group Leaders for further actions.	TA leading one to one interventions for targeted PP children – monitored by the Year Group Leader  Cost: £45,000	Termly data review  End of year outcomes to measure impact for PP children.
One to one tuition for PP children in EYFS to achieve expected/exceeding progress.	TA leading EYFS interventions for PP children	There is a gap in attainment between PP children and non PP children.  To address barriers to learning, PP children require one to one learning support to allow them to understand key concepts and retain information.	EYFS teachers to monitor the progress of PP children targeted during termly data review.  EYFS Group leader to monitor the progress of PP children within their cohort during termly data review and provide teachers with further feedback/actions  Strategy group to monitor data for PP children in EYFS to review progress and feedback to Year Group Leaders for further actions.	TA leading one to one interventions for targeted PP children – monitored by the Year Group Leader  Cost: £30,000	Termly data review  End of year outcomes to measure impact for PP children.

<p>One to one tuition for PP children in Year 5 to achieve expected/exceeding progress.</p>	<p>TA leading Year 5 interventions for PP children</p>	<p>There is a gap in attainment between PP children and non PP children.</p> <p>To address barriers to learning, PP children require one to one learning support to allow them to understand key concepts and retain information.</p>	<p>Year 5 teachers to monitor the progress of PP children targeted during termly data review.</p> <p>Year 5 Group Leader to monitor the progress of PP children within their cohort during termly data review and provide teachers with further feedback/actions</p> <p>Strategy group to monitor data for PP children in Year 5 to review progress and feedback to Year Group Leaders for further actions.</p>	<p>TA leading one to one interventions for targeted PP children – monitored by the Year Group Leader</p> <p>Cost: £20,500</p>	<p>Termly data review</p> <p>End of year outcomes to measure impact for PP children.</p>
<p>One to one tuition for PP children in Year 2 to achieve expected/exceeding progress.</p>	<p>TA leading Year 2 interventions for PP children</p>	<p>There is a gap in attainment between PP children and non PP children.</p> <p>To address barriers to learning, PP children require one to one learning support to allow them to understand key concepts and retain information.</p>	<p>Year 2 teachers to monitor the progress of PP children targeted during termly data review.</p> <p>Year 2 Group Leader to monitor the progress of PP children within their cohort during termly data review and provide teachers with further feedback/actions</p> <p>Strategy group to monitor data for PP children in Year 2 to review progress and feedback to Year Group Leaders for further actions.</p>	<p>TA leading one to one interventions for targeted PP children – monitored by the Year Group Leader</p> <p>Cost: £15,000</p>	<p>Termly data review</p> <p>End of year outcomes to measure impact for PP children.</p>
<p>One to one tuition for PP children in Year 3/4 to achieve expected/exceeding progress.</p>	<p>TA leading Year 3/4 interventions for PP children</p>	<p>There is a gap in attainment between PP children and non PP children.</p> <p>To address barriers to learning, PP children require one to one learning support to allow them to understand key concepts and retain information.</p>	<p>Year 3/4 teachers to monitor the progress of PP children targeted during termly data review.</p> <p>Year 3 and 4 Group Leaders to monitor the progress of PP children within their cohort during termly data review and provide teachers with further feedback/actions</p> <p>Strategy group to monitor data for PP children in Year 3/4 to review progress and feedback to Year Group Leaders for further actions.</p>	<p>TA leading one to one interventions for targeted PP children – monitored by the Year Group Leader</p> <p>Cost: £20,000</p>	<p>Termly data review</p> <p>End of year outcomes to measure impact for PP children.</p>

The learning gap for PP children in Year 6 is reduced.	Teacher leading small class teaching to target PP children who are making slow progress.	PP children who are making slow progress in Year 6 require a slower pace to understand key concepts and consolidate their learning.	Year 6 teacher who is leading the support group to monitor the progress of PP children during termly data review. Year 6 teacher to liaise with the Year 6 Group leader to inform next steps/actions.  Year 6 Group Leader to monitor the progress of PP children in the support class during termly data review and provide teachers with further feedback/actions  Strategy group to monitor data for PP children in Year 6 support class to review progress and feedback to Year Group Leaders for further actions.	Teacher/Year Group Leader/Assistant Head/Inclusion Manager  Cost: £30,000	Termly data review  End of year outcomes to measure impact for PP children.
<b>Total budgeted cost</b>					£220,500
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
PP attendance to be no lower than 1% compared to rate for children not in receipt of pupil premium. Target is 95.2%	To improve attendance for PP children across the school.	The Benchmark Analysis 2018 tool indicates that a high proportion of PP children are persistent absentees. PP attendance was 94.8% and lower than non PP children. The learning and development of PP children who do not regularly attend school is negatively impacting their learning.	The attendance officer will track and analyse attendance figures for PP children as well as liaise with the Local Authority Attendance officer. The attendance officer will offer supportive strategies to families in collaboration with the Assistant Head/Inclusion Manager on a regular basis.	Attendance officer and Assistant Head/Inclusion Manager  Cost: £23,000	Termly attendance review  End of year attendance figures
At least 75% of PP children can attend one after school club.	To ensure PP children have opportunities to extracurricular activities.	It is important that PP children have a broad and balanced curriculum and some do not have opportunities to attend extra-curricular clubs outside of school.	The Extended School Leader will ensure that PP children have opportunities to attend extra-curricular activities within the school.  Extended School Leader to provide termly report/feedback on attendance and progress for PP children targeted.	Extended school leader.  Cost: £10,000	Termly review by the Extended School Leader
Finance is not a barrier for PP children to attend school trips.	To ensure PP children can attend school trips.	Due to low income, PP children can often miss out on school trips. By offering financial support, targeted children can attend school trips and access learning in the same way as their peers.	Teachers plan school trips and contact parents of PP children to ensure that they can attend school trips.	Teachers/Assistant Head/Inclusion Manager	Termly feedback by teachers to the Inclusion Manager

			Teachers to feedback this information to the Inclusion Manager.	Cost: £8,000	
PP children to share their worries.	To support the well-being of PP children, they are encouraged to make use of the school's Grange Space pastoral support system.	Due to external barriers, PP children require time to express their worries. The school offers Grange Space to all children and teachers encourage this tool for PP children to use.	Teachers who deliver Grange Space exercise, listen to the worries of PP children.	Teachers/ learning mentor/Safe guarding officer  Cost: £2,000	Termly feedback by the Grange Space team  Teachers to report/feedback on pupil behaviour and self-esteem
<b>Total budgeted cost</b>					£43,000
<b>TOTAL EXPENDITURE</b>					£286, 500

**5. Review of expenditure**

This is a review of the previous year, so the outcomes and success criteria will be different to above.

**Previous Academic Year**

Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies.

**i. Quality of teaching for all**

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

Lessons learned may be about impact or implementation. For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if so, why.

**ii. Targeted support**

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

**iii. Other approaches**

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

**6. Additional detail**

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
 Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)