



Pupil premium strategy statement: Grimes Dyke Primary School

1. Summary information					
School	Grimes Dyke Primary				
Academic Year	2018/19	Total PP budget	£187437	Actual predicted spend	£187437
Total number of pupils	288	Number of pupils eligible for PP	141	Date for next internal review of this strategy	Sept 2019

2. Current attainment at KS2				
	All Pupils (school)	All pupils (national)	Pupils eligible for PP (school)	Pupils not eligible for PP (school)
% achieving the expected standard in Reading, Writing and Maths	23%	64%	14%	40%
% making at least expected standard in reading	39%	75%	29%	60%
% making at least expected standard in writing	42%	78%	29%	70%
% making at least expected standard in maths	32%	75%	29%	40%
% making at least expected progress in reading	52%		48%	62%
% making at least expected progress in writing	68%		88%	88%
% making at least expected progress in maths	61%		57%	63%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Speech & language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows progress in learning of phonics and consequently limits progress in reading and writing in subsequent years.

B.	Prior attainment for some pupils eligible for PP is lower than for other pupils therefore they need to accelerate progress to attain at EXS
C.	Children (Including high ability) with limited life experiences which restricts their knowledge and understanding of the world. This results in difficulties identifying with contexts of test papers and limited ideas for writing.
D.	Children who have poor eating habits suffer from problems like lack of concentration, problems related to lack of memory, poor cognitive skills and low levels of intelligence also. Children tend to be become slower in following instructions.
E.	Some children (mostly entitled to PP) are unable to manage their own emotions and behaviour; this can mean they are not ready to learn.

External barriers (*issues which also require action outside school, such as low attendance rates*)

F.	Children who are persistently absent or arrive late are missing lesson time.
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve speech and language skills for pupils eligible for PP in EYFS. Higher attainment in phonics. Higher attainment in reading and writing.	Pupils eligible for PP in Reception & Year 1 make rapid progress by the end of the year so that the percentage of pupils eligible for PP meeting age related expectations is raised.
B.	Our disadvantaged pupils will reach at least the average attainment for schools with similar levels of disadvantage to us.	Pupil tracking data shows that identified pupils (including the more able) make accelerated progress and the gap in attainment between our pupils and those in other similar schools closes.
C.	Children experience an enriched curriculum .	Pupils (including the more able) across school value the experiences and improve the content and quality of their writing. This leads to accelerated progress in writing for pupils eligible for PP.
D.	Children benefit from a healthy diet.	Pupils (including the more able) eat well throughout the day and therefore better ready to learn leading to accelerated progress in R, W & M.
E.	Children more able to manage their own emotions and behaviours.	Increased self-confidence and emotional stability ensures that these children are ready to learn leading to an acceleration of progress in R, W & M.
F.	Children attend regularly and arrive on time.	The percentage of children who are persistently absent or late to school reduces thereby maximising quality learning time. This leads to accelerated progress, particularly in reading which is often taught at the beginning of the morning. (Including the more able)

5. Planned expenditure					
Academic year	2018/19				
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. Improved speech and language skills in EYFS	Staff training on high quality speech and language support Additional support from SaLT	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest that Early Years intervention has a moderate impact, particularly beneficial for children from low income families, based on extensive research. Early intervention in speech and language skills improves progress in reading and writing.	Delivery of programmes is monitored by a qualified SaLT. Children identified as needing further support are referred to the Leeds Authority Healthcare SLT.	SaLT SENCo	Termly
A. Maintain high attainment in phonics	Training on high quality phonics teaching for all staff new to age group.	We need to maintain the progress we have made in phonics teaching. A study by The Centre for Economic Performance in April 2016 suggested that the approach of teaching synthetic phonics has significant long term benefits for disadvantaged pupils.	The delivery of phonics will be monitored throughout the year by the Phonics Leader and Literacy Leader. Further training will be given to teachers and teaching assistants where necessary.	Phonics Lead Literacy Lead Governor for EYFS	Termly
Quality First Teaching for all pupils.	High quality staff professional development. Talk 4 writing Talk Matters Maths No Problem	One of the key lessons learned in the EEF's first six years is that '...it is vital that schools consider how all their resources can be used to achieve this goal (raising attainment for the disadvantaged). Good teaching for all pupils has a particular benefit for disadvantaged pupils. <i>The Attainment Gap 2017 EEF</i>	Only CPD with proven impact will be undertaken. Staff attending training will complete evaluation sheets. Expected impact will be agreed and progress towards this will be monitored at agreed intervals.	HT DHT	Agreed intervals following each training session.
Total budgeted cost					£60.000

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. Improved oral language skills in reception	Train a member of staff to deliver 1:1 and small group provision of Talk Boost Intervention for children in Reception and Year 1	Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Completion and monitoring of pre and post assessments.	Reception class teachers	Termly
Improved Language skills across school	Train a member of staff in Whole School Leadership for Language development.	Good language makes a difference: competent language skills have been found to moderate the effects of social disadvantage, with children more likely to succeed in their education and employment. Children from poorer backgrounds who develop good language skills are more likely to become more affluent in later life.	The 'Oracy Champion' will be awarded a TLR and given time out of class to plan the delivery of this across school. Regular staff meeting times will be allocated and the impact on teaching and learning will be monitored.	Oracy Lead	Termly
B. accelerated progress for pupils eligible for PP	Small group and 1:1 teaching with experienced teacher/ trained teaching assistant to close gaps in learning for identified pupils. ECC, BRSP, Phonics, Third Space Learning Maths Intervention	We want to provide extra support to accelerate progress of pupils with lower prior attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Overall impact monitored by ECC teacher and Phonics lead. Delivery of specific Wave 2 and 3 interventions monitored by Phonics lead and ECC teachers. Pre and Post assessments Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	DHT	Termly
Total budgeted cost					£43000
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?

C. Children experience an enriched curriculum	Identify and take advantage of opportunities to broaden children's experiences. Eg. school trips, visitors into school. music lessons, after school/lunchtime clubs, specialist PE coaches, additional instructors for swimming. Staff CPD in delivering the wider curriculum. Staff release time to monitor/ lead curriculum areas.	Research into Teaching with Poverty in Mind by Eric Jenson suggests that enriching children's environment and experiences can enhance learning capacity. In addition to this we can't expect children to write creatively about something they can't relate to.	Recommendations will be sought for experiences of good quality, value for money and with proven impact. Impact on learning will be monitored by teachers.	Subject Leaders	After each experience.
D. Children benefit from a healthy diet.	Breakfast club Fruit for KS2 Milk for KS2	Studies have shown that food insecurity has a deleterious effect on student's reading skills and mathematical performance. (Jyoti, Frongillo & Jones 2005) Also that the quality of food is more important than the quantity. By providing breakfast, fruit and milk we are contributing to the child's healthy diet and ensuring that they are ready to learn. Parents are encouraged to provide a healthy packed lunch for children who don't have a school dinner.	Class teachers and support staff will monitor readiness to learn and consumption of fruit and milk. Attendance at breakfast club is recorded. Contents of packed lunch boxes are monitored and parents advised where necessary.	Class teachers	Termly
E. Children more able to manage their own emotions and behaviour.	Nurture unit – 'The Den' Pastoral support for children's social and emotional needs.	There is much research evidence that "A child can only learn when they feel happy and safe to do so"- and children's learning is most effective when they have a sense of emotional well-being, good self-esteem and a feeling of belonging to their school community. The Den provides children with this opportunity and so helps to develop their maturity and resilience. The NFER 2015 report on supporting the attainment of disadvantaged pupils identifies this type of support as being a basic requirement.	The Learning mentor plans the sessions and monitors the impact. She shares the outcomes of this with the Inclusion Manager. Class teachers monitor the impact that time spent in The Den has on the child's ability to manage their own emotions and behaviour back in the classroom. Class teachers monitor children's readiness to learn.	Learning Mentor Pupil Support Mentor	Termly
F. Increased attendance / prompt arrival rates G. Disadvantaged families have good	Attendance mentor employed to monitor pupils and follow up quickly on absences. First day response provision.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Attendance mentor will report to Head Teacher and Governors half termly. Increase in the engagement of parents in their child's learning will be monitored through pupils' readiness	Attendance Mentor Inclusion Team	Half Termly

<p>access to high quality pastoral support, enabling pupils' readiness to learn is at its optimum</p>	<p>Also to work closely with the families of these children to support them in getting their children to school regularly and on time. Maintain attendance target at 96%. Seek support from LEA Attendance Team.</p>		<p>to learn, improved behaviour for learning, increased attendance rates and decrease in non-attendance and persistent lateness.</p>		
Total budgeted cost					£88.000

C. Review of expenditure					
Previous Academic Year	2017/18	Budget: £184800	Actual Spend: £184800	Number of Children: 139	
i. 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
B. accelerated progress for pupils eligible for PP	Small group and 1:1 teaching with experienced teacher/trained teaching assistant to close gaps in learning for identified pupils. ECaR, ECC, BRSP, FFT, 1stClass@number, Talk4Number, Success@Arithmetic Additional adults to support in class.	Intervention ECC BRSP FFT 1stClass@number Talk4number Success@arithmetic Additional adults	Accelerated progress Yes Yes Yes Yes Yes Yes Yes	Yes we will continue with this approach, although we will no longer fund FFT, 1stClass@number, Talk4number, success@arithmetic or additional adults due to reduced staffing across school. <ul style="list-style-type: none"> Continue to use bsquared assessment to show impact in smaller steps Intervention teachers to continue to observe chn in the classroom to see whether ability 1:1 is displayed in class setting. Work with class teacher to support this. Ensure that the children who would have previously had the interventions no longer available are supported to make progress. 	£144,789
ii. 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
C. Children experience an enriched curriculum	Identify and take advantage of opportunities to broaden children's experiences. Activities included: Whole school trip to Harewood House Visits to local library Magical Maths Club Y6 Residential	This has a very positive impact upon the children's ability to access the curriculum – especially writing. Impact seen for all children as an increased positive attitude to writing. Attainment gap between those entitled to PP and those not entitled has closed to -0.5 Progress of PP entitled pupils is 0.6 higher than that of pupils not entitled by the end of KS2		We need to continue to identify opportunities to enrich the curriculum – especially for writing.	£43, 059

D. Children benefit from a healthy diet.	Breakfast club Fruit for KS2 Milk for KS2	Breakfast club continues to be well attended and has a positive impact upon attendance too. Teachers report that children benefit from a positive start to the day and are ready to learn and remain so until lunchtime.	Yes, this has a positive impact upon children being ready to learn. Impact seen for all children, not just those eligible for PP	£10, 368
E. Children more able to manage their own emotions and behaviour	Nurture unit – ‘The Den’	Average progress made by children in The Den Sept 16 – June 17 (Expected progress 3) Research shows that the biggest impact is seen when the children return to class and begin to use their new found skills. See also Impact Report on Nurture Unit 2017-18	Yes, although the progress of the previous group of children will continue to be tracked this year as it is anticipated that this is when the biggest impact will be seen in the classroom. Impact also seen for other members of the class. The cohort for 2018/19 will again be of Y1 children. It is anticipated that supporting the emotional needs of the children earlier will reduce the need for this as the children move through school. This will increase their capacity for learning.	£17000
F. Increased attendance / prompt arrival rates	Attendance mentor employed to monitor pupils and follow up quickly on absences. First day response provision.	End of KS2 data shows that the attendance of those pupils entitled to PP funding at July 2018 was 94.57% which was below that of the non PP pupils at 96.91% See also End of Year Attendance Report 17-18	Yes, this has a positive impact upon children being in school ready to learn for the maximum amount of time. Impact seen for all children, not just those eligible for PP. School tracking of attendance data and the recent Raise online report highlight that we need to further increase the impact. In response to this we have increased the school target to 96% to be in line with similar schools, and we have sought the support and advice from the LEA Attendance Team.	£18500