



Grange Primary Pupil Premium Strategy 2020-2021



Pupil Premium Grant (PPG) is an additional amount of funding given to schools with the aim to raise the attainment of disadvantaged pupils, close the gap between these pupils and their peers and to support these pupils in reaching their full potential, both academically and socially. Pupil Premium Grant is available for children registered as eligible for free school meals at any point in the last six years (Ever 6 FSM), Looked After Children (LAC), post LAC and children whose parents are in the Armed Forces (Service Pupil Premium-SPP).

Schools can spend this money as they see fit in order to 'close the gap' between pupils who are perceived to be 'disadvantaged' and other pupils. It is not linked to a specific child but used for overall impact. This funding is provided directly to the school from the Government therefore schools are held accountable for the expenditure and impact of this funding.

2020/2021 Expenditure Plan

1. Summary Information	
Number of pupils at Grange Primary School	220
Number of Ever 6 Free School Meal (FSM) pupils	93/220 pupils 42.3%
Number of pupils with service Premium	0.5%(1 pupil)
Number of PP plus pupils (LAC & post LAC)	2% (5 pupils)
Total amount of PP funding	FSM: £117,015 LAC & post LAC: £11,730 Service: £310 Total: £129, 055
Date of most recent PP review	April 2017
Date of next internal review of this strategy	July 2021

2. Current attainment Data shown for 18-19				
	Pupils eligible for PP	Pupils not eligible for PP		

	School	School		
% achieving GLD at the end of EYFS	75%	61%		
% achieving the required standard in the Y1 Phonics test	75%	88%		
% achieving the expected level in reading in KS1	53%	65%		
% achieving the expected level in writing in KS1	37%	55%	Pupils eligible for PP	Pupils not eligible for PP
% achieving the expected level in maths in KS1	37%	70%	Progress	
% attaining EXS+ in reading in KS2	38%	72%	-3.2	-3.4.
% attaining EXS+ in writing in KS2	44%	81%	-6.1	-2.4
% attaining EXS+ in maths in KS2	38%	69%	-4.0	-3.8
% achieving expected standard in Reading, English and Maths KS2	19%	56%		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In school barriers

A.	Writing and communication skills are lower for pp pupils than for others This slows progress and has a negative impact on all areas of learning, particularly in reading, writing and maths.
B.	PP attainment lower than non-PP pupils on-entry due to language and social and emotional development of Early Years pupils.
C.	Behaviour for learning and engagement of pupils.

External barriers

D.	A lack of parental engagement with school means pupils do not have positive attitudes to learning. Some parents project their school experiences on their children e.g. 'None of us can do maths.'
E.	PP Attendance and punctuality

4. Desired outcomes		Success criteria
A.	Improve attainment in reading, writing and maths for pupils eligible for PP. Accelerate progress to ensure they catch up with their peers	<ul style="list-style-type: none"> • Pupils eligible for PP make accelerated progress from their lower starting points so that more pupils meet age related expectations • Increase in the proportion of PP pupils achieving the higher levels
B.	Ensure that PPG pupils in the Early Years are secure in their Social and Emotional skills and communication skills before entering Year 1.	<ul style="list-style-type: none"> • Interventions are targeted effectively through robust assessments systems. • Ensure interventions are effectively monitored and show progress
C.	Ensure that all PPG pupils are able to manage their own learning through resilience and independence. Behaviour policy supports a consistent approach to securing good behaviour for learning across the primary phase.	<ul style="list-style-type: none"> • Behaviour incidence to decrease. • Stronger attitude to learning visible in the classroom • Pupils make accelerated progress.
D.	Increase in parental engagement means pupils are more effectively supported at home	<ul style="list-style-type: none"> • Pupils more supported at home meaning homework is more impactful
E.	Increase attendance and punctuality of PP pupils and reduce persistence absence	<ul style="list-style-type: none"> • Attendance of the whole school is at national average • Reduced rates of PA for PP pupils (to below national levels).

5. Planned expenditure					
Academic year	2019-20				
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	Rationale / Evidence	Success criteria. How will you ensure it is impended well?	Staff lead	When will you Evaluate?

<p>A and B</p> <p>Raise attainment in reading, writing and mathematics</p> <p>Quality first teaching ensures all pupils make rapid progress, but with a particular focus on accelerating the progress of the disadvantaged.</p>	<p><u>Phonics and reading</u> Training for all staff in reading strategies and phonics.</p>	<p><u>EEF Toolkit: Phonics (+4)</u> Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 years olds) as they begin to read.</p> <p><u>EEF Toolkit: Small Group Tuition (+4 months)</u> Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller</p>	<p>Tracking children's progress and application of phonics in their reading and writing.</p> <p>Reading to be observed throughout the school – individual, story time, teaching of reading</p>	<p>CK BE KH</p>	<p>July 2021</p>
<p>Implement MMAT work about quality of education focusing on using AFL effectively in the classroom.</p>	<p><u>Class Based Teaching Assistant training</u> KS2: - Delivering targeted interventions in response to Pupil Progress Meetings - Increased opportunities for effective feedback</p> <p>Same Day Intervention.</p> <p>Update marking and feedback policy</p>	<p><u>Effective Feedback (+8 months)</u> Feedback studies tend to show very high effects on learning. In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', also tend to have a positive impact. Feedback has effects on all types of learning across all age groups. Research in schools has focused particularly on English, mathematics and, to a lesser extent, science.</p> <p><u>EEF Toolkit: Small Group Tuition (+4 months)</u> Overall, the pattern is that small group tuition is effective and, as a</p>	<p>All staff to be using a consistent approach to AFL in the classroom.</p> <p>Through effective feedback, pupils make strong progress from their starting points.</p>	<p>CS SO SP</p>	<p>July 2021</p>

		rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller			
	<u>SIP Support</u> 1:1 coaching and support from SIP to teachers to maximise learning in the classrooms	1:1 support for staff to ensure that AFL is being supported in all classrooms	Monitoring of children's work. Use of class teacher marking to move the learning on.	SO SP	July 2021
	Interventions for targeted children to address the learning gaps. Assessments are accurate and used effectively to select targeted children at pupil progress meetings. Subject leader and SENCo provide guidance to class teaches to address gaps in understanding.	Monitoring shows the need to address the following for PPG pupils. Some children find it difficult to keep up in lessons and require additional support due to lack of independence and resilience. Assessments in lessons need to inform targeted intervention for the afternoon to address misconceptions.	Monitoring of children's work. Use of class teacher marking to move the learning on. Impact of interventions evaluated to see effectiveness.	BD SO CS	Ongoing throughout the year
Total budgeted cost					£70,000
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?

<p>Ensure that PPG pupils in the Early Years are secure in their Social and Emotional skills and communication skills before entering Year 1.</p>	<p>Focus on the Prime areas of learning through more purposeful and practical activities.</p> <p>All staff to understand early language acquisition and provide a communication rich environment, both indoors and outdoors.</p>	<p>Many of our pupils enter Nursery/school with limited language and comprehension skills.</p> <p>Evidence shows that their lack of language create a barrier to their learning and accessing the curriculum. It hinders the relationships they develop with adults and their peers.</p> <p>Baseline assessments show children's lack of resilience when working and adult directed tasks.</p>	<p>Monitoring of pupil progress, by tracking children across all areas of learning.</p> <p>Regular walk through to ensure a language rich environment. DHT models expectations for CT and TA staff through class teaching.</p>	<p>CK CS</p>	<p>Ongoing – check termly</p>
<p>PP Parents will engage more positively with the school and will be better able to support their children at home with their learning.</p>	<p>Parental Engagement training for all staff and the development of action plan. Support will be provided to individual PP parents to provide them with support regarding supporting learning at home.</p> <p>We will run open classroom events every term to informally invite the parents into school to chat about their child and to gain practical ideas about how to support their child's learning at home.</p>	<p>Parents' events have had an impact in the past and are well supported by our parents and well received.</p> <p>Building branches project has had a positive impact on pupil premium pupils' reading and homework productivity.</p>	<p>Monitor attendance of vulnerable families – target these families for informal parent meetings when possible.</p> <p>Regular contact e.g. through text messages and postcards home.</p>	<p>CS SO BW</p>	<p>Run Building Branches in Spring and Summer term</p>
<p>Total budgeted cost</p>					<p>£36,500</p>

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?
Ensure that all PPG pupils are able to manage their learning through greater independence, stamina and resilience.	New curriculum is in place. Support to develop into a more creative curriculum, including planned opportunities for talk Curriculum to be more purposeful and engaging for pupils through opportunities to use and apply what they have been taught through meaningful contexts	Monitoring shows the need to address the following for PPG pupils Lack of pupil independence and resilience. Teachers providing pupils with differentiated tools to enable them to be independent. Teachers raised expectation of pupil's stamina by expecting more of them in the lesson.	Regular learning walkthrough and lesson drop in by SLT. Book monitoring and data	SO CS	July 2021
New behaviour policy in place to eliminate low level disruption and incidents of disruptive behaviour	Follow whole MAT approach to behaviour through effective staff training and understanding of the rationale behind the behaviour choice. New system for sanctions in place and understood by staff and children to ensure consistency and fairness of approach.	MMAT model of behaviour is based on evidence of Lee Canter's Assertive discipline approach to behaviour management.	Staff training Training from MMAT Modelling and lesson observations	SP SO CS	July 2021
Total budgeted cost					£22,555

Evidence of Impact

Grange Primary School Data

GLD

	Cohort	Non-PP	PP	Difference (percentage points)
GLD 2016	52%	56%	33%	-23
GLD 2017	63%	64%	58%	-6
GLD 2018	65%			
GLD 2019	65%	61%	75%	+14

Phonics (Year 1)

	Cohort	Non-PP	PP	Difference (percentage points)
Year One 2016	61%			
Year One 2017	62%	71%	40%	-31
Year One 2018	77%	76%	79%	+3
Year One 2019	83%	88%	75%	-13

Year 2

	Reading				Writing				Maths				Combined			
	All	PP	OP	Gap	All	PP	OP	Gap	All	PP	OP	Gap	All	PP	OP	Gap
Y2 meeting ARE 2016	48%	50%	48%	+2	26%	17%	28%	-11	42%	17%	48%	-31				
Y2 meeting ARE 2017	57%	42%	63%	-21	33%	17%	40%	-23	19%	0%	27%	-27				
Y2 meeting ARE 2018	59%	50%	65%	-15	49%	42%	50%	-8	47%	33%	55%	-22	39%	31%	40%	-9
Y2 meeting ARE 2019	59%	53%	65%	-12	46%	37%	55%	-18	54%	37%	70%	-46	39%	33%	41%	-8

Year 6

	Reading				Writing				Maths				Combined			
	All	PP	OP	Gap	All	PP	OP	Gap	All	PP	OP	Gap	All	PP	OP	Gap
Y6 meeting ARE 2016	38%	9%	50%	-41	65%	45%	74%	-29	59%	9%	48%	-39				
Y6 meeting ARE 2017	48%	31%	73%	-42	48%	44%	55%	-11	52%	56%	55%	1	37%			
Y6 meeting ARE 2018	71%	66%	75%	-9	64%	50%	75%	-25	61%	42%	75%	-33	57%	42%	69%	-27
Y6 Meeting ARE 2019	60%	38%	72%	-34	69%	44%	81%	-37	58%	38%	69%	-31	44%	19%	56%	-37

Progress

	Reading	Writing	Maths
2017	-4.0	-3.6	-4.1
2018	-0.9	-4.5	-0.8
2019	-3.4	-3.5	-3.9