

# Pupil premium strategy statement 2018-2019

1. Summary information					
<b>School</b>	Grainthorpe Junior School				
<b>Academic Year</b>	2018-2019	<b>Total PP budget</b>	£23,760	<b>Date of most recent PP Review</b>	December 2018
<b>Total number of pupils</b>	62	<b>Number of pupils eligible for PP</b>	18	<b>Date for next internal review of this strategy</b>	June 2019

2. Current attainment		
2017-2018 cohort – 2 PP children (22% of cohort)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	0	64%
<b>% making progress in reading</b>	0	75%
<b>% making progress in writing</b>	0	78%
<b>% making progress in maths</b>	0	76%

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>	Learning behaviours of Pupil Premium learners
<b>B.</b>	Mathematical fluency and reasoning skills
<b>C.</b>	New structure to the schools
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Parental engagement to support academic progress
<b>E.</b>	Attendance of Pupil Premium learners

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To raise staff awareness of the pupil premium funding	<ul style="list-style-type: none"> <li>Data tracking and pupil progress meetings track and identify vulnerable learners and areas to develop, informing specific intervention needs and targeted support</li> <li>Interventions are planned and carried out in to offer targeted support for vulnerable learners in all core subjects</li> <li></li> </ul>

<b>B.</b>	To utilise evidence based intervention to close the gap for PP children in KS2	<ul style="list-style-type: none"> <li>• High quality Interventions specifically target the needs of pupils and impact on progress and pupil outcomes</li> <li>• All children make expected progress from their previous key stage and year on year</li> <li>• Children make accelerated progress to enable the 'gap' to close between them and their peers</li> <li>• External moderation focuses on vulnerable children to ensure that next steps are identified and data is accurate</li> </ul>
<b>C.</b>	To provide high quality intervention for UKS2 learners to accelerate progress and ensure that prior attainment targets are achieved	<ul style="list-style-type: none"> <li>• Mobilise choice and EEF research is used to address misconceptions and develop high quality intervention</li> <li>• Assessment for learning is used to address misconceptions and targeted support is used as pre learning or catch up</li> <li>• Maths intervention is used to address basic mathematical skills and gaps in learning</li> <li>• Adults are used effectively and deployed within lessons to target vulnerable learners</li> </ul>
<b>D.</b>		

5. Planned expenditure					
Academic year	2018-2019				
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?
To enhance teaching and learning opportunities through high quality CPD for staff in school	Pupil Premium will be discussed at a dedicated staff meeting. PP will be on the weekly staff meeting agenda. Pupil progress meetings will focus on PP cohort, half-termly. Staff training	Data analysis highlighted that Pupil Premium learners are not on track to achieve targets set from prior attainment. Staff are not confident in how to utilise the funding to accelerate progress and close the gap PP and non-PP learners.	Staff will be made aware of expectations which will be followed up at pupil progress meetings. Governors will be invited to join in the pupil progress meetings (including the PP governor).	Exec Head	02.2019 04.2019 06.2019
All staff understand the components of a quality	To pay for the salary of additional staff so that each	Reducing class sizes can improve learning by an additional 2 months progress (EEF	Drop-Ins, Monitoring, Sharing best practice, Data analysis	Exec Head	Termly
<b>Total budgeted cost</b>					£7,311 (additional TA hours)
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?
To utilise evidence based intervention to close the gap between PP and non-PP learners	Employment of Teaching Assistants to support KS2 learners	Data analysis and work scrutiny identified the need to support PP learners to make accelerated progress to close the gap and achieve prior attainment targets. Current Y4 and Y5 learners have gaps in their learning due to a turbulent year in 2017-2018. <b>EEF findings show moderate impact for small group interventions and 1:1 tuition</b>	<ul style="list-style-type: none"> <li>Monitoring of progress in books and by looking at data</li> <li>Review of progress and attainment in Pupil progress meetings</li> <li>Intervention review of impact made</li> <li>Pupil voice</li> </ul>	Exec Head	Class teachers review weekly Data review termly
To implement high quality marking and feedback opportunities to support pupils to identify next steps in their learning to the explore ways to achieve these	To develop marking and feedback as an integral part of the learning process.	EEF toolkit evidences this as supporting progress of PP learners. The provision of high-quality feedback can lead to an average of eight additional months' progress over the course of a year. Feedback can take a range of different forms, including written feedback in the form of marking, oral feedback and peer feedback	Staff development meeting – revise marking and feedback policy, agree marking codes, reflection and response time introduced in all classes, peer-marking. Work scrutiny during observations, book trawls and pupil progress meetings	Exec Head with subject leaders for Maths and English	Termly
<b>Total budgeted cost</b>					£7,021 (additional TA hours)

<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>
To provide enrichment opportunities to enthuse and engage PP learners	<ul style="list-style-type: none"> <li>• Pupil premium children have a wider skills set by the time they leave school and a range of experiences to draw upon</li> <li>• Improved attendance and punctuality in school</li> <li>• Children experience a range of extra-curricular activities and experiences</li> </ul>	Book scrutiny identified the need for PP children to make accelerated progress, as this was not evidenced. By providing rich experiences to the children it will inspire their learning.	Targeted sessions will offer enrichment activities. Forward planning for the topics will ensure opportunities are organised and offer exciting enhancements to learning. Pre-teaching will ensure pupils begin with some knowledge which may be beyond their experiences to date.	SENCO	Termly
To support the pastoral needs of PP learners	Creation of a PP Provision Map to identify opportunities for intervention and support	SEN passports effectively monitor the support and provision provided to SEN learners; these will be used to present PP support and intervention opportunities.	Timetabled SENCO time so that effective monitoring and support happens. The learning mentor is deployed effectively to support the social and emotional needs of the vulnerable group.	SENCO	Termly
<b>Total budgeted cost</b>					£9,428 (this will be added to funding from the infant site due to shared staff)

6. Review of expenditure				
Previous Academic Year		2017-2018		
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
Improve attainment and progress for all pupils, particularly middle and higher pupils in mathematics	Implementation of White Rose maths framework. Problem solving opportunities developed across the	There is no evidence of this impact of this spending; KS2 results show that no PP child achieved the expected standard for reading, writing or maths.	Key ideas and principles from the White Rose Maths Hub will continue to be implemented with CPD opportunities delivered by the maths lead to enhance learning and teaching.	£1,800
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
Improve attainment and progress for pupils falling behind in mathematics	Staff training Smaller cohort sizes to offer targeted support	No evidence of the impact with children not achieving the expected standard at Y6 and internal data showing that PP children are not on track based on prior attainment.	This approach will be much more specific with evidenced based interventions being utilised to offer high quality support to ensure that PP learners make accelerated progress.	£3,600
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
Each pupils' individual barriers to learning are explored and supported	Emotional and behavioural support Strategies to enhance resilience and motivation	No concrete evidence of the impact but pupil voice opportunities show the positive impact that the learning mentor has had on targeted children.	The Pupil Passports have been successfully implemented to track and monitor the progress of SEN learners – this will be explored further with PP children in the new academic year	£7,560