

Pupil premium strategy statement 2019-2020

1. Summary information					
School	Fenland Federation of Grainthorpe Junior School + Marshchapel Infant School				
Academic Year	2019-2020	Total PP budget	£25,080 + £9,784	Date of most recent PP Review	December 2018
Total number of pupils	45+22	Number of pupils eligible for PP	19 + 7	Date for next internal review of this strategy	September 2020

2. Current attainment		
2018-2019 cohort (Grainthorpe)	<i>Pupils eligible for PP (your school)%</i>	<i>National Average</i>
% achieving in Reading, Writing and Maths	40%	65%
% making progress in Reading	60%	73%
% making progress in Writing	60%	78%
% making progress in Maths	80%	79%

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.	Children with social, emotional or behavioural difficulties
B.	Children who require additional support to enable progress in reading, writing and maths
C.	Pupil Premium children also identified as having Special Educational Needs
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Parental engagement to support academic progress
E.	Attendance of Pupil Premium learners
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

A.	Any social, emotional or behavioural difficulties will be identified and addressed.	<ul style="list-style-type: none"> • Learning mentor will support children’s emotional wellbeing. This includes being available to speak with parents and pupils first thing in the morning, running programmes (such as FRIENDS) and being about for lunch and playtimes. • Children will have the opportunity to share any anxieties with the school Learning Mentor so progress is not affected. • Where necessary, the school will seek advice from outside agencies, including Healthy Minds. • Fewer behavioural incidents will be recorded for these pupils.
B.	Pupil Premium children will make at least expected progress in reading, writing and maths.	<ul style="list-style-type: none"> • High quality Interventions specifically target the needs of pupils and impact on progress and pupil outcomes • All children make expected progress from their previous key stage and year on year • Children make accelerated progress to enable the ‘gap’ to close between them and their peers • External moderation focuses on vulnerable children to ensure that next steps are identified and data is accurate
C.	Pupil Premium children, also identified as having Special Educational Needs, will meet their personal end of year targets in reading, writing and maths.	<ul style="list-style-type: none"> • All staff work with SENDCo to identify appropriate end of year targets for SEND children which reflects their personal progress levels. • Pupils are given targeted intervention to address SEND needs and progress is reviewed termly. • Support/guidance/training/intervention access from specialist outside agencies such as Educational Psychologist, Specialist Teacher, Working Together Team etc.
D.	Parents will have greater engagement with children’s learning in order that Pupil Premium children’s progress will increase.	<ul style="list-style-type: none"> • Parents will have increased confidence and understanding of the children’s learning and end of year expectations for the current year group • Learning Mentor will share any parenting group opportunities • Parents will be reminded and encouraged to attend parent sessions to share in the learning, look at child’s work and talk informally with the class teacher. Times will vary to encourage engagement. • School will invite parents to workshops to support learning – how we teach maths etc. This will enable parents to support at home with confidence

5. Planned expenditure					
Academic year	2019-2020				
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. Emotional, social or behavioural difficulties	Learning Mentor support Staff training for emotional, social and behavioural difficulties (by LM)	To build relationships with parents to gain greater understanding of family needs and gain increased trust between school and home	Monitor provision maps to ensure individual needs are catered for. Monitor and discuss at pupil progress meetings	SLT	Termly
B. Pupils make expected progress in reading, writing and maths.	Enhance Quality First Teaching with targeted use of teaching assistants Lessons are planned for differentiation to account for pupil needs	To identify gaps in learning and give specific support. Reducing class sizes can improve learning by an additional 3 months progress (EEF toolkit) NFER research identified that deploying staff effectively is a key building block in raising disadvantaged pupils' attainment.	Drop-Ins, Monitoring, Sharing best practice, Data analysis and lesson studies. Maths and English leads to identify any specific staff training needs where there are shared gaps.	SLT	Termly

C. Pupil Premium children, also identified as having Special Educational Needs, will meet their personal end of year targets in reading, writing and maths.	SENDCo to ensure there is targeted support on provision map for children with SEND and PP. Support from outside agencies to be coordinated by SENDCo, with appropriate staff training. PP pupil progress is monitored and tracked termly at pupil progress meetings. Gaps in learning are shared at teacher transition meetings so there is continuity.	To ensure children with SEND who are working below age-related expectation are making progress and meeting milestones that are appropriate for them (aspirational but realistic based on prior progress).	Monitor provision maps to ensure individual needs are catered for. Pupil passports used to monitor progress against targets. Pupil progress meetings and SEN target reviews.	SENDCo/SLT	Termly
Total budgeted cost					£18,415 (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?
A. Emotional, social or behavioural difficulties	Involvement of pastoral team – Learning Mentor and SENDCo	To provide 1:1 support and small group work for key individuals who have emotional and behavioural difficulties.	Regular time with LM Small groups timetabled for support with emotional needs	SLT/Learning Mentor	Termly

B. Pupils make expected progress in reading, writing and maths.	Use of 1:1 programmes such as Plus 1 and Power of 2, Reading, Leitner Spelling, Beat Dyslexia, Toe by Toe.	<p>To identify gaps in learning and give specific support.</p> <p>To identify any additional barriers for learning.</p> <p>To evidence quality first teaching, use of appropriate and specific learning objectives, progression of learning.</p> <p>To identify any specific training needs.</p>	<p>Ensure training is up to date and staff are confident with programmes used.</p> <p>Intervention timetables are in place and monitored to ensure support is taking place.</p> <p>Focus on interventions during monitoring cycle.</p> <p>Monitor the impact of interventions during pupil progress.</p>		Termly
Total budgeted cost					£16,449 (TA hours)
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?
Parents will have greater engagement with children's learning in order that Pupil Premium children's progress will increase.	Open door opportunities focussed on learning – parent drop-in sessions, share the learning, activity based mornings/afternoons	<p>To provide parents with opportunities to have greater engagement with children's learning and get support in school time.</p> <p>To increase parent confidence, understanding of learning and end of year expectations for the current year group.</p> <p>To raise pupil attainment.</p> <p>To build positive relationships between school and parents.</p>	Programme of events throughout the school year with a clear, shared purpose.	<p>SLT</p> <p>Class Teachers</p>	Summer Term
Total budgeted cost					No cost

6. Review of expenditure				
Previous Academic Year		2018-2019		
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
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	<p>Data analysis highlighted that Pupil Premium learners were not on track to achieve targets set from prior attainment. Staff were not confident in how to utilise the funding to accelerate progress and close the gap PP and non-PP learners.</p> <p>80% PP at end of KS2 achieved Maths expected standard.</p> <p>60% PP at end of KS2 achieved Reading and Writing expected standard. (Those PP children who were also SEN did not achieve expected standard).</p> <p>In Y3 and Y5 PP children were in line with non-PP children.</p> <p>In Y4, PP children achieved more than non-PP.</p>	Quality first teaching and targeted support based on needs enabled pupils to achieve. Staff knew the expectations and were more confident to adapt planning and teaching to suit the needs of the children.	£7,311 (additional TA hours)
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
To utilise evidence based intervention to close the gap between PP and non-PP learners	Employment of Teaching Assistants to support KS2 learners	PP learners made accelerated progress using TA additional support and shorter intervention programmes with clear targets and finite endings.	Evidence from pupil progress meetings is crucial for next steps and holding staff to account. We have highly skilled teaching support staff who are confident to lead interventions.	£7,021 (additional TA hours)

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
To support the pastoral needs of PP learners	Creation of Provision Map for PP 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. Progress was made from starting points. Pupils felt they had a voice (interviews).	The learning mentor effectively supported the social and emotional needs of the vulnerable group. Lunch and play networks were developed for support. The LM's room is used as a drop-in for anyone wishing to offload or have some time to discuss things.	£9,428 (this will be added to funding from the infant site due to shared staff)