

Pupil premium strategy statement (primary)

| 1. Summary information | | | | | |
|------------------------|----------------------------|----------------------------------|---------|--|-------------|
| School | Grainthorpe Primary School | | | | |
| Academic Year | 2017-2018 | Total PP budget | £9,240 | Date of most recent PP Review | |
| Total number of pupils | 28 | Number of pupils eligible for PP | 3 (11%) | Date for next internal review of this strategy | December 17 |

| 2. Current attainment | | |
|---|---|--|
| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving at least expected in reading, writing and maths | 67% 2/3 | 61% |
| % achieving at least expected in reading | 67% 2/3) | 71% |
| % achieving at least expected in writing | 67% (2/3) | 76% |
| % achieving at least expected in maths | 67%(2/3) | 75% |

| 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. | Teaching quality |
| B. | Engagement in curriculum |
| C. | |
| External barriers <i>(issues which also require action outside school, such as low attendance rates)</i> | |
| D. | Low attendance |

| 4. Desired outcomes | | |
|---------------------|---|---|
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Improved attainment and progress for all pupils, particularly middle and higher attaining pupils in mathematics | Increased % of pupils to achieve at least ARE in maths. |
| B. | Greater proportion of children working at age related expectations for writing | Increased % of pupils to achieve at least ARE in writing. |
| C. | | |
| D. | | |

| 5. Planned expenditure | | | | | |
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| Academic year | 2017-2018 | | | | |
| 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? |
| Improved attainment and progress for all pupils, particularly middle and higher attaining pupils in mathematics | Further embedding of use of 'White Rose Maths Hub' planning materials Problem solving approaches to have higher importance and more regular use (building to daily opportunities) | KS2 SATs data – 40% children attaining EXS or better in maths. | Agreed expectations of maths planning/teaching set and shared across federation. Monitoring format for Maths lead created to support monitoring conversations, with emphasis on desired outcomes and approaches. Monitoring format shared with all staff to ensure transparency and understanding of expectations. | Exec HT and Maths Lead | 3 times annually via book scrutiny and moderation of teacher assessments. (Suggested Nov, Feb/March, June) |
| Total budgeted cost | | | | | £1800 |
| 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? |
| Improved attainment and progress for pupils falling behind in mathematics. | Evidence-based intervention training (Catch-up Maths) 1:1 intervention targeted for children identified by in school tracking and diagnostic assessments | KS2 SATs data – 40% children attaining EXS or better in maths. Local evidence of use of programme. | Staff training through certified provider. Small cohort of children purposefully targeted based on in-school tracking data and diagnostics. Repeated diagnostics monitored for impact. | Exec HT and Federation Maths Lead | January (To allow time for training and initial set up of programme) Repeated June |

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| Greater proportion of children working at age related expectations for writing (in school tracking system). Children more comfortable with technical vocabulary and terminology used to support synthetic | Teachers to view good practice of phonics teaching and learning/use of phonics approaches for supporting spelling. | Monitoring evidence – learning walks. Diagnostic assessments / book evidence and profiling suggest spelling, with particular reference to use of phonics strategies, is a key barrier for some children. | Spelling to be monitored through book scrutiny. Teachers challenged at pupil progress meetings to comment on spelling approaches for key children. Key focus for literacy lead to improve spelling and phonics | Exec HT and Federation English Lead | 3 times annually via book scrutiny and pupil progress meetings. (Suggested Nov, Feb/March, June) |
| Total budgeted cost | | | | | £1800 |
| 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? |
| Each pupils individual barriers to learning are explored and supported | Emotional and behavioural support Strategies to enhance resilience, motivation, aspiration, self esteem, confidence, social skills, anger management and grief and loss | Internal and external data Monitoring evidence including pupil progress, book scrutiny, learning walks, lesson observations, planning and assessment information Parent feedback Pupil Passports | Bespoke interventions based on Learning Objectives taught, misconceptions and identified gaps Regular data check points Impact of staff CPD Sharing of good practice within the Federation and beyond | Learning Mentor | Term 1, Term 3, Term 5 (as part of Pupil Progress) |
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| Total budgeted cost | | | | | £5956 – L. Mentor £1,100 – Additional resources contingency |

| 6. Review of expenditure | | | | |
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| Previous Academic Year | | | | |
| 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 |
| Improved progress and attainment for all pupils, especially middle and higher groups through quality first teaching. | Ensure curriculum supports higher attaining pupils to work at greater depth. Cross curricular links embedded. TA's have appropriate knowledge and skills to support learning. Ensure all teaching is at least good. Children are aware of targets and next steps. | 20% (1/5) of KS2 attaining 110 or greater in reading, GPAS and writing. 100% (1/1) attained GD in reading. Further maths and English opportunities evident in books. 100% teaching observations graded good or better (Terms 1-4). | Effective planning of cross curricular approach has been achieved, needs to be embedded further next year. Further TA training essential to ensure TA's continue to be upskilled – to develop through performance management. TA Mobilise project to be continued and embedded next year. | £3600 |
| 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 |
| Improved progress for all pupils, especially middle and higher attaining pupils through personalised intervention, including: Learning driven by gap analysis | Weekly targeted intervention for all PP pupils with experienced teacher and HLTA / Learning Mentor Full inclusion and access to learning for all | PP pupils making good progress, in-line with or better than peers = (to be validated in final data shot). | Targeted interventions worked well in first 4 terms. Staffing inconsistencies in final two terms meant that some interventions were not as regular as expected. To ensure this provision is not further interrupted next year. | Budgeted cost - £ 6200 – Teacher |
| 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 |

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| <p>Increased parent aspiration and involvement in pupil learning and the life of the school</p> | <p>Events for parents to become partners in learning and support workshops I am proud events Learning conferences Parent voice – focus groups Learning mentor and link governor Aspiration events</p> | <p>Improved parental involvement across school events.</p> <p>Parent voice groups well attended, some by invitation and later in academic year open forum with consistent numbers attending (although not always same representatives).</p> | <p>Raised involvement is anecdotal evidence. Sign-in sheets at events next year (simple format) will help us track this in more detail.</p> <p>Some slight data evidence has been seen in profits made from Summer fair.</p> <p>To create I am Proud books so children have clear record of their achievements.</p> | <p>Budgeted costs - £4887 – L. Mentor £1,100 – Additional resources contingency</p> |
| <p>Each pupils individual barriers to learning are explored and supported</p> | <p>Emotional and behavioural support Strategies to enhance resilience, motivation, aspiration, self-esteem, confidence, social skills, anger management and grief and loss</p> | <p>Wide range of training completed as a result – working memory, team teach – positive handling, dyslexia. Knowledge and skills of staff increased through targeted CPD addressing particular needs. Strategies now being implemented in classroom through passports (IEPS) and through curriculum planning/general classroom practice.</p> | <p>Diagnostic assessments and 1:1 conversations with learning mentor have been key for diagnosing areas of need that can be addressed using existing in-school expertise. Where further support has been needed, the most effective (and cost-effective) delivery has been via whole school/federation training events planned into staff meeting time.</p> | |

7. Additional detail

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