



Pupil Premium Strategy Statement 2019/20

School Vision

Our vision is that our children will be prepared to enjoy and succeed in the future by being resilient and respectful.

Through a nurturing and inclusive environment, our children will have the confidence to have a voice and be heard. They will be motivated to achieve and proud to be the very best they can be. Practice and outcomes at Grange Infants will be good, with many elements of outstanding practice recognised. Staff, governors, parents and children will have high expectations and outcomes will be in line or above national standards. When children leave us they will have benefited from a varied and inspiring curriculum, enabling them to become lifelong learners and achieve success in the future. We promise them a 'Flying Start' to their school career that will pave the way to a bright and promising future.

Pupil Premium Funding

Pupil Premium Funding

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals.

The Department of Education will allocate the following amounts for 2019/20:

- £1,320 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 2. (Ever 6 FSM)
- £2,300 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority
- £2,300 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order (SGO), a child arrangements order or a residence order

Service Premium

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011

- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

Schools will receive £300 for each eligible pupil.

The PP strategy will have a separate section for pupils eligible for Service Premium

Grange Infant School works closely with Service Families to find out necessary information such as deployment dates. Our team of ELSAs is always on hand for any queries or further information.

Pupil Premium Strategic Principles: Our building blocks for tackling educational disadvantage

Whole-school ethos of attainment for all

There is a culture of high expectations for all.

There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.

Disadvantaged pupils and their families are held in high regard

Leaders, teachers and other adults understand their role within the school's strategy

Addressing behaviour and attendance

A strong emphasis is placed on developing positive behaviours for learning.

The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.

Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.

Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

High quality teaching for all

The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on- going formative assessment is essential to ensure disadvantaged pupils make strong progress.

Teachers are committed to successfully engage with those disadvantaged pupils who are facing learning barriers.

Professional development is focused on securing strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self-regulation.

Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

Meeting individual learning needs

There is a strong understanding of the barriers to learning and how these barriers present in school.

Personalised profiles are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.

Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.

Transition processes for disadvantaged pupils are carefully planned and implemented with high level of support throughout.

Data-driven

The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase.

Accelerated progress should lead to higher attainment within an academic year and key stages.

Clear, responsive leadership

A Strategy Group, which includes top leadership and a governor, review the effectiveness of strategies at the end of each assessment phase.

Self-evaluation is rigorous and honest.

The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.

Leaders apply robust quality assurance processes and clear success criteria.

Deploying staff effectively

Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.

Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.

Pupil Premium Strategy Group 2019/20	
Team member	Role
Sarah Duffy Headteacher	Strategic monitoring of processes and procedures, and progress of PP children cohort specific. Early Years Early intervention support, coaching of PP leader, data and finance allocation of PP funding
Sam Myers: Pupil Premium lead	Monitoring of PP children including targeted children. Liaison with phase leaders/ holding to account. Preparation of data trackers for each data drop throughout the year. Group analysis per class including service children. Establishing and maintaining individual PP profiles as evidence of impact. CPD for staff.
Constance Cave: SENCo	SEND disadvantaged children/ joint monitoring and progress data analysis with Sam Myers
Jan Heath: Pupil Premium Gov SEN Gov	Reviewing the impact of the pupil premium funding by being actively involved in PP strategy group, with a good knowledge of the data.
Review Dates for academic year:	November 2019, February 2020, May 2020

Current Profile						
Year	2019-2020	Number of Pupils eligible for PP	53 FSM 75 service 3 LAC 2 Post LAC/ SGO	Breakdown of PP Pupils		
NoR	240	Total PP budget	£103,960	FSM/Ever 6	Service	LAC/ Post LAC

Date of Statement	October 2019	Review Dates	Jan/ February 2020 May 2020	53	75	5
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Cohort Profile of Disadvantaged Pupils in Key Stage 1 and 2 (does not include Service pupils)											
Year Group	Number and % of disadvantaged pupils eligible for PP	Number and % of pupils on SEN register	Lower Attaining Pupils from EYFS or KS1			Middle Attaining Pupils from EYFS or KS1			Higher Attaining Pupils from EYFS or KS1		
			R	W	M	R	W	M	R	W	M
EYFS	16	5/ 31%									
Year 1	21	11/ 52%	9	10	9	10	11	11	2	0	1
Year 2	21	9/ 43%	6	9	7	7	11	14	8	1	0

Key Challenges for Pupil Premium Pupils (Linked to school rationale, internal and external barriers for learning)

External barriers that may affect some disadvantaged pupils

Some children require additional emotional support to start the day well.

Some children may need friendship support for times when they may be struggling to establish and maintain positive relationships with their peers.

Deprivation factors directly impact on learning; external factors may impact negatively on well-being and the child's readiness to access learning.

Difficulties with attendance and regular lates adversely affect learning through missed sessions as well as the impact upon social interaction with peers.

Parenting concerns such as lack of boundaries and routine adversely affect learning behaviours.

Medical needs can prevent children being ready for school.

Some disadvantaged children do not come to school with suitable clothing including PE kits, shoes, wellies and raincoats.

Barriers for learning that make some disadvantaged less successful in their learning

% of PP and SEND is currently : 25/58= 43%

Research shows that some disadvantaged children may find the ability to concentrate difficult.

Some of our disadvantaged children are impacted upon by poor hygiene and may suffer with medical issues such as toothache and head lice

Some disadvantaged children may start school with limited language and communication skills. In Early years, more time is allocated to re-enforcing common language through repetition, talk for writing techniques, and modelled use (with definitions) subject specific vocabularies.

Summary allocation of funding	Rationale	Expenditure
<p>Teaching and Learning</p> <p>The Pupil premium leader is a member of the senior leadership team who meet weekly to discuss any outcomes from monitoring or data analysis. The Pupil Premium leader has weekly responsibility for the monitoring of Pupil Premium children. The Pupil Premium leader meets weekly with the SENCo.</p>	<p>1/10th of on costs of salary as 10% of the weekly timetable is designated for PP.</p>	<p>£5242</p>
<p>Release of year leaders each week to monitor PP within year group and across the school. Year leaders report back to the Pupil Premium lead and the SLT. Year leaders plan specific intervention with their team to close gaps identified for those PP children such as 'Language and listening' and 'Precision teaching.', alongside quality first teaching in the classroom.</p>	<p>HLTA cover for year 1 and Year R leaders : ½ morning every week Cover for SLT PP monitoring: ½ day each week</p>	<p>Year R cover: £1603 Year 1 cover: £1968 SLT PP monitoring: £1968</p>
<p>Feedback and marking support the development of Growth Mindset. Through use of these strategies as well as the principles of Building Learning Power, metacognition and self-regulation strategies are developed.</p>	<p>Cost of having a TA in every KS 1 class 3 afternoons/ week (6 hours/ TA/ week)</p>	<p>6 TAs (3 afternoons/ week) total: £15706</p>
<p>CPD to support effective teaching and learning provision for children who are PP and SEN such as individualised support to staff for SALT and behaviour management. Specialist provision for some of the disadvantaged children, including HIAS support, SEN advisors, EYFS advisors and LLP.</p>	<p>1 day LLP (£600)</p>	<p>£600</p>
<p>SENCo supports disadvantaged SEN through bespoke teaching for literacy in Year 2 (3 hours/ week + time to plan, prepare and resource) Teaching of additional literacy group for 1 hour each week when SENCo is not timetabled to teach</p>	<p>1/6 of salary 1 hour/ week</p>	<p>£3941 £596</p>

SENCo monitors disadvantaged progress (with SEN) and reports back to PP lead weekly.		
TA support for disadvantaged in classes through quality first teaching (QFT) in Early Years and KS1.	50% of Yr R TA salary	£5355
	HLTA 30% of salary to support Yr 1	£5905
	TA support to year 2: 6 hours/ week	£4493
TA leads maths intervention for disadvantaged group	5 hours/ week	£2069
SNA 1:1 and small group support for those children not on track/ making slower than expected progress	6 hours/ week in Yr 1	£2657
SNA 1:1 and small group support to disadvantaged children with additional physical needs	Yr R SNA 6 hours/ week	£2717
	Yr 1 SNA 6/ hours/ week	£2515
IT resources: Boxall Profile online resource	Annual subscription	£150
TOTAL PLANNED SPEND FOR TEACHING AND LEARNING		£57 485
<u>Emotional, social and behavioural support</u>		
Breakfast club provision every day; Breakfast is fully funded for FSM and Forces children.	Cost of 3 members of staff to run club daily 3x LSA salary	£6092
Early drop- off provision from 7.45am.	Cost of early drop off provision	£2476
	Cost of running the breakfast club with PP children being funded	
Breakfast provision at 50p/ day based on 18/19 figures (cost of resources)	Cost of bread, milk, cereal and condiments.	£353

<p>ELSA support for vulnerable PP children Welfare role for attendance (weekly meeting) Safeguarding meeting each week with HT and DHT Running and planning for Family Links parenting course ELSA including update training Nurture provision 3 afternoons/ week (+nurture TA support for 6 hours a week) Attendance at EHH and CP meetings and follow up meetings and record keeping. Weekly attendance meeting to discuss children whose attendance is less than 95% or where there is 'little and often' absence: ELSA and Attendance office then report any concerns identified to DHT/ HT. Attendance officer issues warning letters and / or fixed penalties as needed. ELSA supervision each half term</p>	<p>4 days a week of salary (1 day is in class for NQT release time)</p> <p>Nurture TA for 6 hours/ week</p> <p>ELSA support 2 days/ week</p>	<p>£20288</p> <p>£2483</p> <p>£7882</p>
<p>1 jumper a year provided for each pupil premium child</p> <p>TOTAL EXPENDITURE FOR EMOTIONAL, SOCIAL AND BEHAVIOURAL SUPPORT</p>	<p>58x£8.50</p>	<p>£493</p> <p>£40 065</p>
<p><u>Enrichment</u> After school clubs run by staff (<i>We encourage PP children to attend clubs and give them priority.</i>)</p>	<p>Cost of resources for clubs/ club expenses</p>	<p>£477</p>

<p>After school clubs run by external providers Subsidised visits School events and celebrations such as Halloween and Christmas Wednesday club staffing</p>	<p>1 TA from 3.30pm → 5.30pm /week</p>	<p>£886</p>
<p>LAC: Weekly ELSA support/ art therapy Nurture 3 afternoons/ week Free jumper/cardigan each year Access to after school clubs both school run and externally provided All trips paid for Access to and funding for breakfast club Priority given for Wednesday club Lead teacher attendance at CLA reviews Lead teacher chairing termly PEP reviews SENCo review of progress- regular liaison with lead teacher TA support in class through focused feedback and marking Role play resources Additional learning support resources</p>	<p><i>LAC children receive weekly support in class and emotional and friendship support by ELSA out of class.</i></p> <p>Subsidised clubs (e.g. swimming)</p> <p>Subsidised school trips (3 trips/ year)</p>	<p>Costings for LAC ELSA support and learning support every week are included within Teaching and Learning and Emotional, Social and Behavioural support.</p> <p>£651</p> <p>£225</p>
<p>Services: Weekly forces group for those children whose parents are currently deployed- ELSA Wednesday Club staffing (1 ELSA) Access to and funding for breakfast club Access to after school clubs both school run and externally provided</p>	<p>ELSA- run forces group across Yr R and 1, 1 day/ week Yr 2 Forces group ½ day/week (costings included)</p>	<p>£3206</p> <p>£998</p> <p>£908</p>

	in Emotional, Social and Behavioural support 1 ELSA 3.30- 5.30pm/ week 50p/ day based of figures for 2018/19	
TOTAL EXPENDITURE FOR SERVICES		£5112
Total Expenditure		£104, 898

School Improvement Plan for Disadvantaged Groups

Area of Focus	Expected Impact	Actions
Pupil progress meetings focus on disadvantaged pupils and SEN, including those who are working confidently at ARE with aspects at GDS.	<p>All staff know their children well and use this knowledge to plan for and facilitate QFT which impacts upon the progress.</p> <p>All staff use assessments and data to identify where children have gaps and these are addressed promptly through personalised planning and individual targets.</p> <p>HIT plans are in place and ensure a tight focus for individual children which leads to rapid and sustained progress. These are prepared at the beginning of each phase and reviewed at the end in preparation for pupil progress meetings.</p> <p>Milestone targets are achieved for children at ARE and GDS.</p> <p>Upward trajectory at milestones to achieve EOY targets.</p>	<p>InCo completes PP Venns that show the intersection of PP/SEN/ Service enabling class teachers to plan effectively to meet needs, accelerate learning and close gaps.</p> <p>InCo sets up data trackers for all children with specific groups highlighted- PP children are tracked at each data drop and data analysis is shared at PP meetings.</p> <p>HIT plans are prepared following analysis of transition/ EoY data from previous year.</p> <p>Interventions are timetabled and staff delegated</p> <p>Individual trackers/ profiles created and updated regularly- 2 children/ class</p> <p>Pupil progress meetings are more productive and effective:</p> <p>HIT plans are reviewed with supporting evidence → new targets set following meeting</p> <p>Data is analysed prior to meeting by each class teacher and then presented to SLT including the InCo and SENCo</p> <p>Pupil Progress meetings evaluate impact of HIT plan, focussed teaching</p> <p>Target tracker is updated and data analysed for specific groups</p> <p>SLT and middle leaders are rigorous about all children receiving QFT and children making good progress in reading, writing and maths.</p> <p>Clear programme agreed for monitoring across the school through joint observations of lessons, book scrutinies and analyse of data. (Governors to take part in book scrutinies too)</p> <p>Triangulation of evidence ensures that all staff are confident about moderating work and identifying where gaps need to be addressed in order to secure expected progress. (HIT plans completed)</p>

<p>CPD is effective in ensuring teaching is good or better</p>	<p>Monitoring is effective in identifying expected progress, effective planning and informative evaluation. CPD has a direct impact upon teaching standards and school improvement. Staff feel valued and are reflective and proactive in seeking CPD to improve their teaching and the children's learning.</p>	<p>CPD is provided where needed in order to directly impact children's needs. Peer coaching/mentoring to continue Staff meeting and twilights are directly linked to school improvement foci. English and Maths managers to attend Core provision and disseminate to the rest of the staff. Teachers are supported to use data to identify gaps. Learning gaps are identified and teaching is planned to fill gaps. CPD is provided for all TAs, ELSAs and HLTAs on a regular basis: <i>Questioning, writing IEPs, phonics, guided reading, standardised testing, working with outside agencies, effective and useful feedback and recording of progress, speech and language disorders, Team Teach training</i></p>
<p>Strong pedagogical practice is used to support best outcomes for all children.</p>	<p>Teachers know their children well and target children who need to catch up with their learning or need to be challenged to greater depth. Productive and efficient Pupil Progress meetings take place regularly with the SLT in attendance. Inclusion team (Inco and SENCo) attend all meetings and can identify personalised support for both PP children and SEN.</p>	<p>Good learning behaviours continue to support better learning in most classrooms. Teachers continue to confidently use core pedagogical practice to secure strong outcomes for children, and use support staff effectively. <i>Growth mindset marking and feedback, BLP, Grange Values</i> Teachers and all staff set high expectations in every lessons. Feedback and marking and self-evaluation within lessons increasingly enable pupils to improve their work and address misconceptions. Progress can be tracked in books: individual case studies show clear progression as well as the impact of any interventions. Teaching inputs and learning reviews are flexible and responsive to 'live' learning to offer additional support or to further challenge → ongoing marking, use of visualisers, mini- plenaries Formative assessment impacts across a sequence of lessons in most classes High Impact teaching plans updated at least half termly Peer to peer coaching in place in every year group → good practice is shared and imitated effectively. Teachers are keen to involve their colleagues in supporting their own teaching and use of effective strategies</p>
<p>Phonics for disadvantaged and SEN pupils is strong</p>	<p>Phonics results at the end of the year are at least in line with national</p>	<p>Teachers use pacey, engaging strategies to teach phonics using effective pedagogy to maximise outcomes for all pupils. (2019: 82%/ National: 82%) Y2 pupils who did not achieve phonics are taught daily by teachers and TAs to catch up and high proportion (more than 90%) of cohort achieve. (2019: 97%/ National 92%) Additional phonics groups run 3 afternoons/ week (VH and LD) CPD for literacy leads: 2 days' training (JM) which is effectively disseminated to all staff. New staff will be trained in school by literacy leads and will have the opportunity to shadow experienced staff.</p>
<p>Nurture unit is running for new cohort by week 3.</p>	<p>Those children who take part in the Nurture provision for at least half a term show measurable improvements in emotional regulation. In turn this impacts positively</p>	<p>Boxall assessments are completed for all children who are showing signs of emotional and social difficulties. A group is then selected for the first Nurture cohort this year. This year (19/20there is a Year 1 focus, with 3 sessions/ week. Year 2 nurture will continue Monday</p>

	on them being able to access the curriculum and there are fewer reported behaviour incidents.	<p>afternoons with additional ELSA time to support emotional and social need, as well as transition to year 2.</p> <p>Children attend 3/ week and detailed records are kept and shared with Inco, SENCo and class teachers as needed.</p> <p>Nurture Lead (MK) to complete Thrive training. SM to manage this as part of the performance management cycle. (Training will be disseminated to all staff 2020/ 2021)</p>
Children are confident and articulate, increasingly using higher-level vocabulary in speech and writing.	Vocabulary in verbal and written tasks strengthens. T4W is seen as a common thread through all literacy sessions in EYFS and KS1.	<p>Talk for writing strategies are used effectively across the curriculum and across the whole school, to encourage verbal rehearsal of writing and better use of higher level vocabulary.</p> <p>Year groups, particularly Year R, plan for 'language and listening' groups carrying out bespoke intervention for individuals and groups.</p> <p>PP lead works closely with SENCo to plan specific training through SALT throughout the year for all staff as needed as well as individuals.</p>
Disadvantaged children have good attendance	Persistent absence and lates reduce and attendance is in line with national	<p>Attendance team to continue to monitor attendance of disadvantaged and SEN children daily and quickly follow up with support telephone calls, meetings and letters.</p> <p>Attendance forms part of the agenda at the weekly Safeguarding meeting. (HT, DHT, SENCo and lead ELSA- MK. MK takes responsibility, under the direction of the HT, for contacting families via letter and/ or telephone offer advice and support.)</p>
Progress of disadvantaged pupils is good	Pupil premium children make as good progress as non-PP children → gap begin to diminish at each phase data drop. PP and PP/ SEN are on track to reach or exceed targets both year group and personalised.	<p>DHT continues in PP lead/ INCo role → groups are monitored across school, data is analysed and reports prepared for Governors. (1/2 termly)</p> <p>PP teacher/ TA to be put in place in each year group (CC- Yr2, TP- Yr1, CR- Yr2, TR- Yr2)</p> <p>Year 2 has a 4- way split across the year group (CC/ SENCo) for literacy and there is a PP maths intervention session daily (CR).</p> <p>PP tracking documents to be completed for key children showing contextual data, gaps in learning and barriers to learning. These profiles are updated regularly and are to be shared at pupil progress meetings as well as with PP Governor each half term.</p> <p>PP case studies to be developed and maintained within each year group by PP lead (2/ class).</p> <p>PP Lead to complete strategy document and share with parents, families and governors.</p> <p>PP strategy meetings to be focussed on the strategy document and its impact on progress and outcomes.</p>

		<p>PP leader leads strategy meetings with PP strategy team identifying areas where impact has been made. (1/2 termly)</p> <p>HIT plans to be monitored and updated regularly. HIT plans form intrinsic part of pupil progress meetings after each data drop.</p> <p>Interventions for PP children to be predominantly class based (quality first teaching) and other interventions to be tracked carefully in order to assess impact.</p> <p>Cluster networks and cluster moderation to be attended by INCo/ PP lead.</p> <p>PP Gov to challenge PP Lead regarding impact and effective use of money.</p> <p>PPL to be able to articulate the impact of the strategy during meetings with LLP at termly reviews.</p>
<p>Disadvantaged children with SEND are well supported to make good progress</p>	<p>SEND children's progress is in line with non-SEN progress</p>	<p>Inco and SENCo to attend all Pupil progress meetings to ensure good provision for SEND pupils. SENCo to review High impact teaching plans for SEND children with INCo and to follow up and challenge as required</p> <p>INCO/ PP lead and SENCo meet weekly to share diaries and progress for those children who are PP and SEND.</p> <p>INCo creates and then maintains tracking document for all PP children with a focus on combined (RWM) outcomes.</p> <p>PP/ SEN children are tracked with priority and gaps, slower progress discussed with SENCo and class teacher.</p>

The impact of the funding allocations and improvements outlined in the PP strategy 2018/19)

Current Attainment KS1 (2019)					
Percentage reaching expected standard	PP Outcomes	Non-PP Outcomes	Gap	National Disadvantaged	National Non-PP Outcomes
Reading, Writing & Mathematics combined	35% (non SEN: 66.6%) A large % of PP children were also SEND which has impacted the data. These children made good or better progress from starting points but did not achieve ARE	77.6%	42.6%	49.5%	68.6%
Reading	60% (25% GDS)	89.7% (36.2% GDS)	29.7%	61.9%	78.4%
Writing	50% (20% GDS)	84.5% (17.2% GDS)	34.5%	54.7%	73.1%
Mathematics	50%(15% GDS)	87.9% (31%% GDS)	37.9%	62.3%	79.2%

Disaggregated data (Pure Pupil Premium data) Of the 20 pupils who were PP in Year 2 Summer term, 12 of these were pure PP/ not SEN.

RWM combined	8/12 pupils= 66.6%	
	ARE+	GDS
Reading	12/12 pupils= 100%	5/12 pupils= 41.7%
Writing	10/12 pupils= 83.3%	4/12 pupils= 33.3%
Maths	9/12 pupils= 75%	3/12 pupils= 25%

Teaching and learning

Teaching has strengthened and this is benefitting disadvantaged pupils. Disadvantaged pupils have been a high profile during the academic year, with all staff aware of which pupils to target. There is a more focussed emphasis on getting the quality first provision right rather than out of class TA support. Staff understand and can prioritise where there may be a need of such that specific intervention, out of class, is deemed to have the most positive outcome. The professional development cycle has focussed on support for the disadvantaged with regular monitoring through book scrutinies, pupil conferencing and lesson observations. PP children are targeted through this monitoring

round. The assistant head teacher, through her weekly monitoring 'Golden Ticket, will ensure that there is always a number of PP children in her group conference during which the children share learning, talk about what they enjoy in school and how they can improve. The school has a key leader in charge of PP who monitors and evidences progress made. There is a strategy group meeting, with the PP Governor in attendance, at each data phase to discuss strategies for moving forward.

In English real texts have been used to support learning journeys with an increased focus on vocabulary choice through the Talk for Writing approach. Communication and language has been a focus for the school and more opportunities for drama and role play now run through the curriculum. Talk for writing supports this vocabulary drive. Working walls support children using what they have learnt to support application to other areas. Similarly in maths, the learning journey is clear and an emphasis is placed on effective use of tools. This year, through the performance management cycle for all staff, there is a focus on the use of maths- specific language and dialogue, to promote and accelerate learning. All children have access to high quality tools and these are being promoted across all year groups.

EYFS runs a curriculum of focussed teaching balanced with child initiated learning. This supports application of skills and focussed teaching to support low starting points. A range of interventions is carefully planned across the year team to support all groups of children. High impact teaching plans support PP children in making targeted progress from starting points. These have proved to be highly successful in driving planning as well as the timetabling of specific support alongside quality first teaching. Book scrutinies evidence good or better progress being made from starting points.

Attainment

The proportion of disadvantaged pupils achieving RWM at the end of KS1 was 35%. Attainment at end of KS1 was in line with National disadvantaged for reading and writing but below maths. This was due to a large percentage of children falling into the SEN/disadvantaged bracket. Books show good progress in line with peers from starting points and targets evidence progress made across areas of need. LLPR review evidences progress made from starting points for disadvantaged and effective teaching and learning which is now more tightly focussed on disadvantaged children.

The pupil premium lead now has a whole school strategic view supporting middle leaders in having a more incisive impact; regular monitoring through work sampling and planning is sharpening good practice. The use of summative assessment has become more forensic; learning gaps, High Impact Teaching Plans and progress reviews are focussed on specific gaps that need to be addressed. These are then fed into planning and the impact monitored. Feedback within lessons and 'live' marking target areas for improvement and pupils are able to use the feedback to improve their work and be further challenged at that point in their learning, having maximum impact.

Emotional, social and behavioural support

Attendance for disadvantaged PP children was 94% at the end of last academic year. One child was on a part time timetable which had an impact on the figures but the part time approach and support given to this child through the use of funding to support a different curriculum enabled the child to stay in mainstream education for the full academic year ready to transition to year 3.

The ELSA teams work to support vulnerable PP children with emotional need in order to ensure this does not become a barrier to learning and that the children are in school and ready to access the curriculum.

Enrichment:

We pride ourselves on every child, especially disadvantaged children, being ready to learn by 9am. We have a team of ELSAs who will meet and greet vulnerable children first thing in the morning to settle them. Space is provided for the child to talk first thing if they need to. We run a breakfast club which is free to PP and service children. This was put into place to support the morning transition and ensure all children felt settled for the start of the day.

The school provides a rich and varied curriculum for all children which involves several enrichment activities. The school asks for voluntary contributions but no children is disadvantaged by being PP. The school is happy to subsidise so that all children can take part.

All disadvantaged children are provided with a free school jumper to support them in feeling part of the Grange team. The school runs a variety of after- school clubs, the majority being run free of cost to families and through staff volunteering. PP children are signposted to these clubs and we ensure that each PP child has the opportunity to attend a club that supports their interests and hobbies. Any clubs that are run by local providers are again signposted to PP children and those children in receipt of LAC are offer a fully- funded place. LAC children (*see below*) are also encouraged to participate in clubs outside of school such as swimming and gymnastics. Again these are fully funded through LAC money and the school works hard to ensure that these children have the these opportunities to develop their well-being as well as social and emotional skills.

LAC:

There are currently 5 looked after children in school, three children on active care plans and two children under Special Guardianship Orders (SGO). Each child receives 1:1 or small group support every week and this includes nurture provision, art therapy and specific learning support such as ABC (Achieving Body Control) and precision teaching. 3 of the children have ePEPs which are reviewed with Children Services and their family once a term. The school has established and maintained good working relationships with all families of looked after and post LAC children, ensuring that the families can access after school clubs within school and extra -curricular activities such as gymnastics and swimming. All school trips are paid for and each child receives one cardigan or jumper a year. (Should this become too small or worn out, the school will replace this.) These children can access the breakfast club daily and are encouraged to do so. Similarly, they are prioritised for Wednesday club each week. Resources that support learning and personal interests are provided for each child such as dolls for role play and books for developing non- fiction reading skills.

Service children:

There are currently 75 children who are receipt of Forces premium. The school provides a free breakfast club daily between 8.15 and 8.45am.

Service children have access to ELSA support on a weekly basis so that they have the time for talking, sharing and emotional support throughout a parent's deployment. This support could be time to write letters and postcards to parents who are away at sea or groups sessions during which the children can talk opening about their feelings surrounding a parent being away with other children who are going through the same experience.

Service children have free entrance to Wednesday club between 3.15 and 5.30pm. Here the children have the opportunity to spend time with forces friends and prepare and share a meal together. A range of craft activities are provided weekly for children to enjoy.

Pupil Premium Strategy

The school must publish a strategy for the school's use of the pupil premium. For the current academic year it must include:

- The school's pupil premium grant allocation amount
- a summary of the main barriers to educational achievement faced by eligible pupils at the school
- how the pupil premium funding will be spent to overcome those barriers and the reasons for that approach
- how the effectiveness of the pupil premium can be measured
- the date of the next review of the school's pupil premium strategy

For the previous academic year, it must include:

- how you spent the pupil premium allocation
- the effect of the expenditure on eligible and other pupils