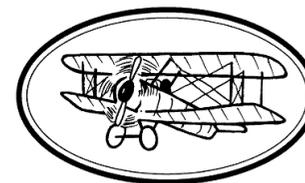


## Pupil Premium Strategy Statement 2020/21



### 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 2020/21:

- £1,345 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £2,345 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 (Pupil premium plus)
- £2,345 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangement order or a residence order

#### Service Pupil Premium (SSP)

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 £310 for each eligible pupil.

The PP strategy will have a separate section for pupils eligible for SPP.

**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.**

### **COVID-19**

For 2020/21 there will be additional funding for Catch-Up Premium (CUP) and funding for tutorial programmes. The CUP is £80 per pupil; this will be allocated in three tranches to schools from Autumn 2. It is for all pupils, particularly disadvantaged, SEND and vulnerable pupils to receive the catch-up support needed to make substantial progress by the end of the academic year. There is an expectation that all pupils receive a high-quality education, the curriculum remains broad and ambitious. Where needed remote education is high quality and safe and aligns as closely as possible with in-school provision. There needs to be prioritisation within subjects of the most important components for progression. Schools need to consider how all subjects can contribute to the filling of gaps in core knowledge, for example reading. Modification of the curriculum will be needed in the Autumn term. Curriculum planning should be informed by an assessment of pupils' starting points and addressing their learning gaps, making the use of regular formative assessment. There needs to be a coherent plan for returning to their normal curriculum by the end of the summer term. Schools could use Catch-Up Premium to access subsidised tuition from the National Tutoring Programme (NTP)

**At Grange Infant School, we have deployed the funding to the recruitment of a 0.6 teacher. During the Autumn term, this teacher will work with Year2. A plan of action will be decided by the year team in order to best meet the needs of groups and/ or individuals in order to address gaps in and barriers to learning. In the Spring term, this teacher will then support Year 1 and then Year R in the Summer term.**

## **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 and the best possible support is sought (equal opportunity, equal access)

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

### **Addressing behaviour and attendance**

A strong emphasis is placed on developing positive behaviours for learning through developing a growth mindset and understanding how to 'drive your brain' (metacognition)

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 and that there is early intervention for gaps identified.

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. Key staff attend these progress meetings including the SENDCo and Inclusion lead to ensure effective provision is put in place to address gaps and accelerate progress.

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

### **Clear, responsive leadership**

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

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. This is clearly identified on class HIT plans and is a working document that evolves as the children progress and achieve individual targets.

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

<b>Pupil Premium Strategy Group 2020/ 21</b>	
<b>Team member</b>	<b>Role</b>
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 Deputy Head 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 Deputy Head
Jan Heath Pupil Premium Gov and SEN Gov	Reviewing the impact of the PP funding by being actively involved in PP strategy group, with a good knowledge of the data.
Review Dates for academic year:	November 2020, February 2021, May 2021, July 2021

<b>Current Profile</b>											
<b>Year</b>	<b>2020/21</b>	<b>Number of pupils eligible for PP</b>	<b>Breakdown of PP Pupils</b>	<b>FSM/Ever6</b>	<b>Service</b>	<b>LAC/ SGO</b>					
				59	84	3					
<b>NoR</b>	<b>223</b>	<b>Total PP budget</b>	<b>£112,430</b>	<b>£79,355</b>	<b>£26,040</b>	<b>£7,035</b>					
		<b>Catch Up Premium</b>	<b>£80 per pupil</b>	<b>Tranche 1 £4,740</b>	<b>Tranche 2</b>	<b>Tranche 3</b>					
<b>Date of Statement</b>	<b>September 2020</b>	<b>Review Dates</b>	<b>Jan/ February 2021, May 2021</b>	59	84	3					
<b>Cohort Profile of Disadvantaged Pupils in Key Stage 1 and 2 ( does not include Service pupils)</b>											
<b>Year Group</b>	<b>Number and % of disadvantaged pupils eligible for PP</b>	<b>Number and % of pupils on SEN register</b>	<b>Lower Attaining Pupils from EYFS or KS1</b>			<b>Middle Attaining Pupils from EYFS or KS1</b>			<b>Higher Attaining Pupils from EYFS or KS1</b>		
			<b>R</b>	<b>W</b>	<b>M</b>	<b>R</b>	<b>W</b>	<b>M</b>	<b>R</b>	<b>W</b>	<b>M</b>
<b>EYFS</b>	<b>16</b>	<b>5/ 31%</b>									
<b>Year 1</b>	<b>21</b>	<b>11/ 52%</b>	<b>9</b>	<b>10</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>11</b>	<b>2</b>	<b>0</b>	<b>1</b>
<b>Year 2</b>	<b>21</b>	<b>9/ 43%</b>	<b>6</b>	<b>9</b>	<b>7</b>	<b>7</b>	<b>11</b>	<b>14</b>	<b>8</b>	<b>1</b>	<b>0</b>

## 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 lateness 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.

Parental expectation of children and their views of school. This could lead to more infrequent support at home and some variety in access to home learning.

Medical needs can impact upon children being ready for school or attending full time.

Some disadvantaged children may 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 using current figures (7.9.20) is currently : 13/48= 27%** This is significantly lower than 19/20 which was 43%

Pupil premium gap had begun to reduce due to HIT plans and provision put in place but this gap is likely to have widened due to the impact of COVID-19 and school closure. Whilst home learning was provided daily, the level of access was varied and in some cases, not accessed at all meaning that some children will have experienced a lengthy period during which they did not engage with any core learning.

Attendance could become an area of concern if families choose to keep children at home if they experience COVID-19 anxiety. The risk of local lockdowns, could lead to gaps in children's learning and inconsistency in exposure to key skills and knowledge.

Some disadvantaged (and non) may have experienced loss during the COVID-19 lockdown and as a result their emotional need becomes a significant barrier to readiness for learning.

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><b>Teaching and Learning</b></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>	1/10 <sup>th</sup> of on costs of salary as 10% of the weekly timetable is designated for PP.	<b>£5,242</b>
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.	HLTA cover for year 1 and Year R leaders : ½ morning every week Cover for SLT PP monitoring: ½ day each week	<b>Year R cover: £1,603</b> <b>Year 1 cover: £1,968</b> <b>SLT PP monitoring: £1,968</b>
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.	Cost of having a TA in every KS 1 class 3 afternoons/ week (6 hours/ TA/ week)	<b>6 TAs (3 afternoons/ week)</b> <b>total: £15,706</b>
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.	1 day LLP (£600)	<b>£600</b>
SENCo supports disadvantaged SEN through the planning of bespoke teaching and intervention alongside year groups in weekly PPA. SENCo monitors disadvantaged progress (with SEN) and reports back to PP lead weekly.	1/6 of salary  1 hour/ week	<b>£4,316</b>  <b>£776</b>
TA support for disadvantaged in classes through quality first teaching (QFT) in Early Years and KS1.	50% of Yr R TA salary HLTA 30% of salary to support Yr 1	<b>£5,355</b> <b>£5,905</b>

	TA support to year 1: 27 hours/ week LK	<b>£4,493</b>
TA leads maths intervention for disadvantaged group	5 hours/ week	<b>£2,069</b>
SNA 1:1 and small group support for those children not on track/ making slower than expected progress	6 hours/ week in Yr 1	<b>£2,657</b>
SNA 1:1 and small group support to disadvantaged children with additional physical needs	Yr R SNA 6 hours/ week Yr 1 SNA 6/ hours/ week	<b>£2,717</b> <b>£2,515</b>
IT resources: Thrive online resource	Annual subscription	<b>£606</b>
<b>TOTAL PLANNED SPEND FOR TEACHING AND LEARNING</b>	<b>A</b>	<b>£58,496</b>
<b><u>Emotional, social and behavioural support</u></b>		
ELSA support for vulnerable PP children	4 days a week of salary	<b>£20,288</b>
Welfare role for attendance (weekly meeting)	(1 day is in class for NQT release time)	
Safeguarding meeting each week with HT and DHT		
Running and planning for Family Links parenting course ELSA including update training		
Nurture provision 5 afternoons/ week (+nurture TA support for 10 hours a week)	Nurture TA for 10 hours/ week	<b>£4,304</b>
Attendance at EHH and CP meetings and follow up meetings and record keeping.	ELSA support 2 days/ week	<b>£7,882</b>
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		

1 jumper a year provided for each PP and LAC child	62x£8.95	£555
<b>TOTAL PLANNED EXPENDITURE FOR EMOTIONAL, SOCIAL AND BEHAVIOURAL SUPPORT</b>	<b>B</b>	<b>£33,029</b>
<u>Enrichment</u> After school clubs run by staff ( <i>We encourage PP children to attend clubs and give them priority.</i> )	Cost of resources for clubs/ club expenses	<b>£477</b>
After school clubs run by external providers Subsidised visits School events and celebrations such as Halloween and Christmas Wednesday club staffing	1 TA from 3.30pm → 5.30pm /week	<b>£886</b>
<b>TOTAL PLANNED EXPENDITURE FOR ENRICHMENT SUPPORT</b>	<b>C</b>	<b>£1,363</b>
<b>LAC:</b> 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	<i>LAC children receive weekly support in class and emotional and friendship support by ELSA out of class.</i>  Subsidised clubs (e.g. swimming)  Subsidised school trips (3 trips/ year)	<b>Costings for LAC ELSA support and learning support every week are included within Teaching and Learning and Emotional, Social and Behavioural support.</b>  <b>£651</b>  <b>£225</b>

<p><b>Services:</b>  Weekly forces group for those children whose parents are currently deployed- ELSA   Wednesday Club staffing (1 ELSA)  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 in Emotional, Social and Behavioural support  1 ELSA 3.30- 5.30pm/ week  50p/ day based of figures for 2018/19</p>	<p><b>£3,206</b>   <b>£998</b>  <b>£908</b></p>
<p><b>TOTAL EXPENDITURE FOR LAC and SERVICES</b></p>	<p><b>D</b></p>	<p><b>£5,988</b></p>
<p><b>Total Expenditure A+B+C+D</b></p>		<p><b>£98,876</b>  <b>Will be less SENCO teaching time cost</b>  <b>Less breakfast club cost</b>  <b>Less PP intervention TA</b>  <b>This figure is yet to be finalised</b></p>

## School Improvement Plan for Disadvantaged Groups

Area of Focus	Expected Impact	Actions
<p>Pupil progress meetings focus on disadvantaged pupils and SEN, including those who are working confidently at ARE with aspects at GDS.</p>	<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 are confident in their use of assessments and data to identify where children have gaps and these are addressed promptly through personalised planning and individual targets. (HITs, IEPs)</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. Documents evolve with the children and no child should be held back if they achieve their target before the next review.</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 works with the HT and SENCO to allocate additional COVID-19 funding alongside PP funding to ensure catch up intervention programmes have an impact on closing gaps and accelerating learning. Consideration must be given to small group intervention and 1:1 programmes of support.</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 and intervention.</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.</p> <p>CPD has a direct impact upon teaching standards and school improvement.</p> <p>Staff feel valued and are reflective and proactive in seeking CPD, advice and support to improve their teaching and the children's learning.</p>	<p>CPD is provided where needed in order to directly impact children's needs.</p> <p>Peer coaching/mentoring to continue later in the year (spring term) once restrictions have reduced</p> <p>Staff meeting and twilights are directly linked to school improvement foci.</p> <p>All staff are signposted to on line learning and are actively encouraged to broaden their CPD to complement that provided in school. (Particularly during lockdown and for any future local lockdowns)</p> <p>English and Maths managers to attend Core provision and disseminate to the rest of the staff.</p> <p>Teachers are supported to use data to identify gaps.</p> <p>Learning gaps are identified and teaching is planned to fill gaps, regularly reviewed and adapted to meet need.</p> <p>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.</p> <p>Productive and efficient Pupil Progress meetings take place regularly with the SLT in attendance.</p> <p>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.</p> <p>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></p> <p>Teachers and all staff set high expectations in every lessons.</p> <p>Feedback and marking and self-evaluation within lessons increasingly enable pupils to improve their work and address misconceptions.</p> <p>Progress can be tracked in books: individual case studies show clear progression as well as the impact of any interventions.</p> <p>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</p> <p>Formative assessment impacts across a sequence of lessons in most classes</p> <p>High Impact teaching plans updated <b>at least</b> half termly</p> <p>Peer to peer coaching in place in every year group → good practice is shared</p>

		and imitated effectively. Teachers are keen to involve their colleagues in supporting their own teaching and use of effective strategies
Disadvantaged children have access to a wide range of experiences (cultural capital) in line with those of their peers.		<p>INCO/ PP lead to make contact with individual PP families to discuss the return to school and whether parents have identified any gaps or have concerns (academically or socially/ emotionally)</p> <p>Disadvantaged pupils are given the opportunity to complete home learning in school if they are unable to do this at home.</p> <p>School trips are funded for children in receipt of LAC and post- LAC funding.</p> <p>Each PP child receives a jumper/ cardigan at the beginning of each year.</p> <p>Sensory room (in line with current guidance) is set up and used to help provide experiences that will support emotional development.</p> <p>Pupil conferencing supports identification of needs and wants → access to clubs and extra- curriculum provision.</p>
Phonics for disadvantaged and SEN pupils is strong	Phonics results at the end of the year are at least in line with national	<p>Teachers use pacey, engaging strategies to teach phonics using effective pedagogy to maximise outcomes for all pupils. <b>(2019: 82%/ National: 82% NB No current data due to COVID-19 impact. Year 2 cohort will be screened in October 2020)</b></p> <p>Y2 pupils who did not achieve phonics (following autumn screening 2020) are taught daily by teachers and TAs to catch up and high proportion (more than 90%) of cohort achieve. <b>(2019: 97%/ National 92% NB No current data due to COVID-19 impact.</b></p> <p>Additional phonics groups run 3 afternoons/ week once guidance allows.</p> <p>Whilst restrictions continue, additional phonics will be delivered as needed within class bubbles.</p>
Nurture unit is running for new cohort by the 3 <sup>rd</sup> week of the new academic year.	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 on them being able to access the curriculum and there are fewer reported behaviour incidents.	<p>Strive assessments are completed for all children in every class. Those children who are showing signs of emotional and social difficulties are referred to the ELSA team. A group is then selected for the first Nurture cohort this year. This year 20/21, year 1 children will have access to 2 sessions a week and year 2 3 sessions a week. Additional ELSA time will be identified to support emotional and social need, as well as transition to year 2. In line with current guidance, nurture can only take place in small groups of children from the same bubble. Before children from another bubble can enter the aviary, work surfaces and other high traffic 'touch' areas must be sanitised.</p> <p>Detailed records are kept and shared with Inco, SENCo and class teachers as needed. Thrive assessment data is used to set personal and group targets</p>

		<p>which are reviewed regularly and should form part of any IEP and/ or HIT plan.</p> <p>Nurture Lead (MK) to deliver Thrive INSET session to all staff (4.9.2020) . As part of PM cycle for ELSA/ Thrive lead, MK works with the other ELSAs to ensure they have a good understanding of the Thrive principles and the preparation of individual/ group plans using Thrive data.</p>
<p>Children are confident and articulate, increasingly using higher-level vocabulary in speech and writing.</p>	<p>Vocabulary in verbal and written tasks strengthens.</p> <p>T4W is seen as a common thread through all literacy sessions in EYFS and KS1.</p>	<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. NB Whilst restrictions continue, additional interventions will be delivered as needed within class bubbles.</p> <p>PP lead works closely with SENCo to plan specific training though SALT throughout the year for all staff as needed as well as individuals.</p>
<p>Disadvantaged children have good attendance</p>	<p>Persistent absence and lates reduce and attendance is in line with national</p>	<p>Attendance team to continue to track and 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> <p>Where attendance was a concern prior to lockdown, the SENCO may contact individual families to discuss their experiences of home learning and school closure to identify possible gaps.</p>
<p>Progress of disadvantaged pupils is good</p>	<p>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>	<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 support to be put in place in each year group (LG, LK, TP)</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</p>

		<p>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. These will be class not year group specific due to current guidance and the need for class bubbles.</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. At present. All interventions are to be in- class/ in each bubble and carried out by the TA or key staff.</p> <p>Cluster networks and cluster moderation to be attended by INCo/ PP lead virtually or once these have commenced again.</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.</p> <p>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. INCO to work with admin assistant (KA) to create these on excel this year to make data access more user friendly for all staff.</p> <p>PP/ SEN children are tracked with priority and gaps, slower progress discussed with SENCo and class teacher.</p>
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Due to COVID-19 restrictions, there is no data to support the impact of funding and intervention The data below is from 18/19

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

<b>Current Attainment KS1 (2019)</b>					
<b>Percentage reaching expected standard</b>	<b>PP Outcomes</b>	<b>Non-PP Outcomes</b>	<b>Gap</b>	<b>National Disadvantaged</b>	<b>National Non-PP Outcomes</b>
<b>Reading, Writing &amp; Mathematics combined</b>	<b>35% (non SEN: 66.6%)</b> 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	<b>77.6%</b>	<b>42.6%</b>	<b>49.5%</b>	<b>68.6%</b>
<b>Reading</b>	<b>60% (25% GDS)</b>	<b>89.7% (36.2% GDS)</b>	<b>29.7%</b>	<b>61.9%</b>	<b>78.4%</b>
<b>Writing</b>	<b>50% ( 20% GDS)</b>	<b>84.5% (17.2% GDS)</b>	<b>34.5%</b>	<b>54.7%</b>	<b>73.1%</b>
<b>Mathematics</b>	<b>50%( 15% GDS)</b>	<b>87.9% (31%% GDS)</b>	<b>37.9%</b>	<b>62.3%</b>	<b>79.2%</b>

**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.**

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

**Teaching and learning**

Teaching prior to lockdown had continued to strengthen and was benefitting disadvantaged pupils. Disadvantaged pupils continued to be a high profile prior to school closure, with all staff aware of which pupils to target and how. 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.

In response to COVID-19 and lockdown restrictions, the Government's plan to allocate specific funding to enable schools to recover, will enable the school to deliver research- based intervention as opposed to just in- class support. Specific gaps will be identified and suitable intervention planned and delivered by key staff, allowing targeted and personalised intervention to take place that will accelerate progress and impact positively upon attainment. Where previous interventions have seen success (such as ECaR, FFT and 1<sup>st</sup> Class @number) these pedagogical approaches will help to plan for effective support that will be embedded across the whole school. EEF (Education Endowment Foundation) reports that the use of 'metacognition' and 'self- regulation' strategies can significantly impact upon progress. The INCO will work alongside the assistant head teacher, the SENCo and the year 1 lead to support teachers through CPD and coaching.

### **Attainment**

The proportion of disadvantaged pupils achieving RWM at the end of KS1 2019 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 the academic year 18/19. 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.

Disadvantaged families are signposted to the new breakfast and after school provision run by TJs.

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 offered 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 these opportunities to develop their well-being as well as social and emotional skills.

#### **LAC:**

For the academic year 20/21 there are 3 post-looked after children in school (post-LAC), one child is under a Special Guardianship Order (SGO). Each child will have access to additional support and intervention as needed such as ABC gross motor support programme and regular nurture or ELSA time. 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 will be prioritised for Wednesday club each week once this is running again later in the year. 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:**

For the academic year 20/21 there are currently 73 children who are in receipt of Forces premium. The school provides Force support which is delivered by 2 of the ELSAs.

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