

Grange Infant School Pupil premium strategy statement 2017-18

1. Summary information					
School	Grange Infant School				
Academic Year	17/18	Total PP budget	£102,900	Date of most recent PP Review	Oct17
Total number of pupils	241	Number of pupils eligible for PP	136	Date for next internal review of this strategy	Oct 18

2. Current attainment						
	Pupils eligible for PP (your school)			Pupils not eligible for PP (national average)		
% expected standard in reading, writing and maths	R- 81	W-61.9	M-71.4	R- 83.3	W-78.3	M-88.0
Pupils average scaled score for reading, writing and maths						
Progress above the national average in reading, writing and maths						
% at expected standard + in reading, writing and maths	R- 23.8	W- 23.1	M- 28.6	R- 31.7	W-21.7	M-25

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Children's starting points in reading, writing and maths are below national expectations – some having very poor speech and language skills
B.	Pupils who are eligible for PP are making less progress than other PP children across key stage 1. There is a gap in the attainment of PP children and their non- disadvantaged peers. There is a gap in the attainment of high ability pp readers and their non- disadvantaged peers
C.	Poor social interaction skills with some behaviour issues across the school can create low level disruption in lessons

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Poor persistent attendance of a few families that reduces their school hours and causes them to fall behind on average

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Speech and language enrichment activities are a focus across the school. This will develop oral, social and language skills and will impact on end of keystage data in reading and writing showing percentage increases	Children are seen developing their language through social situations% increase rise in end of KS results

B.	PP are not making the same progress as their non-disadvantaged peers. PP children will close the gap between themselves and non- disadvantaged peers by the end of KS1	Phase data drops show that the gap between children and peers is closing
C.	Less incidents of negative behaviour recorded across the school with fewer lessons being disturbed through low level disruptions. Poor concentration and focus in lessons is inhibiting progress for some children due to low level disruption.	Less incidents of negative behaviour recorded on behaviour charts across phases
D.	Increase attendance rates of those children eligible for PP	Reduce the number of persistent absentees among pupils eligible for PP. Overall attendance continues to improve across the PP group of families

5. Planned expenditure					
Academic year		2017-18			
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?
Speech and language intervention support in place across the school for all children with communication difficulties	TAs trained to give group and 1:1 support across EYFS and KS1	Children on entry come into the school with poor speech and language skills. These form a barrier to learning particularly with their reading and writing	Organise timetable of intervention across the school so that all children can access. All PP children that are identified, included Regular monitoring of sessions by leaders at all levels. Identified groups in progress review	Head	July 2018

Recruitment of additional support staff to support quality first teaching in class whilst specialist TAs cover 1:1 or small group work or to provide specialist support (maths)	All classes to have a full time in class TA to support teaching in the mornings and facilitate catch up intervention in the afternoons	With daily catch up, children especially PP children who are falling behind have the opportunity to catch up on the day and have re explanations of tasks. This stops them from falling behind across the week Those children who need specialist subject intervention, have the opportunity to do so	Timetable for intervention across the school in place. Teachers target children daily to take part in catch up or have specialist subject intervention	Head	July 2018
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Total budgeted cost £34,905

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?
Pupils, including those are high ability, who are eligible for PP close the gap between themselves and non-disadvantaged peers	Year 2 split into 4 groupings for reading, writing and maths in the mornings from January 2018 higher ability PP children receive targeted support in the mornings and before school	PP (including those who are higher attaining children) need to close the gap between themselves and non - disadvantaged peers. Being split 4 ways allows for a more targeted approach	Lesson observations, work sampling and talking to children will provide evidence to support impact	Head	Pupil progress meetings every term
PP TA deployed across the school for targeted support for PP children falling behind or in need of extension	Each class across KS1 to receive 1x afternoon of extra PP support either in class or with targeted children	Data shows that 1:1 support and time for implementation of IEP targets is supporting closing the gap	Weekly book scrutinies regular pupil conferencing	Head	Pupil progress meetings every term

Total budgeted cost £14,303

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?
Less incidents of negative behaviour recorded across the school with fewer lessons being disturbed through low level disruptions	<p>ELSA support across each year group to target children who need extra emotional support and work on strategies for behaviour</p> <p>Deploy 1x ELSA in a welfare role 1.5 days a week for emergency support for children</p> <p>Nurture provision set up for 3x afternoons per week from January 2018</p>	<p>This supports with getting children ready to learn and gives children strategies to use for times when their behaviour may impact the learning</p> <p>Many of our children come into school unable to learn due to circumstances surrounding the home</p> <p>Our welfare officer gets the children school ready to learn in the mornings</p> <p>Nurture to support a personalised curriculum will ensure that children are learning at the level appropriate to their need and can be supported through play</p>	<p>Clear guidance put in place for how this is to work.</p> <p>Monitor incidents of concern with a reduction in incidents occurring</p> <p>Progress review and evidence from books and data</p> <p>Boxall profiles to be carried out at start of programme</p>	Mrs Kennell/ Miss Myers	January 2018

Increase attendance rates of those children eligible for PP	Deploy ELSA in role of family support worker part time First day response provision Weekly monitoring of attendance	School has a number of persistent absentees that need to be monitored. We can't improve attainment for children if they are not actually in school.	Thorough briefing of support worker about existing absence issues. Office staff to meet weekly to highlight those children of concern.	Mrs Kennell/ Mrs Forehead	Half termly
Other strategies to support:					
Children school ready in morning- Daily breakfast club in place and Wednesday club- Children are supported by ELSAs. They have the opportunity to eat together and share concerns and worries so that they can be school ready. Early drop off provision provided to support Naval families. Breakfast club provision now in place from 7.45am					
Eligible school families are supported with uniform.- Children feel part of the school team and ready to learn. 1 jumper per year for 44					
Total budgeted cost					£58,508

6. Review of expenditure				
Previous Academic Year		2016-17 £111,595		
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

Speech and language intervention support in place across the school for all children with communication difficulties	TAs trained to give group and 1:1 support across EYFS and KS1	Speech and language communication are supported so that children are able to access the curriculum and gain a good level of development and achieve well and end of key stage. Gap between disadvantaged and peers continue to diminish. 2016/17 results were above the national. Data at end of EYFS and KS1 shows the gap between disadvantaged and no diminishing with particular success in reading with only a 2% in school gap Data shows that the EYFS gap is diminishing in comparison to previous years data set	This was a very successful approach and will be continued. Strength of support is in Early years and although there are specialists in other years, school will look to shadowing and training for more staff members as this has been a successful approach and has supported progress	
Recruitment of additional support staff to support quality first teaching in class whilst specialist TAs cover 1:1 or small group work or to provide specialist support (maths)	All classes to have a full time in class TA to support teaching in the mornings and facilitate catch up intervention in the afternoons	Desired outcome: The school is able to demonstrate that the gap between themselves and non- disadvantaged peers is diminishing. Children are achieving potential and making ARE Gap between disadvantaged and peers continue to diminish. 2016/17 results were above the national. Data at end of EYFS and KS1 shows the gap between disadvantaged and not diminishing with particular success in reading with only a 2% in school gap Data shows that the EYFS gap is diminishing in comparison to previous years data set	This was a very successful approach and will be continued. The school will need to continue to ensure that more able PP children are being targeted as well as those children who are falling behind.	
				Total expenditure for section(i) £36,284

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
High ability pupils who are eligible for PP close the gap between themselves and non-disadvantaged peers	Year 2 split into 4 groupings for reading, writing and maths in the morning- higher ability PP children receive targeted support in the mornings and before school	Desired impact: Diminish the difference for disadvantaged children Data for 2017 shows that the gap between disadvantaged and non- disadvantaged pupils is diminishing. Children achieved above the national average across all areas. Data for exceeding in writing increased against prior years data from 15.6 to 22.2% High ability children achieved in line with national in writing and maths and were 5% behind in reading	This approach worked very effectively so will be continuing from January 2018, with a 4 th class being put into place. We are going with 4 groups but mixed ability so that children who are falling behind, can learn from and are supported by higher achievers	

PP TA deployed across the school for targeted support for PP children falling behind or in need of extension	Each class across KS1 to receive 1x afternoon of extra PP support either in class or with targeted children	<p>Desired impact: Diminish the difference for disadvantaged children</p> <p>Data for 2017 shows that the gap between disadvantaged and non- disadvantaged pupils is diminishing.</p> <p>Children achieved above the national average across all areas.</p> <p>Data for exceeding increased against prior years data from 15.6 to 22.2%</p> <p>High ability children achieved in line with national in writing and maths and were 5% behind in reading</p>	<p>This approach will be continued .</p> <p>Teachers will target specific areas to be targeted by TA rather than reactive catch up.</p> <p>If budget allows, we will look to have 2 PP TAs in the afternoon to support across year groups</p>	<p>Total expenditure for (ii)</p> <p>£25,084</p>
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
Less incidents of negative behaviour recorded across the school with fewer lessons being disturbed through low	ELSA support across each year group to target children who need extra emotional support and work	<p>Less incidents of negative behaviour recorded across the academic year.</p> <p>Children achieved above national results across all areas in end of key stage results.</p> <p>The gap between disadvantaged children and peers is diminishing</p>	<p>To be continued.</p> <p>ELSA time to be protected. Introduce a planned and reactive strategy to the support received</p>	
Increase attendance rates of those children eligible for PP	<p>Deploy ELSA in role of family support worker part time</p> <p>First day response provision</p> <p>Weekly monitoring of attendance</p>	<p>Attendance was above National for the academic year.</p> <p>Where there were issues with persistent absentee PP children, these were identified and actioned.</p> <p>Positive attendance in school led to children achieving above national results across all areas in end of key stage results.</p> <p>The gap between disadvantaged children and peers is diminishing</p>	<p>To be continued.</p> <p>Ensure strategy leaflets are sent out and attendance is rigorously monitored by attendance team.</p> <p>Parent workshops to continue</p>	<p>Total expenditure for (iii)</p> <p>£55,497</p>

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.