

Grange Primary Pupil Premium Strategy 2016 -17



1. Summary information					
School: Grange Primary School					
Academic Year	2016/17	Total Pupil Premium budget	£80,520	Date of most recent PP Review	
Total number of pupils	262	Number of pupils eligible for PP	79	Date for next internal review of this strategy	Jan 2017

2. Summary of 2016 KS1 and KS2 End of Year Data for pupils eligible for PP
KS2 progress for disadvantaged pupils (DP) in reading for all, overall and, particularly middle attainers in the lowest 10% nationally. (-5.88)
KS2 progress of DP in mathematics was slightly above (0.65) compared to national all pupils (0)
Overall attainment in KS1 for reading, writing and maths was significantly below national for all pupils, including DP
All pupils have a significantly lower baseline assessment on entry into the school which includes DP
<i>Note, inspection dashboard for KS2 writing is not available but 5/11 DP achieved the expected standard compared to 17/23</i>

3. Barriers to future attainment (for pupils eligible for Pupil Premium funding, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years.
B.	Pupils' limited general spoken vocabulary and experience of quality reading materials has an impact on reading fluency and comprehension, both orally and when using formal written modes.
C.	Middle Ability DP pupils, particularly in KS1, perform less well than OP in writing, due to a development lag in oral skills.
D.	A minority of DP need to develop a more positive attitude towards school life and their learning.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E	Parental engagement in reading, spelling and homework projects is significantly lower for Pupil Premium children

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4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Improve the accuracy and fluency of children's oral communication. % of PP children achieving GLD in CLL. % of PP children achieving enhanced progress targets in CLL.</p>	<p>Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP make their expected progress targets and 50% will achieve GLD Pupil Premium children identified in subsequent year groups will reach age related expectations according to the Talk Boost Criteria. This will therefore support progress in reading and writing.</p>
B.	<p>Improve the progress made by all DP pupils in reading. Reducing the difference between the progress made by PP children in reading, compared to OP nationally.</p>	<p>Pupils eligible for PP in lower, middle and higher groups are closing the gap between 'other' pupils nationally across Key Stage 2.</p>
C.	<p>Improve attainment in writing for DP pupils, particularly in KS1. % PP children achieving expected standard at KS1 in writing.</p>	<p>33% DP achieve the expected standard in writing in order to meet the national standard. Careful tracking of each pupil against individual against flight paths and appropriate timely interventions ensure pupils stay on track and reduce any differences in attainment.</p>
	<p>All PP pupils will demonstrate positive attitudes to the life of the school and their learning The number of house points and bucket fillers awarded to PP children.</p>	<p>All pupils including DP consistently demonstrate positive attitudes towards school life and their learning. The number of house points and bucket fillers awarded to PP children is in line with those awarded to other pupils in the school.</p>
D.	<p>Improve parental engagement of parents of Pupil Premium children. Increasing the proportion of PP parents involved in positive engagement activities with the school.</p>	<p>Careful tracking of DP pupils completion of homework tasks and home reading show a 25% improvement.</p>

Rationale

Whilst we recognise there are specific issues regarding the progress and attainment of our disadvantaged pupils, particularly in reading and writing, in order to improve outcomes for all our pupils (of whom more than half are PP children) we have developed a rigorous half termly tracking system that focusses on each individual pupils' progress and attainment milestones in each subject.

This is used by staff to group children according to their next steps and barriers to learning, and informs the intervention cycle for in-class and additional support; next step 'on the day' interventions and bespoke group or 1-1 interventions. All pupils identified as needing intervention are assessed in order to establish a baseline, and re-tested on completion of the intervention in order that the effectiveness and impact can be assessed.

Interventions are recorded and monitored by senior leaders to ensure their effectiveness for all groups of pupils but particularly those in receipt of the Pupil Premium grant.

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Academic year	2016/17				
Quality of teaching for all					
Desired outcome	Chosen action / approach	Success Criteria	Actions and Implementation	Staff lead	When and how will you review implementation?
A Improve the accuracy and fluency of children's oral communication.	Whole staff training on Pie Corbett's Talk for Writing Woodlands Training on Communication and Language	Pupils' spoken vocabulary will be extended. Pupil's skills of understanding, organising and using language will improve. Pupil's Learning Behaviours relating to language use will improve. Pupils	Three talk 4 writing training sessions (24.1.17, 28.2.17 & 21.3.17), whole school project week beginning 27.4.17. £300 'Plan, teach, review, plan' sessions will take place with Ph2,3&4 with Sian Saunders 9 X £500 = £4500 No nonsense Grammar has been bought (staff meeting 7.2.17) £250 Woodlands Training on Communication and Language TA training and T training (£1000)	CS, SH	April data drop May 2017 for KS1 May 2017 KS2 5.6.17 Writing TOT&LOT
Total budgeted cost					£6000
	Chosen action/approach	Success Criteria	Actions and Implementation	Staff lead	When and how will you review implementation?

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<p>B To improve progress and attainment in reading across the school for LAP, MAP and HAP both DP and OP.</p> <p>EAL, SEN?</p>	<p>Develop Book Talk skills</p>	<p>Children will be able to talk about texts with an increasing ability to use more formal speech</p>	<p>CPD on Book Talk activities. September 2016 Teachers will use this as a weekly part of their teaching of reading. (£500)</p>	<p>SH, SS, CS, SM</p>	<p>Written answers to reading comprehension and in reading tests will improve in content and tone. Reading tests 6 x a year. Book scrutinies to look at the quality of written responses in reading journals and English books. Monitor flight paths for both progress and attainment in reading.</p>
	<p>Develop the skills of reciprocal reading.</p>	<p>Pupils will improve their reading comprehension by developing their skills in questioning, clarifying, summarising and predicting)</p>	<p>CPD on reciprocal Reading Approaches. Approaches to be utilised during Guided Reading. CPD on whole class guided reading approach focusing on P teach and RIC approaches SEPT 2016 (2 X £500 = £1000)</p>	<p>SH, SS, CS, SM</p>	<p>Review impact of approach in December evidenced by reading test scores, data drop progress and attainment score.</p>
	<p>To increase the profile of reading throughout the school</p>	<p>Pupils will read more books at home. Children's reading skills will improve. Children will develop a love for reading.</p>	<ul style="list-style-type: none"> • Introduced reading reward book mark scheme (£5000) • Introduced book corners all classrooms (£50 X 12 = £600) • Reading staff meetings (£500) • Guided reading (£250) • Book Talk • Reading challenge in Summer holidays (£100) 	<p>SH, SS, CS, SM</p>	<p>Half termly percentages of children reading four or more times at home. Number of book marks completed half termly. Pupil conferencing during TOT&LOT.</p>
	<p>To encourage pupils to use the library and read books of their choice.</p>	<p>Pupils will read more books at home. Pupils will regularly change books in the school library.</p>	<ul style="list-style-type: none"> • Shropshire Library service have organised library and resources bought (£700) • Year 5 librarians trained up by Shropshire library service (£250) • Library club (£50) • Library resources (£250) 	<p>SH, SS, CS, SM</p>	<p>Half termly percentages of children reading four or more times at home. Pupil conferencing during TOT&LOT. Using library records to track number of children using the library.</p>

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	<p>To support pupil premium who are not making the expected progress.</p>	<p>Pupils will make rapid progress in their reading.</p>	<ul style="list-style-type: none">• Beanstalk readers (£2000)• Dinner ladies listening to readers before dinner in each class 10 minutes each day (£4375)• Salford Reading age assessment purchased to be used termly to track progress (£150)	<p>SH, SS, CS, SM</p>	<p>Pupil's progress will rapidly improve in reading assessments and reading age assessments (Salford) Track progress through Beanstalk journal.</p>
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	Improve phonological awareness and acquisition	74% of PP children will achieve the expected standard in the Year 1 phonics test. Of the Year 2 PP children who did not achieve the expected standard in Y1 phonics test 56% will achieve the expected standard at Year 2	Refresh and re-train staff in the delivery of the RWI phonics programme (£500) Train all staff and TAs in Precision Teaching in order to improve phonic acquisition and retention (£250)	ZC, CS, SH, SM	Track phonic scores 6 x a year Precision Teaching for identified pupils to be taught for 15mins 5 x a week and each daily test plotted and recorded to ensure progress in phonological acquisition and retention of phonic knowledge.
Total budgeted cost					£16,325
Desired outcome	Chosen action/approach	Success Criteria	Actions and Implementation	Staff lead	When and how will you review implementation?
C To improve progress and attainment in writing across the school for LAP, MAP and HAP both DP and OP.	The use of Talk for Writing to help pupils formulate and rehearse texts orally prior to writing.	Children will be able orally to compose and rehearse their composition before writing. The fluency and coherence of pupils 'writing will improve.	CPD Talk for Writing January 2017. Talk for writing will be used as an integral part of the writing process and to help to facilitate mastery in writing.	CS, SS	Monitoring the quality of Teaching and Learning over Time (MQT&LoT) June 2017 Book and data scrutiny Feb 2017 ,May 2017 and June Monitoring of which assessment criteria are being achieved on assessed written pieces (Feb 2017) to ensure outcomes are improving for PP and OP
	No Nonsense Spelling Approach introduced to improve spelling attainment.	Children will be clear about their current spelling attainment. Children will be aware of their next steps for improving their spelling attainment Children will make links with personal spellings and patterns and those which they are reading and writing. Children's spelling ages will	Introduce no nonsense spelling September 2016. (£300) Test for spelling age	SS, CS	Review progress in February after re-test. Book scrutiny in January, May and July 2017 to establish whether spelling patterns are becoming embedded in independent written work.

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		improve			
	Deliver bespoke interventions for KS1 and KS2 pupils exhibiting poor gross and fine motor skills	Use Motor Skills United / Speed UP programmes to improve the physical skills needed for writing.	Baseline – Intervention therapy – re-test (£1000)	JG	Book scrutinies – improvement in writing stamina and presentation Progress measured from baseline to the end of the intervention.
Total budgeted cost					£1,000
Desired outcome	Chosen action/approach	Success Criteria	Actions and Implementation	Staff lead	When and how will you review implementation?
D Improve the behaviour and attitudes to the life of the school and their learning of a minority of DP.	Ensure the rigorous and effective implementation of the whole school behaviour policy and individual behaviour plans	The number of disruptive behaviour incidents involving PP children is reduced. DP behaviour questionnaires will show an improved perception about their/others behaviour	Collate, analyse and evaluate behaviour incidents information. (KH £500) Develop and implement personalised behaviour plans for all identified pupils, including DP. (staff training £250) Implement half termly behaviour questionnaires and analyse the results and feedback. (KH £3,000) Revisit regularly the schools behaviour policy and its effective implementation including the training of all newly appointed staff. (September inset day all staff including governors, Geoff Pettengell and Steve Daniels £1044+£600+£600= £2244)	BW, KH JG/CT CS, KH CS/SLT/ All staff	Review behaviour data February half term and evaluate its impact on improving outcomes for DP Annual Kirkland Rowell parent, staff and pupil survey

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	Secure consistent application of the agreed break and lunch time behaviour management procedures.	Lunch time supervisors weekly feedback will become increasingly more positive. DP behaviour questionnaires will show an improved perception about their/others behaviour	Collate, analyse and evaluate lunch time supervisors feedback Collate, analyse and evaluate pupils behaviour questionnaires (KH £500) Revisit regularly the schools behaviour policy and its effective implementation including the training of all newly appointed staff. Respond to key issues and/or concerns identified.	CS CS, KH CS/SLT/ All staff CS/SLT	
	Access appropriate internal and/or external agencies for support for identified DP.	All identified learning and support needs of DP are being effectively addressed.	All teaching staff identify specific learning and support needs for all and DP. Plan appropriate in class interventions and/or refer on to for additional assessment and advice. Secure external agencies support for those pupils(specifically DP) who would benefit from specific expertise Systematically evaluation of the impact of interventions and support to DP	CT BW/JG SLT	
				Total budgeted cost	£6494
E Improve parental engagement of parents of Pupil Premium children.	Run regular Parents open afternoon Sessions in the Early Years classroom	An increasing number of parents attend subsequent sessions. Feedback from parents indicates that sessions are helpful in supporting their children's learning and progress at school.	Parents observe a teacher-led session, work alongside their child on related activities and have the opportunity to attend an informal discussion session after the workshop.	CK	Monitor attendance at each workshop. Attitudinal survey about parental experience and what they might like to see in future workshops. .
	As requested when parents were surveyed Run termly Open Afternoons that take the form of presentations by the children or working on	75% of parents of DP pupils increasing attend Open Afternoons.	Contact personally all parents who do not return reply slips. Publish programme of events beforehand.	CS	Monitor proportional attendance of DP parents throughout the year.

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	subjects alongside the children.				
	Run Solihull Approach Understanding Your Child for 10 weeks	A higher proportion of parents of DP attend the group. (As above)	Target parents of PP in school. (£360 + refreshments £20)	BW	Use goals set at the start to review at the end.
	Offer parents alternative Parents' Evening Times / phone consultations	All parents will receive information about their child's progress and attainment via face to face meetings / phone consultations.	Employ rigorous expectations and procedures around attendance at parents' meetings.	CS	Monitor attendance at parents evening from Oct 2015- Oct 2016 and from Oct 2016 – February 2017
	Purchase digital media and one screen	All parents will be able to access multi-media information	Use of a creative platform to display messages, celebrate pupil achievement, promote SMSC development and improve parent engagement. (£3400)	CS	
	Home visits to all families of new starters	Foster good relationships with parents prior to entry into school	EYFS Teacher and pastoral lead to visit child in their family environment. (cover for class teacher 60 hours X 12 = £720 £720X 2 = £1440)	CK, BW	Monitor % uptake yearly.
Total budgeted cost					£5220
Ongoing Approaches					
	Breakfast Club – subsidised for DP pupils	Ensure basic, social and emotional needs are met.	Staff cost (3 members of staff for 1.5 hours each morning) Resources	£225 per week X 35 = £7875 £2000 Total £9875 £3000 subsidised	
Budgeted Cost					£3000
Strengthen leadership in order to understand barriers to learning , target activities and hold leaders to account	To strengthen the leadership and management of pupil premium grant to meet the needs of all disadvantaged pupils	There will be a consistent and cohesive approach to planning PPG spending. Pupils' learning is progressed by the setting of individual flight paths steps. At least 85% of DP children are working at age related expectations The % of DP pupils making	1 day CPD writing PPG Action Plan (SD /CS) 2 day CPD for SLT and data co-ordinator (SD) Training in setting flight paths and interpreting data accurately in order to focus on provisions to close the gap (SD/CS) 2 day observation by director of schools. Cover for half termly 1-1 feedback conversations CPD for all staff on Assertive Mentoring 1-1 feedback.	SD Chair and Vice-Chair of governors Termly evaluation	How has the leadership been improved? Evidenced by SEF and performance against national data. What is the impact on pupil achievement? How are the gaps between disadvantaged and other pupils being closed?

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		<p>expected and better than expected progress is at least in line with other pupils</p> <p>All staff will understand their role in closing learning gaps between disadvantaged pupils both in school and nationally.</p>			<p>Reviewed half termly during MT&LoT (Monitoring the Teaching and Learning over Time) reviews and against national test data.</p>
Total budgeted Cost					£7200
Provide 'on the day' interventions	<p>Implement 'on the day' Interventions for groups and individual pupils (all classes) to ensure that all pupils (particularly DP) have mastered the key knowledge, skills & understanding at the end of each day's teaching.</p>	<p>Pupils will close gaps in learning and master key knowledge, skills and understanding on the day. All teaching, learning and assessment to be judged at least good.</p> <p>From their different starting points disadvantaged pupils are making at least expected progress and 30% making more than expected progress. Disadvantaged pupils' attainment will be in line with the achievement of other pupils both in school and nationally.</p>	<p>Implementation of daily in-class intervention, 1-1 and groups</p> <p>TAs in all phases in pm (2 hours per afternoon @ £10 x 10 classes /staff x5 days x44 weeks)</p>	CS	<p>What impact have interventions had (Analysis of baseline and final assessment outcomes)</p> <p>Are gaps between DP and other closing both in school and nationally?</p>
Budgeted Cost					£44,000
To provide an enriched curriculum	<p>To ensure that pupils have memorable learning experiences</p>	<p>Pupils will have access to an enriched range of learning experiences from which to draw upon.</p> <p>Pupils' vocabulary will be extended.</p>	<p>All pupils will visit a place of worship on an annual basis</p> <p>All pupils will have the opportunity to perform at a theatre and watch a theatre production.</p> <p>All pupils will visit a cinema</p> <p>All pupils will be involved in dance workshops</p> <p>All pupils will have access to an author</p>	CS	<p>What impact does this have on enabling pupils to understand the context of their theme?</p> <p>Do the real life experiences impact on pupil's ability to produce coherent pieces of writing?</p>
<p>Outdoor Adventure Learning</p> <p>£1,000 subsidy(Arthog outreach)</p>	<p>To develop pupils' collaborative learning experiences; including problem solving,</p>	<p>Pupils will practise their collaborative skills in a variety of contexts</p> <p>Pupils will have the opportunity</p>	<p>Subsidised Arthog outreach places for all pupils to support their learning linked to the class theme</p> <p>Subsidise transport for outdoor education and visits</p>	CS, SH	<p>Pupil conferencing</p> <p>What impact does the experience of Arthog Outreach have on the quality of outcomes for</p>

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Subsidise transport for trips	discussion and reflective thinking skills	to exercise problem solving skills.			pupils? What do pupils say about Arthog outreach? What impact do they think it has on their learning?
Total budgeted Cost					£15,000
Pupil Premium Funding					£80,520
Total projected expenditure					£104,239
					+£23,719