

## Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Preston Grange Primary School				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£38,460	<b>Date of most recent PP Review</b>	Sept 2018
<b>Total number of pupils</b>	203 + Nursery	<b>Number of pupils eligible for PP</b>	24 (inc 8 adopted or looked after chil- dren)	<b>Date for next internal review of this strat- egy</b>	Sept 2019

2. Current attainment							
% achieving ex- pected levels	Reading	Writing	Maths	Reading	Writing	Maths	RWM
	Attainment at end KS1			Attainment at end KS2			
<b>PP (5 children KS1, 2 children KS2)</b>	80% (60% greater depth)	80% (20% greater depth)	80% (20% greater depth)	50%	50%	50%	50%
<b>Year group (31 children Year 2, 30 children Year 6)</b>	81% (26% greater depth)	71% (16% greater depth)	77% (10% greater depth)	93% (37% high score)	83% (13% high score)	87% (37% high score)	77% (10% high score)
<b>National</b>	75% (26% at greater depth)	70% (16% greater depth)	76% (22% greater depth)	75% (28% high score)	78% (20% high score)	76% (24% high score)	64% (10% high score)
<b>National (disad- vantaged)</b>	63% (14% greater depth)	55% (8% greater depth)	63% (12% greater depth)	64%	67%	64%	51%
<b>National (non disadvantaged)</b>	79% (29% greater depth)	74% (18% greater depth)	80% (25% greater depth)	80%	83%	81%	70%

<b>Phonics Assessment Year 1</b>	<b>% pass</b>
School PP	100%
School Non PP	89%
National	83%
<b>Phonics Retakes Year 2</b>	
School PP	67%
School Non PP	89%
National	92%

	<b>Progress measure at end KS2</b>		
	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>PP</b>	<b>-1.25</b>	<b>-1.52</b>	<b>3.63</b>
<b>Year Group</b>	<b>3.94</b>	<b>0.24</b>	<b>2.42</b>
<b>National (non disadvantaged)</b>	<b>?</b>	<b>?</b>	<b>?</b>

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A</b>	<b>School Context of Deprivation:</b> Our school context of deprivation means that there are families facing social and economic challenge even though the decile averages at 5. We have an intake which comprises the extremes of the index. 21% of pupils in our school live in the 20% most deprived areas nationally. 54% live in the 20% least deprived areas nationally. Based on last year's pupil premium cohort, 39% lived in the 20% most deprived areas nationally. A further 13% live in Decile 3, which is just above the most deprived areas.
<b>B</b>	<b>Social &amp; Emotional Needs:</b> Some of our families are supported historically or currently by outside agencies. Some of our children need support from school to help them to address their needs and to support their learning. A large number of our pupil premium children are dealing with significant issues in their home situations which have a severe, detrimental effect on their ability to learn and flourish at school. This proportion has risen significantly over the last two years, requiring us to appoint an additional member of staff with the responsibility for Wellbeing. Four pupil premium children (19%) take part in Thrive sessions.
<b>C</b>	<b>SEND:</b> 16% of pupil premium children are on the SEN register as 'monitoring' (19% = 4 children)
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D</b>	<b>Attendance:</b> Absence in half terms 1-4 2017-2018 showed pupil premium at 5.3% compared to non-pupil premium children at 3.2%. 13.3% of pupil premium were persistent absentees, in comparison to 5.6% of non-pupil premium children. Our in-school breakfast club which starts at 7.45am, is currently used by 5 pupil premium children (20.8%)  Early Help Assessments are in place for 4 pupil premium families (16.7%). These are families of pupil premium children who receive support through the EHA towards improving attendance & punctuality.
<b>E</b>	<b>Lack of parental support &amp; difficult family circumstances:</b> Some of our children do not receive frequent parental support with reading, homework and school activities. School feel that 8 pupil premium children (33.3%) are not consistently supported with homework and reading at home. Potentially a further 5 pupil premium children (20.8%) are not exposed to the same experiences necessarily as their peers due to being Looked After children. We have identified a group of children (50 % of KS2 pupil premium children) who would benefit from an intervention programme to support their emotional needs when their family circumstances are challenging.

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
1	To reduce the gap between disadvantaged pupils and non-disadvantaged pupils in KS1 Maths at greater depth.	For disadvantaged children to be in-line with non-disadvantaged children nationally at KS1 Maths at greater depth.
2	To support pupil premium children in Year 1 & 2 to ensure current school Reading attainment is maintained or improved.	For disadvantaged children to be in line with or above non-disadvantaged children nationally at KS1 Reading.
3	To improve the attainment of disadvantaged children at KS2 (Total = 12 pp children) in Reading, Writing & Maths.	For disadvantaged children to be in-line with non-disadvantaged children nationally at KS2.
4	To support children in school to ensure achievement and progress despite difficult family circumstances. Growth mindset strategies are in place across school.	For the majority of PP children to make expected progress while supporting their social & emotional needs. Children receive the relevant support to enable them to thrive in school. Families supported where appropriate.
5	To improve the attendance of pupil premium children.	The attendance of pupil premium children in line with that of non-pupil premium in school & nationally.

5. Planned expenditure					
Academic year	2018-19				
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. 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?
1. To reduce the gap between disadvantaged pupils and non-disadvantaged pupils in KS1 Maths.	<p>Maths curriculum has been revised to ensure concepts are taught, revisited and extended.</p> <p>School has bought into Dynamo Maths online, which is an assessment &amp; intervention programme to address gaps in Maths knowledge &amp; understanding.</p> <p>Gap teaching led by a Teaching Assistant planned for the Summer term ahead of the next academic year.</p>	<p>Staff received Maths CPD in the Singapore bar method to equip children (including pupil premium) with a strategy to enable them to tackle more difficult reasoning problems, with an aim to increase the % of children achieving greater depth at KS1.</p> <p>From the pupil premium current cohort, 60 % of pupil premium children in Key Stage 1 are achieving below the expected level.</p>	<p>Maths subject leader to monitor the implementation of the strategy. Focus on pupil premium in Maths learning walk, book look and pupil voice activities.</p> <p>Half termly pupil progress meetings will take place as well as close liaison between class teacher and TA.</p>	<p>HG (KS1 Leader)</p> <p>JR (Maths lead)</p>	<p>April 2019</p> <p>May 2019 and July 2019</p>

<p>2.To support pupil premium children in Year 1 &amp; 2 to ensure current school Reading attainment is maintained or improved.</p>	<p>Train a member of staff to deliver reading recovery to a target group of children in school across the year.</p> <p>Out of KS1 pupil premium children in KS1 (total = 10), 30% (3 children) have received reading recovery so far. So 37.5% of the children receiving Reading Recovery have been PP children Reading helpers directed to read with Pupil Premium children as a priority.</p>	<p>Research into Reading Recovery led us to see the immense benefits of one to one daily intervention at such a key age in reading development.</p> <p>Discussions with the Reading Recovery lead teacher in the North East led us to choose this approach for the selected target group of children. Several PP children do not receive any support with reading at home. Parents don't listen to their child practice reading or support with keywords sent home.</p> <p>Additional support is needed to improve the children's reading within school therefore.</p>	<p>Detailed Reading Recovery records kept by Reading Recovery teacher of each child's progress.</p> <p>Boosting Reading @ Primary intervention will be implemented by two Teaching Assistants.</p> <p>Half termly pupil progress meetings.</p>	<p>RM TT TT HG</p>	<p>Half termly Half termly</p>
<p>3.To improve the attainment of disadvantaged children at KS2 (Total = 12 pp children) in Reading, Writing &amp; Maths.</p>	<p>Gap interventions – Reading, Writing &amp; Maths</p> <p>Year 3 TA in-class support, targeting 1 pupil premium child.</p> <p>BU programme &amp; Thrive programmes implemented to support all children including Pupil Premium children.</p> <p>KS2 (Y3 &amp; 4) pupil premium children</p>	<p>Out of the 12 pupil premium children in KS2, 5 of them are currently working below expected levels (41.6%)</p> <p>Out of the 5 children working below, 40% already receive Thrive sessions and another 100% are due to receive the BU (Be Yourself) programme in Summer term.</p> <p>Teacher &amp; HLTA are timetabled to support KS2 pupil premium children in Maths &amp; Literacy across the week.</p> <p>Some of our pupil premium children are more able = 40% from our Y3 &amp; 4 pupil premium children have been</p>	<p>Class teacher &amp; Wellbeing lead plus Learning Mentor liaison.</p> <p>Progress half termly meetings</p> <p>Wellbeing lead's Thrive data</p>	<p>KD</p>	<p>End of year</p>

	(more able) to attend More Able days in Writing & Maths at a local Primary school.	identified as those that would benefit from these experiences.			
4. For children to access support in school to develop their resilience and interest in learning. Growth mindset strategies are in place across school.	<p>Embed growth mindset strategies across the school through use of growth mindset posters, videos (Class Dojo) assemblies, Castles and displays.</p> <p>Use of an HLTA for Wellbeing and a Learning Mentor.</p> <p>Subscription costs to Thrive &amp; the cost of the BU programme.</p>	<p>We believe that all children can succeed if we provide them with a range of strategies that they can draw on, despite any challenging family circumstances.</p> <p>This may be through the development of growth mindset throughout school, the PSHE curriculum, the RSE curriculum and Thrive, Learning Mentor support and our ongoing pastoral care.</p>	<p>Pupil voice activity with the children.</p> <p>A book look to check for evidence of the impact of growth mindset strategies.</p> <p>Thrive data to monitor the progression of children</p> <p>Ongoing staff discussions &amp; liaison</p> <p>Progress against EHA plans monitored six weekly with families by the Wellbeing lead.</p>	JK	End of year
5. To improve the attendance of pupil premium children.	<p>Use the Wellbeing lead to manage attendance across school.</p> <p>Working with the LA lead on Attendance, review Attendance policy &amp; procedures.</p> <p>Create a section on attendance on the school website &amp; leaflets about attendance for families.</p>	<p>Absence in half terms 1-4 2017-2018 showed pupil premium at 5.3% compared to non-pupil premium children at 3.2%. 13.3% of pupil premium were persistent absentees, in comparison to 5.6% of non-pupil premium children.</p> <p>Our in-school breakfast club which starts at 7.45am, is currently used by 5 pupil premium children (20.8%)</p> <p>From half terms 1-3 in 2018-19, 12.5% of pupil premium children are persistent absentees.</p>	<p>Attendance data and reports monitored by the Wellbeing lead in school.</p> <p>Liaison between Headteacher &amp; Wellbeing lead in analysis of attendance data</p> <p>SIP visits focus on attendance across the year.</p>	EC TT	Ongoing

	<p>Raise the profile of attendance across school &amp; celebrate attendance targets being met.</p> <p>Wellbeing lead to implement Early help Assessments for families where support for good attendance is required.</p> <p>Maintain links with Vision Education, who support school by giving certificates &amp; prizes for 99 &amp; 100% attendance.</p>	<p>25% of pupil premium children are below our school target of 96.5%.</p> <p>12.5% of pupil premium children are monitored for lateness to school. All of these children have an Early Help Assessment.</p> <p>In total, 16.7% of pupil premium children have an EHA.</p>			
<b>Total budgeted cost</b>					<p>£1500 Beanstalk readers          £2000 reading recovery resources          £3500 Reading Recovery training          £17000 HLTA salary          £6000 Learning Mentor salary contribution          £250 More Able days</p>

<b>ii. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To maintain or further improve standards in Reading across school.	<p>To continue to use RWI as our phonics programme and to ensure all relevant staff are fully trained. Continued subscription to online resources.</p> <p>To invest in the breadth of books in the KS1 reading scheme to ensure all children are engaged.</p>	<p>School is required to use a synthetic phonics programme and RWI has proven to be effective for all groups.</p> <p>Children need to have a wide range of reading materials that match their current levels of ability and development.</p> <p>Our KS1 reading scheme requires investment to ensure full engagement from all children.</p>	<p>RWI assessments and reviews, RWI learning walk.</p> <p>Reading assessment of children across school (Hodder) to ensure children reading at correct level.</p>	KD RW	Half termly
	<p>Train staff to deliver reading recovery &amp; Boosting Reading @ Primary to a target groups of children in school across the year.</p>	<p>Research into Reading Recovery led us to see the immense benefits of one to one daily intervention at such a key age in reading development.</p> <p>Discussions with the Reading Recovery lead teacher in the North East led us to choose this approach for the selected target group of children.</p>	<p>Detailed Reading Recovery records kept by Reading Recovery teacher of each child's progress.</p> <p>Half termly pupil progress meetings.</p>	RM KD	Half termly

<p>Targeted children to read individually in 'blitz' sessions with whole staff 1 x per week.</p> <p>Reading helpers directed to read with targeted children.</p>	<p>Several children do not receive any support with reading at home. Parents don't listen to their child practice reading or support with keywords sent home.</p> <p>Additional support is needed to improve the children's reading within school therefore.</p>	<p>Progress meetings and Read Write Inc assessments half termly will show the impact of this strategy.</p>	<p>KD</p>	<p>Half termly</p>
<p>To embed the school's shared reading systems.</p>	<p>The system of shared reading, which develops a wide range of reading strategies.</p>	<p>Shared reading learning walk, Shared reading evidence folders</p>	<p>KD</p>	<p>End of year</p>
<p>Continue using the charity Beanstalk with volunteers hearing readers in Year 5 &amp; 6 for 2 hours per week each child.</p> <p>Deliver the Over &amp; Over project in Nursery.</p>	<p>Children read daily in shared reading activities, however we draw on the expertise of Beanstalk reading volunteers to promote a love of reading.</p> <p>Beanstalk send regular volunteers to school, the volunteers read with the same children across a school year and really get to know them. The benefits that have been seen last year were excellent.</p> <p>This project is based on identified needs of early reading skills and language development.</p>	<p>Class teacher liaising with Beanstalk readers after each session.</p> <p>Pupil progress meetings half termly.</p> <p>Ongoing reading tests and assessments throughout the year (NFER Y3,4,5)</p> <p>Monitoring of progress through the Development Matters statements.</p>	<p>KD</p> <p>CL</p>	<p>Every term</p>

<p>For children to access support in school to develop their resilience and interest in school and learning</p>	<p>Embed growth mindset strategies across the school through use of growth mindset posters, videos (Class Dojo) assemblies, Castles and displays.</p>	<p>Some children seem disengaged and apathetic to their learning and growth mindset strategies will help combat this and create a can do positive attitude towards learning.</p>	<p>Pupil voice activity with the children.</p> <p>A book look to check for evidence of the impact of growth mindset strategies.</p>	<p>TT</p>	<p>End of year</p>
<p><b>Total budgeted cost</b></p>				<p>£2000 Read Write Inc resources          £500 RWInc training          £500 BR@P training for 2 x HLTAs          £750 Growth mindset books          £650 Thrive subscription          £1000 Thrive resources          £1500 BU programme</p>	

<b>i. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/ap- proach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is im- plemented well?</b>	<b>Staff lead</b>	<b>When will you re- view implemen- tation?</b>
To widen the experi- ences of pupil pre- mium children.	Forest School ses- sions for children to enable outdoor learn- ing & cross-curricular opportunities.	On our pupil premium case studies, school have identified 50% of pp chil- dren that may not access the same wide range of experiences as their peers. Or they may have difficult fam- ily circumstances that prevent them having access to a wide range of ex- periences.	Pupil voice about forest school	JB	Half termly
				<b>Total budgeted cost</b>	£750 Forest School top up courses for JB £500 forest school re- sources

October 2018, updated March 2019