

Pupil premium strategy statement

1. Summary information					
School	Grazeley Parochial Primary School				
Academic Year	2017/18	Total PP budget	£17,160	Date of most recent PP Review	April 18
Total number of pupils (January 18)	171	Number of pupils eligible for PP (January 18)	17	Date for next internal review of this strategy	April 19

2. Current attainment/progress				
PPG pupils in Year 6 in 2017-18		<i>Pupils eligible for PP (5 pupils)</i>	<i>Pupils not eligible for PP (12 pupils)</i>	
% meeting expected standard or above in reading		Teacher assessment - 100% Test - 80%	Teacher assessment – 83.3% Test – 83.3%	
% meeting expected standard or above in writing		Teacher assessment - 100% Test (SPAG)- 40%	Teacher assessment - 75% Test (SPAG) – 66.7%	
% meeting expected standard or above in maths		Teacher assessment - 80% Test - 60%	Teacher assessment - 75% Test - 75%	
Progress score from KS1 to KS2 (0 = expected progress) in reading		Not yet published	Not yet published	
Progress score from KS1 to KS2 (0 = expected progress) in writing		Not yet published	Not yet published	
Progress score from KS1 to KS2 (0 = expected progress) in maths		Not yet published	Not yet published	
Current attainment/progress continued				
<i>Please see below for progress for each year group 2017-18 based on our Target Tracker teacher assessment tracking system. Expected steps progress for a child is 6 steps.</i>				
		Reading	Writing	Maths
FS	PP	5.7	5.7	7.7
	Not PP	5.7	5.9	5.2
Y1	PP	5.0	5.0	5.0

	Not PP	6.5	5.8	6.0
Y2	PP	6.0	6.0	6.0
	Not PP	6.2	5.2	6.3
Y3	PP	9.0	6.0	6.0
	Not PP	6.3	5.9	6.1
Y4	PP	5.3	5.3	5.3
	Not PP	5.7	5.3	5.7
Y5	PP	5.0	5.0	5.0
	Not PP	5.5	5.7	5.0
Y6	PP	6.0	8.4	6.2
	Not PP	5.3	6.4	5.9

Average combined steps progress

Year group	Pupil Premium	Not Pupil Premium
Reception	6.7	7.2
Y1	5.0	6.1
Y2	6.0	5.9
Y3	7.0	6.2
Y4	5.4	5.6
Y5	5.0	5.4
Y6	6.9	5.8
Average	6.0	6.0

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

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|-----------|--|
| A. | 24% of pupils are “double disadvantaged” (SEN/Medical/EAL & PP) |
| B. | 41% of PP pupils have specific areas of need/concerns (e.g. emotional, safeguarding) |
| C. | 29% of PP pupils are in Year 6 |




External barriers *(issues which also require action outside school, such as low attendance rates)*

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|-----------|--|
| D. | 29% of PP pupils have attendance of below 90% historically |
| E. | Almost all pupils have to travel by car to school as very few houses in Grazeley village |

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	To provide resources and training to improve children's understanding of spelling and grammar	Children's outcomes for SPAG improve. Children feel better equipped and more confident to tackle writing tasks.
B.	To provide opportunities for pupils to develop oracy skills and a culture of talk in the classroom	Children's oracy skills will improve and this will directly impact on children's achievement across the curriculum
C.	To provide appropriate intervention and support for pupils eligible for pupil premium to make accelerated progress	Children eligible for pupil premium make accelerated progress
D.	To provide targeted 1:1 tuition for PPG pupils in Year 4 and Year 6	Children will make at least expected progress
E.	To provide nurture support and counselling and continued training for nurture assistant on anxiety	Children's anxieties are identified and managed sensitively and effectively in school. Children feel confident to learn.
F.	To employ a Family Support Worker to strengthen relationships with parents and improve attendance	Hard to reach parents regularly come into school. Attendance data for children eligible for pupil premium increases.
G.	Pupils eligible for Pupil Premium to have access to extended provision and extra-curricular activities	Children eligible for pupil premium feel included and finances are not a barrier to learning opportunities provided.

5. Planned expenditure					
Academic year		2018 – 2019			
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?

<p>A. To provide resources and training to improve children's understanding of spelling and grammar</p> <p>B. To provide opportunities for pupils to develop oracy skills and a culture of talk in the classroom</p>	<p>Previously investigated spelling options by finding out what other schools use</p> <p>Purchase annual subscription of NESSY reading and spelling resources (2nd year)</p> <p>Staff to plan in regular Nessy time slots</p> <p>Share Nessy programme with parents so children can use at home</p> <p>Track spelling using the Single Word Spelling Test and common exception words assessments</p> <p>No Nonsense Spelling and Grammar packages to benefit the progress of all pupils</p> <p>Finish Teacher and Teaching Assistant in-house training to benefit all children, but particularly intervention children</p> <p>Phonics Play is used to support in class and intervention learning</p> <p>KS2 Spelling and Grammar revision guides</p> <p>Read Write Inc established across Reception and KS1 with small group streaming for ability</p> <p>Oracy Leader to attend Voice 21 training and disseminate to staff.</p> <p>Oracy leader to deliver impact project and create an action plan.</p>	<p>Existing spelling interventions do not seem to be supporting spelling as well as we would like and in particular the children who have required support for a long time need a different approach</p> <p>Assessment will ensure we can show progress over time whilst targeting specific gaps in learning</p> <p>SPAG has become a much more significant factor in assessing children's writing at KS1 and 2</p> <p>Research shows that oracy has a significant impact on children's confidence, self-esteem and learning across the curriculum</p>	<p>Training will be given to staff to ensure they are clear how the programmes works</p> <p>Nessy programme can be accessed on all computers / iPads and at home to aid easy access</p> <p>Teachers will be given guidance on new spelling assessment</p> <p>Reception & KS1 tracker completed half termly to track progress</p> <p>Children will be achieving targets on Nessy</p> <p>Regular meetings between Headteacher and Oracy Leader</p> <p>Regular training throughout the year</p> <p>Staff will be provided with opportunities to evaluate progress</p> <p>Children will be tracked in their oracy development through an audit</p>	<p>GD/AT/ CT/SC</p>	<p>Throughout the year and after each assessment completed</p>
Total budgeted cost					<p>Nessy £480</p> <p>Numicon box £650</p> <p>Oracy programme£500</p>
<p>ii. Targeted support</p>					

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?
<p>C. To provide appropriate intervention and support for pupils eligible for pupil premium to make accelerated progress</p> <p>D. To provide targeted 1:1 tuition for PPG pupils in Year 4 and Year 6</p>	<p>Identify children's needs at pupil progress meetings and through data tracking - who didn't make 6 steps last year?</p> <p>Utilise "Skills Builder" to identify PP children's wider skills and how they need to improve</p> <p>Look at data in Summer 2 and plan intervention in preparation for September</p> <p>Provide relevant support for each individual. This could include:</p> <ul style="list-style-type: none"> - Morning reading sessions (Reading comprehension strategies)  <ul style="list-style-type: none"> - 1:1 tuition sessions  <ul style="list-style-type: none"> - Small group support 	<p>Every child's needs must be considered on an individual basis in order to meet them, including non-academic skills. It is important to understand the whole child in order to support them effectively</p> <p>It is important to track data closely to ensure children are making appropriate progress</p>	<p>SENCo will track data and will challenge teachers to ensure interventions and support are meeting children's needs and will stop or change support where needed</p> <p>Ask for half termly data entry for PP children</p> <p>Discuss pupils regularly with adults delivering intervention</p>	<p>GD</p>	<p>At pupil progress meetings throughout the academic year</p>

E. To provide nurture support and counselling and continued training for nurture assistant on anxiety	<p>Nurture assistant to continue to provide regular nurture sessions for pupils during lesson time</p> <p>Nurture assistant to continue to be available for pupil support at lunchtimes</p> <p>Nurture assistant to meet with all PP children once a half term</p> <p>Nurture assistant to broaden role to further support parents (see below)</p> <p>(1.5 days per week for nurture / FSW role)</p>	<p>41% of PP pupils have specific areas of need/concerns (e.g. emotional, attention/concentration, safeguarding)</p> <p>The work of the nurture assistant has a significant impact on children's well-being through quick identification and consequential intervention</p> <p>An increasing number of children are presenting with anxiety across the school</p> <p>As the school has grown the need has grown</p>	Head teacher / SENCo will continue to review and monitor the effectiveness of the nurture work and the impact on specific pupils	CT / GD	Ongoing
Total budgeted cost					<p>£3949.44 (C +D – likely to increase)</p> <p>£5036.85 (E and F)</p>
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?

<p>F. To employ a Family Support Worker to strengthen relationships with parents and improve attendance</p>	<p>Meet with parents when requested Attend coffee mornings Call all PP families to let them know support is available if wished.</p> <p>FSW to meet with families when attendance continues to decrease (as part of Attendance procedure)</p> <p>Attendance Officer to monitor attendance. Pupils who slip below 90% are reported fortnightly to the headteacher and are followed up using a clear procedure</p>	<p>Attendance for PP pupils in 2017-2018 showed an average of 91.8% (1.14% increase from last year)</p> <p>Increased need from families</p>	<p>Review role regularly with FW to ensure it is working well.</p> <p>Regularly monitor attendance for all pupils and for all PP pupils</p>	<p>CT/GD</p>	<p>Regularly</p>
<p>G. Pupils eligible for Pupil Premium to have access to extended provision and extra-curricular activities</p>	<p>Ensure that allocation is spent fairly considering individual circumstances and needs</p> <p>Inform parents of opportunities where Pupil Premium funding could be used to support their child's interests and enjoyment as well as providing extended provision (child care)</p> <p>*Including Cool Milk / Uniform</p>	<p>All pupils eligible for pupil premium funding should have the same opportunities as all other pupils in the school and that cost should not be a barrier to their access to extended provision and curriculum enrichment</p>	<p>Review individual cases each term using funding request form</p>	<p>CT/MP</p>	<p>Every term</p>
Total budgeted cost					<p>£6184 (G)</p>

6. Review of expenditure

Previous Academic Year

2017 - 2018

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																																																				
<p>To provide resources and training to improve children's understanding of spelling and grammar</p>	<p>Investigate spelling options by finding out what other schools use Purchase NESSY reading and spelling resources Track spelling using the Single Word Spelling Test and common exception words assessments No Nonsense Spelling and Grammar packages to benefit the progress of all pupils Teacher and Teaching Assistant in-house training to benefit all children, but particularly intervention children Phonics Play is used to support in class and intervention learning. KS2 Spelling and Grammar revision guides Read Write Inc established across Reception and KS1 with small group streaming for ability</p>	<p>Children's outcomes for SPAG improve. Children feel better equipped and more confident to tackle writing tasks.</p> <p>71% made at least 6 steps progress in writing 78.5% made 5 or more steps progress in writing Almost all PP pupils made 4 or more steps 24% made accelerated progress</p> <p><u>Sample group of pupils using Nessy (spelling ages) PPG</u></p> <table border="1" data-bbox="1099 694 1610 1281"> <thead> <tr> <th>Child</th> <th>Feb 18</th> <th>June 18</th> <th>Progress</th> </tr> </thead> <tbody> <tr><td>1</td><td>6.7</td><td>7.1</td><td>+6</td></tr> <tr><td>2</td><td>6.11</td><td>7.6</td><td>+7</td></tr> <tr><td>3</td><td>6.11</td><td>7.5</td><td>+6</td></tr> <tr><td>4</td><td>7.5</td><td>7.9</td><td>+4</td></tr> <tr><td>5</td><td>6.11</td><td>8.6</td><td>+19</td></tr> <tr><td>6</td><td>7.1</td><td>8.1</td><td>+12</td></tr> <tr><td>7</td><td>8.3</td><td>9.3</td><td>+12</td></tr> <tr><td>8</td><td>7.1</td><td>7.4</td><td>+3</td></tr> <tr><td>9</td><td>6.11</td><td>6.11</td><td>-</td></tr> <tr><td>10</td><td>8.4</td><td>8.9</td><td>+5</td></tr> <tr><td>11</td><td>7.10</td><td>8.2</td><td>+4</td></tr> <tr><td>12</td><td>7.9</td><td>8.9</td><td>+12</td></tr> </tbody> </table>	Child	Feb 18	June 18	Progress	1	6.7	7.1	+6	2	6.11	7.6	+7	3	6.11	7.5	+6	4	7.5	7.9	+4	5	6.11	8.6	+19	6	7.1	8.1	+12	7	8.3	9.3	+12	8	7.1	7.4	+3	9	6.11	6.11	-	10	8.4	8.9	+5	11	7.10	8.2	+4	12	7.9	8.9	+12	<p>Children need to use Nessy at home to get more from the programme</p> <p>Sessions need to be planned in so that they are completed regularly for all pupils in school time</p> <p>Targets need to be reviewed on the programme to ensure the children are working where they need to be at all times</p>	<p>£1727.60 (which also included Numicon and revision books)</p>
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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)	Cost
To provide appropriate intervention and support for pupils eligible for pupil premium to make accelerated progress	Identify children's needs at pupil progress meetings and through data tracking Provide relevant support for each individual	<p><i>Children eligible for pupil premium make accelerated progress</i></p> <p>Reading – 82% 5 step or more / Writing – 77% 5 step or more / Maths – 66% 5 step or more</p> <p>Reading 53% 6 steps or more / Writing – 71% 6 steps or more / Maths – 53% 6 steps or more</p> <p><u>Accelerated Progress</u></p> <p>5 children made 7 steps or more in Reading</p> <p>5 children made 7 steps or more in Writing</p> <p>4 children made 7 steps or more in Maths</p>	<p>Interventions need to start earlier in the year and so provision needs to be planned from September</p> <p>Change provision if not working</p> <p>Pleased with provision available just ensure this is prioritised for children with most need</p> <p>We need to explore why was there a drop in children making the expected 6 steps this year.</p>	£9272.57
To provide nurture support and counselling and continued training for nurture assistant on anxiety	<p>Nurture assistant to continue to provide regular nurture sessions for pupils during lesson time</p> <p>Nurture assistant to continue to be available for pupil support at lunchtimes</p>	<p><i>Children's anxieties are identified and managed sensitively and effectively in school. Children feel confident to learn.</i></p> <p>Children are aware of the nurture assistant and frequently seek her out for support</p> <p>Children feel comfortable and relaxed when sharing concerns with the nurture assistant</p> <p>Teachers refer regularly now and understand the value of this role</p>	Nurture assistant to make time to speak to each PP pupil at least once a half term (unless of course already having regular nurture intervention)	£3213.21

<p>To employ a Family Support Worker to strengthen relationships with parents and improve attendance</p>	<p>Brainstorm what the Family Worker role might look like moving forward Consult parents on the kinds of support they might require e.g. coffee mornings, workshops, 1:1 advice etc.</p> <p>Attendance Officer to monitor attendance. Pupils who slip below 90% are reported fortnightly to the headteacher and are followed up using a clear procedure</p>	<p><i>Hard to reach parents regularly come into school. Attendance data for children eligible for pupil premium increases</i></p> <p>Following a letter to all parents regarding the family worker role awareness has been raised</p> <p>Parents contact the family worker as well as teachers signposting</p> <p><u>Attendance data for PP pupils</u></p> <table border="1" data-bbox="987 550 1554 858"> <tr> <td>Autumn term</td> <td>94.10%</td> </tr> <tr> <td>Spring term</td> <td>92.08%</td> </tr> <tr> <td>Summer term</td> <td>89.23%</td> </tr> <tr> <td>Average</td> <td>91.8%</td> </tr> </table>	Autumn term	94.10%	Spring term	92.08%	Summer term	89.23%	Average	91.8%	<p>Invite family worker to coffee mornings</p> <p>Explore if we are being successful reaching out to all parents, particularly hard to reach parents?</p> <p>Still a challenge to shift the attendance of some pupils</p>	
Autumn term	94.10%											
Spring term	92.08%											
Summer term	89.23%											
Average	91.8%											

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
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<p>Pupils eligible for Pupil Premium to have access to extended provision and extra-curricular activities</p>	<p>Ensure that allocation is spent fairly considering individual circumstances and needs Inform parents of opportunities where Pupil Premium funding could be used to support their child's interests and enjoyment as well as provide extended provision (child care)</p>	<p><i>Children eligible for pupil premium feel included and finances are not a barrier to learning opportunities provided</i></p> <p>All parents have the opportunity to request for additional funds to pay for enrichment activities e.g. clubs, trips, extended provision, uniform – this is done through a straight forward form system that parents are familiar with</p> <p>The requests are approved by the head /deputy who check the child's allocation to date</p>	<p>Allocate a set amount for each pupil against trips, clubs and extended provision for the next academic year</p>	<p>£3555.00</p>
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