

Pupil premium strategy statement (primary)

1. Summary information					
School	Grange Park Primary				
Academic Year	2017 -2018	Total PP budget	£227,480	Date of most recent PP Review	July 2017
Total number of pupils	441	Number of pupils eligible for PP	163	Date for next internal review of this strategy	July 2018

2. Current attainment				
	% Pupils eligible for PP (Grange Park Primary)	Pupils not eligible for PP (This is the national benchmark for non-pupil premium children)	Progress of pupils eligible for PP (Grange Park Primary)	Progress of pupils not eligible for PP (national average)
% achieving in reading, writing and maths	61%	67%	N/A	N/A
Progress score for disadvantaged pupils in reading	74%	77%	+4.04	+0.33
Progress score for disadvantaged pupils in writing	74%	80%	+3.54	+0.17
Progress score for disadvantaged pupils in maths	70%	81%	+2.94	+0.28

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Parental Engagement across EYFS, KS1 and KS2
B.	Communication and Language at EYFS and KS1 – Speech and Language
C.	Significant social and emotional issues
D.	PPG who are also Low Ability and SEND (not including G&T) making progress in line with national expectations.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Area of high deprivation, with predominantly social and rented housing, high rates of unemployment, low skill base of workers.
E.	Low aspirations

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The difference between disadvantaged and non-disadvantaged pupils diminishes.	<ul style="list-style-type: none"> • The percentage of pupils working at ARE in reading, writing and maths is in line with national outcomes. • Pupils in care are working at ARE. • Disadvantaged pupils are motivated to learn and attend school at least 95% of the time. • Disadvantaged pupils have access to a range of experiences to enable them to fully participate in learning opportunities and activities. • Disadvantaged pupils make at least sufficient progress. • Where pupils are below ARE, they will make more than sufficient progress.
B.	All pupils have equal access to experiences that enhance the broad curriculum.	<ul style="list-style-type: none"> • All disadvantaged children have the opportunity to take part in extracurricular activities. • All disadvantaged children have the opportunity to attend residential visits. • Pupil resilience, resourcefulness, sense of belonging and community will be developed. • Pupils will be highly motivated and engaged in their learning.
C.	Improved levels of behaviour, and emotional well-being	<ul style="list-style-type: none"> • All pupils are able to access the curriculum. • Emotional health does not impact on the curriculum. • Reduced levels of fixed term exclusions. • Reduced levels of recorded behavioural and emotional incidents. • Pupils accessing the nurture provision are able to function effectively in a mainstream class.
D.	The progress of disadvantaged pupils, who are low ability or SEND, will accelerate in order to close the in-school attainment gap	<ul style="list-style-type: none"> • Pupils who are low ability or SEND and receive PPG funding will make more than sufficient progress. • Data will show that the in-school attainment gap, for this group, is closing.
E.	Disadvantaged pupils' levels of phonics and spelling, and their breadth of language, is in-line with ARE expectations.	<ul style="list-style-type: none"> • Increase in percentage of pupils achieving ARE in spelling • Pupils' spoken vocabulary will be extended

5. Planned expenditure

Academic year

2017 - 2018

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?
The difference between disadvantaged and non-disadvantaged pupils diminishes.	To employ qualified teachers and well trained support staff to ensure quality first teaching with PPG children benefitting from smaller, targeted groups Effective professional development for staff	+3 – EEF Teaching and Learning Toolkit NFER 3 – High quality teaching for all. NFER 7 – Clear, responsive leadership Quality first teaching and the use of well-trained support staff will ensure that pupils are able to work in smaller groups. It will also increase the amount of high quality feedback or one-to-one attention learners receive.	Pupil outcome meetings held 3-weekly to review targeted support for all disadvantaged pupils. Monitoring of data. Moderation of books to ensure consistency of approach. Formal monitoring throughout year and pupil voice activities. Additional monitoring of outcomes by governors.	LM and RT Chair and Vice-Chair of governors	Termly
All pupils have equal access to experiences, which enhance the broad curriculum.	To provide subsidised – Residential visits Music lessons Educational visits Sports clubs	+2 – EEF Teaching and Learning Toolkit NFER 2 – providing financial, plus social and emotional support for families All disadvantaged children will have the opportunity to take part in enrichment activities. The impact of collaborative approaches on learning is consistently positive. Approaches that promote talk and interaction between learners tend to result in the best gains.	Termly review of extra-curricular provision for and involvement by disadvantaged children. Monitoring of data. Monitoring through Pupil voice activities.	RT, Chair and Vice-Chair of governors Annual evaluation	Termly

<p>Disadvantaged pupils' levels of phonics and spelling, and their breadth of language, is in-line with ARE expectations.</p>	<p>Specialist language support TAs in Foundation Stage</p> <p>Targeted phonics and spelling teaching across KS1 and KS2</p> <p>Precision interventions for pupils making less than sufficient progress</p> <p>Effective professional development for staff</p>	<p>+4 – EEF Teaching and Learning Toolkit NFER 4 – Meeting individual learners' needs. NFER 5 – Deploying staff effectively.</p> <p>Staff will be able to employ the best strategies to help children make the next step in their learning ensuring that they are making progress.</p> <p>Staff will be effectively deployed to work to their strengths and ensure that the needs of the pupils are fully met.</p>	<p>Pupil outcome meetings held 3-weekly to review targeted support for all disadvantaged pupils.</p> <p>Monitoring of data.</p> <p>Moderation of books to ensure consistency of approach.</p> <p>Formal monitoring throughout year and pupil voice activities.</p> <p>Additional monitoring of outcomes by governors.</p> <p>Termly review of RAP targets by SLT and Governors.</p>	<p>ZM and Governor for English</p> <p>Termly Evaluation</p>	<p>Termly</p>
Total budgeted cost					<p>£169,200</p>

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?
Improved levels of behaviour, and emotional well-being communication	<p>To provide nurture small group provision for targeted pupils.</p> <p>To provide extra in-class support for pupils with behaviour and/or emotional needs</p> <p>Family support worker to work with identified families to provide social, emotional and behaviour support.</p>	<p>+4 – EEF Teaching and Learning Toolkit NFER 2 – addressing behaviour – effective behaviour strategies are in place</p> <p>School will ensure that effective behaviour strategies are in place and provide strong social and emotional support, including through working with families.</p>	<p>Reviewing and monitoring provision in the nurture settings</p> <p>Analysing and reporting to Governors on behaviour.</p>	NB and Governor for SEND	Termly
The progress of disadvantaged pupils, who are low ability or SEND, will accelerate in order to close the in-school attainment gap	<p>To provide specialist support for pupils with additional needs.</p> <p>Regular 1-1 provision</p> <p>Regular small group provision</p> <p>Effective professional development for staff</p>	<p>+4 – EEF Teaching and Learning Toolkit NFER number 5 – deploying staff effectively</p> <p>NFER Number 4 – meeting individual learning needs</p> <p>NFER 7 – Clear, responsive leadership</p> <p>Staff will be able to employ the best strategies to help children make the next step in their learning ensuring that they are making progress.</p> <p>Staff will be effectively deployed to work to their strengths and ensure that the needs of the pupils are fully met.</p>	<p>Regular review with Teaching staff and SENCO.</p> <p>Monitoring of pupil progress on a termly basis</p>	NB and Governor for SEND	Termly
Total budgeted cost					£58,280

6. Additional detail

In this section, you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/475570/Effective_support_for_disadvantaged_pupils_achievement.pdf

<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit>