

2019 - 2020 Pupil Premium Strategy

Planned expenditure for 2019 - 2020

Summary information					
School	The Grange School, Daventry				
Academic Year	2019 - 2020	Total PP budget incoming	136,500	Date of most recent PP Review	Autumn 2019 planned
		Total PP planned expenditure	136,873		
Total number of pupils	482	Number of pupils eligible for PP	100	Date for next internal review of this strategy	Termly

Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Communication, speech and language skills of PP children are often lower on entry to school, (compared to all pupils), which then impacts on their attainment throughout the their school life
B.	Some disadvantaged children lack life experiences that enrich their learning and help them to relate new learning to previous learning and real-life experiences.
C.	A higher percentage of PP pupils (compared to non-PP pupils), require social, emotional and behavioural support
D.	Often PP pupils have a wide range of vulnerabilities, which can hinder accurate identification of the reasons for under-achievement and makes providing appropriate support more problematic
External barriers	
E.	Parents of some PP pupils, require additional support in order to engage with the school and to support their child's learning. This is especially true for older children in the school.

Desired outcomes 2019 - 2020		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>

A.	Maintain improvements in Speech, Language and Communication in EYFS, and pre-school pupils and implement best practice and provision across the school. Ensure that the SL&C needs of pupils are swiftly identified and timely intervention is provided.	Sustained existence of Tuesday Tots (a parent & toddler group) focusing on SLC. Existence of sustainable provision for 2 year olds, with high quality SL&C provision. Speech, Language and Communication measures in EYFS, are improved further from 2018 / 2019 - particularly in Understanding and Speaking. Improvements to attainment in Listening & Attending to be sustained from 2018 / 2019. Improvements to SLC result in sustained improvement in attainment in early reading. "018/2019 EYFS cohort to sustain attainment into Year 1. Improvements in the universal offer for vocabulary development lead to improved attainment in reading across the school. The gap between pupils eligible for PP and non-PP pupils continues to diminish, across the school. CSI Team able to prove the impact of their support for teachers in providing the universal offer for SL&C. CSI Team able to prove the impact of their intervention work with those pupils identified as having additional needs in SL&C. Word Aware to be implemented across the school.
B.	For all children to experience a wide range of enrichment opportunities; linked to a wide, stimulating and exciting curriculum.	All children to be engaged in an experience-based curriculum, with practical activities to anchor learning to. All children to be engaging with a wide range of visits and visitors. All children to be engaging with a range of cultural experiences beyond their immediate life and local environment. Children to be able to feedback on all experiences and enrichment opportunities.
C.	Social, emotional and behavioural issues of PP pupils continue to be addressed.	Wellbeing trackers to show improved SEMH in PP pupils, with some improvement in attainment also evident because of this
D.	To achieve clarity around the precise needs of under-performing PP children, identify their vulnerabilities and ensure that these needs are being met.	Under-performing PP children to be assessed for multiple vulnerabilities Differentiated system of mentors in place for all PP children; with varying degrees of support being offered based on level of need Individualised plans and programmes in place to address identified needs. Individual attainment and progress to be improved in direct relation to the additional support implemented.
E.	Parents of some PP pupils, require additional support in order to engage with the school and to support their child's learning. This is especially true for older children in the school.	Appropriate support in place for all identified families Range of parent events running across the course of the year Identified family link workers in place for identified families in need of more support

Planned expenditure					
Academic year		2019 / 2020			
i. Universal Offer to all pupils					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Planned Expenditure

<p>A. Maintain improvements in Speech, Language and Communication in EYFS, and pre-school pupils and implement best practice and provision across the school.</p>	<p>Sustain pre-school provision that focuses on SL&C</p> <ul style="list-style-type: none"> - Tuesday Tots - 2 year old provision - High quality pre-school provision for all <p>EYFS curriculum that focuses on SL&C</p> <p>EYFS style provision extended to include Year 1 pupils</p> <p>Sustain CSI Team (Communication & Sensory Impairment Team) to support the universal offer and provide specialist intervention and advice / support.</p>	<p>The Communication Trust's review 'Talking about a generation' emphasises the need for SL&C provision. Talking About a Generation highlights research showing that by the age of five, 75% of children who experienced poverty persistently throughout the early years are below average in language development, compared to 35% of children who never experienced poverty. Up to 50% of children starting school in the most disadvantaged areas will have speech, language and communication needs (SLCN). In school-aged children the likelihood of being identified as having SLCN is 2.3 times greater for children eligible for free school meals and living in areas of disadvantage.</p> <p>EEF research shows intervention in EYFS to have moderate success of +5 months progress.</p> <p>Evaluation and analysis of the 2018 & 2019 SATs tests highlighted that lack of attainment in reading and maths was, to a great extent, due to language deprivation and lack of vocabulary knowledge and understanding.</p> <p>Analysis of EYFS results from 2019, evidences raised standards due to this focus being in place during 2018 - 2019.</p>	<p>Continued high-quality provision of EYFS & pre-school provision.</p> <p>Training and support for staff new to EYFS, including Year 1 staff.</p> <p>Continuing whole-school focus on vocabulary development across the curriculum</p> <p>CSI Team to be led by Senior Leader and to consist of specialist staff</p>	<p>Louise Harris - EYFS Lead</p> <p>Laura Waldock - EYFS Lead</p> <p>Elaine Wagg - CSI Lead & DHT</p>	<p>Cost of CSI Team for all pupils: 37,454</p> <p>Pro-rata 20% (based on PP %): 7,490</p>
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<p>B.</p> <p>For all children to experience a wide range of enrichment opportunities; linked to the implementation of a wide, stimulating and exciting curriculum.</p>	<p>Implementation of new experience-based curriculum.</p>	<p>Evidence shows that practical, experience-based learning is often more successful at engaging pupils in their learning.</p>	<p>Wide ranging experiences for all children</p>	<p>Pupil Premium Lead Sarah Winterbourn - Clubs administrator</p>	<p>Funding to subsidise curriculum enrichment experiences for all pupils 20,000</p> <p>Minibus to facilitate extra curricular activities 10,000</p> <p>Peripatetic Music for all Y3 18,000</p>
<p>C.</p> <p>To address the SEMH and behavioural needs of PP pupils and their families, where appropriate.</p>	<p>Use Wellbeing Team staff to engage with pupils and parents.</p> <p>To engage appropriate outside agencies to meet the SEMH needs of PP pupils.</p> <p>Use Jogo to run parent training events around SEMH and behaviour management</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behavioural issues can be effective, especially for older pupils. Their research shows this to provide moderate impact.</p> <p>Our own research amongst our pupils shows that some PP children with SEMH needs are unable to access the curriculum because of this, and need to be taught the necessary SEMH skills alongside academic content.</p>	<p>Ensure identification of target pupils is fair, transparent and properly recorded.</p> <p>Monitor SEMH but also monitor whether improvements in SEMH translate into improved attainment.</p>	<p>Wellbeing Lead</p> <p>Behaviour Lead</p> <p>ELSA</p>	<p>Jogo Costs 6,520</p>
<p>D.</p> <p>To identify the needs of all children and provide for these within agreed systems within the school; identify vulnerabilities and ensure that these needs are being met.</p>	<p>Effectively assess a child's barriers to learning; use quality first teach and differentiation to meet the needs of pupils;</p>	<p>Extensive EEF research shows collaborative learning can have moderate impact on progress</p>	<p>Collaborative learning opportunities to be provided for pupils</p>	<p>Leadership Team</p>	

<p>E, To encourage and promote effective engagement from parents leading to effective support for pupils</p>	<p>To provide family support for parents who need it through the use of EHA</p> <p>Family Learning programme to address some of the needs</p> <p>Range of parent information events</p>	<p>EEF research recommends:</p> <ul style="list-style-type: none"> . providing practical guidance on how to support children's learning at home . ensuring there is positive communication from school about children's learning . offering sustained, intensive support where required 	<p>Target specific PP parents with individual invitations</p>		<p>No cost - run by school staff</p>
<p>F. Higher rates of progress in all year groups for pupils eligible for PP, including those with the potential to attain highly.</p>	<p>Targeted pupil progress meetings; leading to actions that enable accelerated progress where required.</p> <p>Use of school staff to accelerate the progress of PP pupils, through appropriate feedback and mentoring</p> <p>Use of additional staff to accelerate progress of PP pupils through 1:1 and small group support</p>	<p>Sutton Trust (2011) findings that disadvantaged pupils can gain 1.5 years worth of learning with effective teaching</p> <p>In 2017 - 2018, school leaders set out to ensure that any gaps present at the start of EYFS were diminished by the end of this phase. This was largely achieved last year, evidencing the leaders' capacity for positive change. This level of attainment now needs to be maintained. There is still inconsistency in other cohorts and this needs to continue to be addressed.</p> <p>Extensive EEF research shows effective feedback can have a high level of impact on progress.</p>	<p>Continued focus on assessment for learning and appropriate challenge for all.</p> <p>Work with staff from a Lead school to continue the development of assessment and meeting the needs of all.</p> <p>Triad work for staff to improve practice</p>	<p>Improvement Leads</p>	<p>Improvement work funded by Northamptonshire County Council</p> <p>Pupil Progress Meetings run by school staff - no cost</p> <p>Staff Training & Development 18,041</p>

ii. Targeted support to identified pupils

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Planned Expenditure
<p>A.</p> <p>Ensure that the SL&C needs of pupils are swiftly identified and timely intervention is provided.</p>	<p>Establish CSI Team (Communication & Sensory Impairment Team) to support the universal offer and provide specialist intervention and advice / support.</p> <p>New SEND team to effectively identify, assess and meet the needs of under-achieving pupils.</p> <p>Provision to be monitored using Assess, Plan, Do, Review cycle</p> <p>Sustain pre-school provision that focuses on SL&C</p> <ul style="list-style-type: none"> - Tuesday Tots - 2 year old provision for targeted pupils and families 	<p>The Communication Trust's review 'Talking about a generation' emphasises the need for SL&C provision. Talking About a Generation highlights research showing that by the age of five, 75% of children who experienced poverty persistently throughout the early years are below average in language development, compared to 35% of children who never experienced poverty. Up to 50% of children starting school in the most disadvantaged areas will have speech, language and communication needs (SLCN). In school-aged children the likelihood of being identified as having SLCN is 2.3 times greater for children eligible for free school meals and living in areas of disadvantage.</p> <p>Evaluation and analysis of the 2018 SATs tests highlighted that lack of attainment in reading and maths was, to a great extent, due to language deprivation and lack of vocabulary knowledge and understanding.</p>	<p>CSI Team to be led by Senior Leader and to consist of specialist staff</p> <p>SENDCo to complete 'New to SENDCo' training</p>	<p>Elaine Wagg - CSI Lead & DHT</p> <p>Vicki Masters - SEND Lead and HT</p>	<p>CSI Team costs pro-rata 20% to reflect PP proportion in school</p> <p>2 year old provision costs 4,647 Pro rata 75% to reflect PP proportion 3,485</p>
<p>B.</p> <p>For all children to experience a wide range of enrichment opportunities; linked to the implementation of a</p>	<p>Targeted use of Boromi boxes in EYFS</p> <p>£100 PP Voucher to enable equality of</p>	<p>Extensive EEF research shows EYFS intervention to have moderate impact on progress</p>			<p>Boromi Boxes 1,545</p>

<p>wide, stimulating and exciting curriculum.</p>	<p>opportunity - clubs, trips etc, to ensure that all pupils in the school have equal access to school</p> <p>Additional enrichment opportunities for identified pupils to ensure that children have experiences beyond their immediate life and local environment.</p>				
<p>C. To address the SEMH needs of PP pupils and their families, where appropriate.</p>	<p>Use Wellbeing Team staff to engage with pupils and parents. To engage appropriate outside agencies to meet the SEMH needs of PP pupils.</p> <p>Establish EHAs to ensure a multi-agency approach to addressing SEMH needs.</p> <p>Use Jogo to provide support for families where needed</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>Our own research amongst our pupils shows that some PP children with SEMH needs are unable to access the curriculum because of this, and need to be taught the necessary SEMH skills alongside academic content.</p> <p>Analysis shows that PP pupils disproportionately present with Wellbeing and SEMH needs</p>	<p>Ensure identification of target pupils is fair, transparent and properly recorded.</p> <p>Monitor SEMH but also monitor whether improvements in SEMH translate into improved attainment.</p>	<p>SENDCos</p> <p>Wellbeing Lead</p> <p>HT / DHT Specialist Support Staff</p>	<p>Wellbeing Team costs 53,245</p> <p>Pro rata 50% to reflect more accurately the disproportionate nature of PP representation in this vulnerable group 26,622</p> <p>Jogo costs</p>
<p>D. To achieve clarity around the precise needs of under-performing PP children, identify their vulnerabilities and ensure that these needs are being met.</p>	<p>Accurate identification of all needs Targeted use of digital programmes in reading, reading comprehension, spelling and mathematical fluency Use of APDR cycles, where appropriate, to accelerate the</p>	<p>Extensive EEF research shows that the use of digital technology can result in a moderate impact on progress.</p>			<p>SEND Team cost pro-rata 20% to reflect PP proportion in school 9,304</p> <p>SEND expenses pro rata 1,451</p> <p>Cost of Readingwise, Spellwizards, Doodlemaths</p>

	<p>progress of PP pupils, Use of external support services where appropriate Provision of additional small group and 1:1 tutoring for Upper Key Stage 2 pupils</p> <p>Pupil Premium Booster Club for targeted pupils</p>				<p>2,520</p> <p>Cost of Booster sessions: £200 x 38 weeks = 7,600 1,708 Breakfast Booster 1 2,587 Breakfast Booster 2</p> <p>PP pupil mentoring- additional associates staff costs dependent upon the staff used - not costed but additional costs incurred.</p>
<p>E.. Higher rates of progress in all year groups for pupils eligible for PP, including those with the potential to attain highly.</p>	<p>Targeted pupil progress meetings; leading to actions that enable accelerated progress where required.</p>	<p>In 2017 - 2018, school leaders set out to ensure that any gaps present at the start of EYFS were diminished by the end of this phase. This was largely achieved last year, evidencing the leaders' capacity for positive change. This level of attainment now needs to be maintained. There is still inconsistency in other cohorts and this needs to continue to be addressed.</p>	<p>Direct intervention with PP pupils in order to accelerate progress and raise levels of attainment.</p> <p>Individual reviews of learning for all PP pupils, irrespective of attainment level</p>	<p>Inclusion Leads</p>	<p>Quality First Teaching</p> <p>No cost - in house with school staff</p>