

2017 - 2018 Pupil Premium Strategy Evaluation

Planned expenditure for 2017 - 2018

1. Summary information					
School	The Grange School, Daventry				
Academic Year	2017/18	Total PP budget incoming	£135,180	Date of most recent PP Review	n/a
		Total PP planned expenditure	in excess of £154,097		
Total number of pupils	423	Number of pupils eligible for PP	98 (23%)	Date for next internal review of this strategy	

Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Skills on entry in Reception are often lower for pupils eligible for PP than for other pupils. This affects the GLD measure and attainment in subsequent years.
B.	Some high ability pupils who are eligible for PP are making less progress than other high ability pupils.
C.	Currently, a higher percentage of PP pupils (compared to non-PP pupils), require social and emotional support.
D.	Lack of clarity around the precise needs of under-performing PP pupils.
External barriers	
E.	Parents of some PP pupils, require additional support in order to engage with the school and their child's learning.
F.	The attendance of some PP pupils, is below that of non-PP pupils in the school; including rates of persistent absence.

Desired outcomes 2017 - 2018		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve Speech, Language and Communication in EYFS, and in pre-school pupils.	Creation and implementation of a Parent & Toddler group, focusing on SLC, to involve all staff in the school. Speech, Language and Communication measures in EYFS, are

		improved from 2016/2017. Improvements to SLC result in improved attainment in Early Reading. The gap between pupils eligible for PP in Reception and non-PP pupils is narrowed or non-existent.
B.	Higher rates of progress in all year groups for high attaining pupils eligible for PP.	Pupils eligible for PP identified as higher attaining make as much progress as all higher attaining pupils in maths, reading and writing. The attainment gap will also be closing.
C.	Social and emotional issues of PP pupils addressed.	Wellbeing trackers to show improved SEMH in PP pupils .
D.	To achieve clarity around the precise needs of under-performing PP children and to ensure that these needs are being met.	Under-performing PP children to be assessed re SEND, SEMH, attendance issues. 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. Mentoring in place for children in Y2 & Y6 initially.
E.	Increased involvement in learning for PP pupils will ensure better attainment and progress in learning.	PP pupils will achieve expected or better standards of attainment, in line with that of all pupils nationally.
F.	Attendance of PP pupils being managed effectively.	The attendance of PP pupils will have improved compared to 2016/2017. Rates of persistent absence of PP pupils will also improve. There will be effective and comprehensive support programmes in place to address attendance issues.

Planned expenditure					
Academic year		2017 / 2018			
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	Impact of actions
A. Improve Speech, Language and Communication in EYFS, and in pre-school pupils.	EYFS curriculum that focuses on SL&C Pre-school provision that focuses on SL&C	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	A team of middle leaders will lead on this initiative. This will be monitored by the HT and DHT, supported by the whole staff team.	Louise Harris - EYFS Lead Caroline Colledge - English Lead Laura Waldock -	EYFS provision planning evidences a greater emphasis on speech, language and communication. Focused, targeted provision in place as part of universal offer to all children. SL&C

	Additional high quality Nursery nurses / SL&C experts in Nursery / Reception to provide focused, targeted intervention for PP pupils	<p>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>Some of the pupils need targeted support to catch up. This approach is effective as intervention will occur at the point of learning.</p>	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.	<p>English Lead</p> <p>Nursery / Reception class teachers</p> <p>FS Leader</p>	<p>objectives in place each week.</p> <p>For September 2018, SL&C experts in place as part of newly-established CSI team.</p>
B. Improved progress for higher attaining PP pupils.	Staff training on planning for challenge.	<p>Attainment of high ability pupils eligible for PP is lower than other higher attaining pupils. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We will work with all teachers to ensure that sufficient challenge is in place for all pupils.</p> <p>Specific intervention for those PP pupils identified as having the potential to attain highly.</p>	<p>Continued focus on planning for challenge during staff meeting sessions. RAG system (as above) will indicate whether pupils are being challenged appropriately</p> <p>Use staff meetings and training days to deliver training.</p> <p>Specific input from additional leaders (including Senior Leadership Team) to accelerate the progress of these pupils towards the higher levels.</p>	<p>HT / DHT</p> <p>HT/ DHT Class teachers during specialist teaching time</p>	<p>EYFS - the % of PP pupils achieving the early learning goals were above national averages in:</p> <ul style="list-style-type: none"> Self confidence and self-awareness Listening and attention Moving and Handling Health & Self care <p>The % of PP pupils exceeding the early learning goals was above national averages in all areas except writing.</p> <p>Y1 phonics - the % of PP pupils passing the phonics screen is now on an upward trend and exceeds the national average. There was a very significant improvement in this from 2017 to 2018.</p> <p>At KS1, PP attainment at the greater depth</p>

					<p>standard in reading is now within 3% of the attainment of all pupils.</p> <p>At KS2, PP attainment in writing increased compared to 2017 and is above the national average. The gap between PP and all pupils has narrowed to 2%.</p>
E. Increased involvement of parents in learning for PP pupils will ensure better attainment and progress in learning.	More events to attract parents into school to learn more about engaging with children's learning.	EEF (Education Endowment Foundation) research suggests that increasing parental involvement leads to moderate impact with moderate costs (based on moderate evidence). This can be a low cost solution to underperformance.	<p>Use staff from across the school to facilitate Parent & Toddler groups, to ensure all staff are invested in the focus on SL&C.</p> <p>Provide appropriate training for all staff on SL&C.</p>	HT / DHT to monitor	<p>Parent & Toddler group engaging parents and children from birth</p> <p>SL&C team in place for 2018 - 2019, with training planned to ensure specialist knowledge.</p>
Total budgeted cost: HLTA cover (Parent & Toddler group) HLTA cover (SL&C focus) Family Support costs Specialist SL&C work Specialist teacher to cover classes to allow class teachers to run interventions					£1,170 £3,340 £50,240 £20,677 £24,690

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?

<p>C. To address the SEMH needs of PP pupils and their families, where appropriate.</p>	<p>Use family support worker to engage with pupils and parents. To engage appropriate outside agencies to meet the SEMH needs of PP pupils. Develop restorative approaches and focus on positive behaviours.</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. 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. Monitor SEMH but also monitor whether improvements in SEMH translate into improved attainment.</p>	<p>SENDCos Senior Family Support Worker HT / DHT Specialist Support Staff</p>	<p>Process of improving SEMH in PP pupils has begun, and needs to continue in 2018 - 2019 Investment in ELSA training to support specialist work in emotional literacy SEMH needs clearly identified and staff training in swift identification begun.</p>
<p>D. To achieve clarity around the precise needs of under-performing PP children and to ensure that these needs are being met.</p>	<p>HT / DHT to track PP pupils; overlaying attendance against attainment and progress. SENDCos to identify the precise needs of children who are under-performing. High-quality, time-limited interventions to be implemented SENDCos to support class teachers to ensure that the needs of PP pupils with SEND needs are met. Higher-attaining PP pupils to be identified. HA Champion to support class teachers to ensure that the needs of these pupils are met. HT to ensure that all PP pupils are engaging appropriately.</p>	<p>Analysis of our own data into multiple vulnerabilities of children shows that some PP children may also have underlying SEN</p>	<p>Work of SENDCos to be monitored by HT / DHT & SEND Governors Data to be tracked and attainment and progress to be closely monitored Impact of interventions to be monitored by SENDCos and by HT/DHT at Pupil Progress Meetings</p>	<p>HT / DHT SENDCos HA Champion</p>	<p>Increased understanding of multiple vulnerabilities SLT tracking pupils, with middle leaders and attendance manager increasing in their knowledge and understanding of this area Under-performing children identified and work in place to identify needs of children Work in this area needs to continue to be developed further in order to continue to raise standards for PP children</p>

	HT to very closely monitor provision for PP pupils				
F. Attendance of PP pupils being managed effectively.	<p>HT / DHT to track PP pupils; overlaying attendance against attainment and progress.</p> <p>Attendance Manager and HT to monitor attendance data regularly; identifying issues and taking actions to address this.</p> <p>Employ the use of Attendance Management Services where appropriate.</p>	<p>Research into other primary schools showed that many spend PP funding on improving attendance of PP pupils</p> <p>Many examples of research highlighting the need for pupils to be in school</p> <p>Our own data generally shows that PP pupils with poor attendance are under-performing academically</p>	Attendance of PP pupils to be regularly monitored by PP Governor	HT Attendance Manager	<p>October 2017 attendance data shows PP above national figures and outperforming non-PP pupils</p> <p>July 2018 There is now a greater understanding of the impact of poor attendance on educational attainment within the school. This understanding is beginning to be understood by parents too. Further work is needed to develop this further and to positively impact upon the attendance of PP children</p>
<p>Total budgeted cost: £100 PP Voucher per pupil</p> <p>SEND services</p> <p>HA Champion services</p> <p>Attendance Manager employed</p> <p>Attendance Management Service</p> <p>HT / DHT time - on average 2 hours per week to monitor / mentor</p>					<p>£12,000</p> <p>£60,500</p> <p>£1,170</p> <p>included</p> <p>£5,000</p> <p>from within budget</p>