

## 2018 - 2019 Pupil Premium Strategy

(This document forms part of the 2018 - 2019 SDP: Objective 6 Vulnerable Groups)

### Planned expenditure for 2018 - 2019

Summary information					
<b>School</b>	The Grange School, Daventry				
<b>Academic Year</b>	2018 - 2019	<b>Total PP budget incoming</b>	£135,640	<b>Date of most recent PP Review</b>	Planned for Autumn 2018
		<b>Total PP planned expenditure</b>	£158,755		
<b>Total number of pupils</b>	427 / 473	<b>Number of pupils eligible for PP</b>	101 (July) 84 (Sept)	<b>Date for next internal review of this strategy</b>	Termly

Data Headlines from 2018 - 2019
<p>School leaders are determined to improve provision for, and the progress and attainment of, pupils who receive the Pupil Premium. The data evidences the success of their drive to ensure that provision in EYFS diminishes any pre-existing gaps and prevents any new gaps forming. The % of PP pupils achieving the early learning goals was above national averages in Self Confidence and Self-Awareness, Listening and Attention, Moving and Handling and Health &amp; Self Care. The % of PP pupils exceeding the early learning goals was above national averages in all areas except writing.</p> <p>In Y1 phonics - the % of PP pupils passing the phonics screen is now on an upward trend and exceeds the national average. As a result of targeted school improvement measures, there was a very significant improvement in this from 2017 to 2018. At KS1, PP attainment at the greater depth standard in reading is now within 3% of the attainment of all pupils. 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>

Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
<b>A.</b>	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 their school life
<b>B.</b>	In some cohorts, PP pupils attain less well than all pupils, including some high ability pupils who are eligible for PP
<b>C.</b>	A higher percentage of PP pupils (compared to non-PP pupils), require social and emotional support

<b>D.</b>	Often PP pupils have a wide range of vulnerabilities, which can hinder accurate identification of the reasons for under-achievement
<b>External barriers</b>	
<b>E.</b>	Parents of some PP pupils, require additional support in order to engage with the school and their child's learning
<b>F.</b>	The attendance of some PP pupils, is below that of non-PP pupils in the school; including rates of persistent absence

<b>Desired outcomes 2018 - 2019</b>			
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Evaluation of Pupil Premium Strategy</i>
<b>A.</b>	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.	<p>Sustained implementation of Tuesday Tots (a parent &amp; toddler group) focusing on SLC.</p> <p>Existence of sustainable provision for 2 year olds, with high quality SL&amp;C provision.</p> <p>Speech, Language and Communication measures in EYFS, are improved further from 2017/2018.</p> <p>Improvements to SLC result in improved attainment in early reading.</p> <p>Improvements in the universal offer for vocabulary development lead to improved attainment in reading.</p> <p>The gap between pupils eligible for PP and non-PP pupils continues to diminish.</p> <p>CSI Team able to prove the impact of their support for teachers in providing the universal offer for SL&amp;C.</p> <p>CSI Team able to prove the impact of their intervention work with those pupils identified as having additional needs in SL&amp;C.</p>	<p><i>Tuesday Tots continues to run with a focus on SLC. Uptake varies but the school can evidence that children from the immediate community, who intend to apply to the school for a place, attend regularly. The school can also evidence that it proactively targets families from within the immediate vicinity of the school.</i></p> <p><i>The provision for 2 year olds has been established and has proven to be enormously successful. There is a larger than expected number of families, desiring a place and all targeted children joined the provision. LA monitoring and moderation of the 2 year old process evidences that this is a successful addition to our provision and that standards are good with EYFS.</i></p> <p><i>Speech, Language and Communication development remains a priority in the EYFS, and monitoring evidence from the Local Authority evidences that the school is sustaining its Ofsted 'Good' judgement in EYFS.</i></p> <p><i>2018 - 2019 data</i></p> <p><i>86% (6 out of 7) of PP children achieved the Early Learning Goal (ELG) in Listening &amp; Attending. This is in comparison with the 95% of all children that achieved this ELG, and the 96% of non-PP children that achieved this standard. Because of the low numbers of identified PP children in Reception, each child is worth 14%, which has a statistical significance when comparing data.</i></p> <p><i>86% (6 out of 7) of PP children achieved the ELG in Understanding. This is slightly below the attainment of all pupils and non-PP pupils; 91% and 92% of whom achieved the standard. Again, there is a statistical significance caused by the small number of pupils.</i></p> <p><i>100% of PP children achieved the ELG in Speaking.</i></p> <p><i>However, no children exceeded the Early Learning Goal in any of the C&amp;L goals. This will feature, as an objective, in next year's PP Strategy.</i></p> <p><i>In Listening &amp; Attending, attainment is in line with the school's performance in 2018. In Understanding &amp; Speaking, there has</i></p>

			<p><i>been a significant increase in the attainment of EYFS PP pupils, at the expected level.</i></p> <p><i>The school is able to evidence an increase in PP attainment in Reading; rising from 50% in 2018 to 57% in 2019, with a similar number of identified PP pupils.</i></p> <p><i>The disadvantage gap in Reading attainment is also decreasing; from a gap of 28% in 2018 and 19% in 2019.</i></p> <p><i>The Communication, Speech and Sensory Impairment Team (CSI Team) are able to evidence the work they have completed; both supporting individual pupils with identified needs and supporting staff in ensuring their is high-quality SCL provision for all pupils.</i></p> <p><i>They are able to identify accelerated progress in language skills in children for whom intervention work has taken place.</i></p>
<b>B.</b>	Higher rates of progress in all year groups for pupils eligible for PP, including those with the potential to attain highly.	Any existing gaps between PP and non-PP pupils' attainment will be diminishing.	<p><i>Specific provisions are now in place for PP children, designed to close the gaps in their learning; regardless of the level of attainment.</i></p> <p><i>Specific interventions are in place for PP children who lag significantly behind the age related expectations.</i></p> <p><i>Analysis shows that the gap is closing in some cohorts; notably those further down the school. There is evidence that we are preventing the gap from appearing in EYFS and are becoming more successful at closing the gap.</i></p> <p><i>There are still large gaps between PP and non-PP amongst the older children in the school. Analysis shows that historic provision for these pupils; particularly in the EYFS and KS1, is still impacting upon their educational attainment. The school will continue to take steps to address these specific needs whilst continuing to ensure that the universal PP offer remains successful and continues to impact positively on younger cohorts.</i></p> <p><i>Attainment of PP children in KS2 is also affected by historic non-identification of PP children as early as possible in the school. We are continuing to work proactively with parents from Nursery onwards to identify children as soon as possible, in order to access additional provision from the outset.</i></p>
<b>C.</b>	Social and emotional issues of PP pupils continue to be addressed.	Wellbeing trackers to show improved SEMH in PP pupils, with some improvement in attainment also evident .	<p><i>The wellbeing of PP pupils is carefully managed through an extensive Wellbeing Team. In 2018 - 2019, PP pupils continued to be disproportionately represented amongst those requiring wellbeing support and pastoral care. Therapies and interventions were used to address specific needs. Pupil voice evidences that PP children feel more confident and secure because of this support.</i></p>
<b>D.</b>	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 re SEND, SEMH, attendance, any other barriers to learning. Individualised plans and programmes in place to address	<p><i>The school can evidence improvements in the identification of pupils' needs across the course of the year. The combined focus on meeting all needs is impacting on identifying multiple vulnerabilities amongst PP children.</i></p>

		<p>identified needs. Provisionmap used to track provision for PP pupils.</p> <p>Individual attainment and progress to be improved in direct relation to the additional support implemented.</p>	<p><i>Class teachers report feeling more confident at identifying the barriers to learning faced by all pupils; including PP.</i></p> <p><i>Where SEND needs have been identified in PP children, assessments have taken place where appropriate. All children on the SEND register have individualised learning plans in place, with cycles of intervention being in place to accelerate progress.</i></p> <p><i>Provisionmap is being used to track this more effectively.</i></p>
E.	Attendance of PP pupils being managed effectively.	<p>The attendance of PP pupils will have improved compared to 2017/2018.</p> <p>Rates of persistent absence of PP pupils will also improve.</p> <p>There will be effective and comprehensive support programmes in place to address attendance issues.</p>	<p><i>The attendance of PP children continues to improve. The attendance of PP pupils is a little below that of all pupils in the school, but is significantly better than the national figures for disadvantaged children. Our disadvantaged children attend school significantly more than the average disadvantaged child in the UK.</i></p>

Planned expenditure					
Academic year		2018 / 2019			
i. Universal Offer					
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 - when will you review?
A. Maintain improvements in Speech, Language and Communication in EYFS, and pre-school pupils and implement best practice and provision across the school.	<p>EYFS curriculum that focuses on SL&amp;C</p> <p>Pre-school provision that focuses on SL&amp;C</p> <p>Establish CSI Team (Communication &amp; 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&amp;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</p>	<p>Continued high-quality provision of EYFS &amp; Pre-school provision.</p> <p>Training and support for staff new to EYFS.</p> <p>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>Caroline Colledge - English Lead</p> <p>Elaine Wagg - CSI Lead &amp; DHT</p>	Termly

		<p>(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>B.</p> <p>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 teachers to accelerate the progress of PP pupils, through appropriate</p> <p>£100 PP Voucher to enable equality of opportunity - clubs, trips etc, to ensure that all pupils in the school have equal access to school</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>Continued focus on assessment for learning and appropriate challenge for all.</p> <p>Work with external consultant, Claire Gadsby, to continue the development of assessment and meeting the needs of all.</p>	School Leaders	Termly
<p>C.</p> <p>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.</p> <p>To engage appropriate outside agencies to meet the SEMH needs of PP pupils.</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</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</p>	<p>SENDCos</p> <p>Wellbeing Lead</p> <p>HT / DHT</p> <p>Specialist Support Staff</p>	Termly

		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.	attainment.		
E. Attendance of PP pupils being managed effectively.	Attendance monitored daily by Admin Team	<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	Wellbeing Lead  HT / DHT	Termly

<b>ii. Targeted support</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>
A. Ensure that the SL&C needs of pupils are swiftly identified and timely intervention is provided.	<p>Establish CSI Team (Communication &amp; Sensory Impairment Team) to support the universal offer and provide specialist intervention and advice / support.</p> <p>New SEND team to effectively identify, assess</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	<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 &amp; DHT</p> <p>Vicki Masters - SEND Lead and HT</p>	Termly

	<p>and meet the needs of under-achieving pupils.</p> <p>Provision to be monitored using Assess, Plan, Do, Review cycle</p>	<p>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>B. Higher rates of progress in all year groups for pupils eligible for PP, including those with the potential to attain highly.</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>Targeted pupil progress meetings; leading to actions that enable accelerated progress where required.</p> <p>Use of teachers to accelerate the progress of PP pupils, through appropriate</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>	Inclusion Leads	Termly

<p>C.</p> <p>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.</p> <p>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>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>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>Termly</p>
<p>E.</p> <p>Attendance of PP pupils being managed effectively.</p>	<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>	<p>Attendance of PP pupils to be regularly monitored by PP Governor</p> <p>School will use every available option available to them to ensure that pupils are in school each day, including telephone calls, home visits, Attendance Contracts.</p>	<p>Wellbeing Lead</p> <p>HT / DHT</p>	<p>Termly</p>

**Budget for Pupil Premium Strategy**

<ul style="list-style-type: none"> <li>- £100 voucher for each PP child</li> <li>- Training for staff new to EYFS</li> </ul>	<p>12,000.00</p> <p>1,000.00</p>
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- Pro rata cost of CSI Team provision	35,671.50
- CSI Specialised training	1,000.00
- CSI Team resources	1,000.00
- Additional teachers to provide intervention	30,468.00
- Readingwise software and resources	5,000.00
- Universal offer staff training costs	10,000.00
- Pro rata cost of Attendance management staff	12,255.60
- Pro rata cost of Wellbeing management staff	35,861.00
- Provision tracking software	1,100.00
- Pro rata cost of SEND staffing	13,399.40
Total Projected Spend	158,755.50
Amount received for Pupil Premium (any additional spending comes from school budget)	135,640.00