

## Pupil Premium Strategy Statement 2017 - 2018

### Planned expenditure for 2017 - 2018

1. Summary information					
<b>School</b>	The Grange School, Daventry				
<b>Academic Year</b>	2017/18	<b>Total PP budget incoming</b>	£135,180	<b>Date of most recent PP Review</b>	n/a
		<b>Total PP planned expenditure</b>	in excess of £154,097		
<b>Total number of pupils</b>	423	<b>Number of pupils eligible for PP</b>	98 (23%)	<b>Date for next internal review of this strategy</b>	March 2018

Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
<b>A.</b>	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>B.</b>	Some high ability pupils who are eligible for PP are making less progress than other high ability pupils.
<b>C.</b>	Currently, a higher percentage of PP pupils (compared to non-PP pupils), require social and emotional support.
<b>D.</b>	Lack of clarity around the precise needs of under-performing PP pupils.
<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.

Desired outcomes 2017 - 2018		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	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>B.</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.
<b>C.</b>	Social and emotional issues of PP pupils addressed.	Wellbeing trackers to show improved SEMH in PP pupils .
<b>D.</b>	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.
<b>E.</b>	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.
<b>F.</b>	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.

<b>Planned expenditure</b>					
<b>Academic year</b>		<b>2017 / 2018</b>			
<b>i. Quality of teaching for all</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. 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 -	Jan 2018

	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>	
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>	December 2017
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 &amp; Toddler groups, to ensure all staff are invested in the focus on SL&amp;C.</p> <p>Provide appropriate training for all staff on SL&amp;C.</p>	HT / DHT to monitor	March 2018
<b>Total budgeted cost: HLTA cover (Parent &amp; Toddler group)</b>					<b>£1,170</b>
<b>HLTA cover (SL&amp;C focus)</b>					<b>£3,340</b>
<b>Family Support costs</b>					<b>£50,240</b>
<b>Specialist SL&amp;C work</b>					<b>£20,677</b>
<b>Specialist teacher to cover classes to allow class teachers to run interventions</b>					<b>£24,690</b>

## 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>Dec 2017</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</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 &amp; 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>December 2017</p>

	<p>pupils are met.</p> <p>HT to ensure that all PP pupils are engaging appropriately.</p> <p>HT to very closely monitor provision for PP pupils</p>				
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>July 2017</p> <p>October 2017 attendance data shows PP above national figures and outperforming non-PP pupils</p> <p>Rigorous system of attendance management in place.</p>
<p><b>Total budgeted cost: £100 PP Voucher per pupil</b></p> <p><b>SEND services</b></p> <p><b>HA Champion services</b></p> <p><b>Attendance Manager employed</b></p> <p><b>Attendance Management Service</b></p> <p><b>HT / DHT time - on average 2 hours per week to monitor / mentor</b></p>					<p><b>£12,000</b></p> <p><b>£60,500</b></p> <p><b>£1,170</b></p> <p><b>included</b></p> <p><b>£5,000</b></p> <p><b>from within budget</b></p>