

1. Summary Information						
School	Grangefield School					
Academic Year	2018/19	Total PP budget (Ap18-Mar19)	£55,100	Date of most recent PP Review	Oct 2018	
Total number of pupils	307	Number of pupils eligible for PP	41 (13%)	Date for next internal review of this strategy	Feb 2019	

2. Attainment – as numbers of DA children in each class are relatively small outcomes can vary from year to year. As a school we look at outcomes across time.						
End of Early Years Foundation Stage	<i>Pupils eligible for PP Grangefield</i> (5) (8) (11)			<i>All Pupils not eligible for PP (national average)</i>		
	2016	2017	2018	2016	2017	2018
<b>% achieving a Good Level of Development by the end of EYFS</b>	80%	38	36	72%	73%	
End of Key Stage 1	<i>Pupils eligible for PP Grangefield</i> (4) (4) (7)			<i>All Pupils not eligible for PP (national average)</i>		
<b>% making expected standard in reading</b>	100%	50%	100%	78%	79%	78%
<b>% making expected standard in writing</b>	25%	50%	71%	70%	72%	73%
<b>% making expected standard in maths</b>	25%	25%	86%	77%	79%	79%
End of Key Stage 2	<i>Pupils eligible for PP Grangefield</i> (4) (5) (6)			<i>All Pupils not eligible for PP (national average)</i>		
<b>% achieving expected standard in reading, writing and maths</b>	50%	60%	20%			
<b>progress in reading</b> (national for all children 0.0)	-0.7	1.6	-2.96	0.33	0.33	0.31
<b>progress in writing</b> (national for all children 0.0)	-0.1	-1.2	1.43	0.12	0.18	0.24
<b>progress in maths</b> (national for all children 0.0)	-0.5	-1.2	-1.24	0.24	0.28	0.31

<b>3. Barriers to future attainment (for pupils eligible for PP including high ability)</b>	
Barriers to future attainment of some of the pupils eligible for PP are as a result of the increase in expectation of national curriculum assessment and more demanding tests	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	As the school grows co-hort characteristics are changing with more children, particularly those in receipt of PP, entering school with lower baselines, lower levels of speech & language and other SEN needs, this is impacting on GLD attainment for the PP group.
<b>B.</b>	Progress has slowed for some pupils eligible for PP funding particularly with reading.
<b>C.</b>	Social / Emotional needs of some pupils including those in receipt of PP have created barriers which make accessing learning, particularly on a formal basis, difficult, across KS1 and 2.
<b>D.</b>	Low income limits the opportunities open to PP children to attend paying clubs / residential trips which require payment.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Home learning environment for some pupils eligible for PP funding
<b>F.</b>	Poor Attendance for some pupils eligible for PP funding

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A</b>	Ensure that pupils eligible for PP funding make at least the expected progress from their starting point (EYFS) in reading, writing and maths by the end of KS1	Pupils eligible for PP funding make rapid progress by the end of the year so that all eligible pupils for PP meet age related expectations
<b>B</b>	To ensure that pupils in KS2 reach the expected standard of all pupils in reading, writing and maths.	Gaps for pupils eligible for PP funding in KS2 in reading, writing and maths diminish as a result of targeted support and quality first teaching
<b>C</b>	To ensure that social/emotional support is identified and supported, so enabling pupils to focus on learning. To support the more vulnerable families.	Supported children make at least expected progress in learning across the key stages. Good communication between home and school.
<b>D</b>	To provide enrichment opportunities for pupils eligible for PP, both within term and holiday time.	Children are able to attend enrichment activities which support their well-being and extend their learning.
<b>E</b>	To support the more vulnerable pupils eligible for PP in school with reading to ensure that they read regularly across the week.	Weekly reading increases for the identified children,
<b>F</b>	To improve the attendance of vulnerable children so that learning is not missed.	Attendance of vulnerable children improves.

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2018/19</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>
<b>Quality First Teach (B,D)</b>	The new Phase Leaders will support class teachers and monitor their phase to see how DA children are being supported as part of the class teachers Quality First Teach.	By increasing the focus and identifying the specific needs of DA children class teachers will be able to more accurately match teaching and learning.	Monitoring by the Phase Leaders and SMT, review of outcomes at SMT meetings and termly pupil progress meetings.	Phase leaders	Autumn / Spring / Summer term pupil progress meetings / end of year outcomes.
<b>Total budgeted cost</b>					<b>£0</b>
<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>
<b>Targeted support (A &amp; B, E)</b>	<b>TA Class Support</b> Reflecting the support given by class TA's to support FSM/PP children ensuring full involvement in school life and support during whole class lessons.	We want to ensure that all pupils have the opportunity for quality support with their learning and also be able to specifically target FSM/PP on arrival at school and supporting in group activities.	Through monitoring by the SMT and Subject leaders . Through Performance Management of TA's so that strengths and needs can be identified. By allocating TA meeting time for CPD and reflection on outcomes.	SMT Phase One – Viv Migliaccio Phase Two – Debs Phillips Phase Three – Alex Allard	Three yearly Pupil Progress meetings and follow up SMT meetings. Through Community Committee meetings (Govs)
<b>Total budgeted cost</b>					<b>£38,300</b>
<b>Targeted support (A &amp; B)</b>	<b>TA Support groups</b> TA's to work with small groups to focus on identified areas of support.	We wanted to have a pocket of funding available to provide additional group support for identified pupils for a defined period of time.	Implementation is decided collectively at Pupil progress meetings, attended by the head, SENCO, class teacher and TA's. Support would be very specific, targeting particular age-related expectations.	SMT (Pupil progress meetings)	Recent years has shown that this intervention works effectively in terms 3,4,5. Review will be at Pupil progress meetings.

					Total budgeted cost	£1,000
iii. Other approaches						
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?	
<b>Support for childrens and families.(C,D,F)</b>	<b><u>Children and Families Support Worker</u></b> A children and families support worker has been appointed to support Vulnerable pupils and their families. Providing pastoral support, support with behaviour and learning and as a champion for improving attendance. This has a direct impact on vulnerable pupils providing far closer links with families and support for the children in school.	Our school has seen a steady increase over the last few years of children coming to school where the family are seeking support with their child's well being. We wanted to have a named person, who we could offer appropriate CPD to support these needs.	The head / DH and SENCO have regular weekly meetings with the CFSW and is the line manager. CPD which targets social/emotional learning and attendance.	Head Teacher	Through Performance Management. Through Resources Committee staffing review (February/March)	
					<b>CPD &amp; Resources</b>	<b>£600</b>
					<b>CFSW Salary</b>	<b>£12,800</b>
					<b>Total budgeted cost</b>	<b>£13,400</b>
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?	
<b>Support for childrens and families.(F)</b>	<b><u>Attendance Officer.</u></b> Jointly appointed by TDP Partnership schools visits the school 6 x per year to monitor attendance. Also available for where specific attendance issues arise, including home visits. Supporting the daily work of our CFSW to raise attendance of more Vulnerable children.	Evidence illustrates that poor attendance adversely affects a child's progress at school. We wanted to have the support of an Attendance Officer to help us ensure good attendance of vulnerable children across the school.	Meeting with HT and C&FSW to monitor all children's attendance and disadvantaged children in particular. Where concerns are raised communication is had with the parent and support offered by the C&FSW to help improve attendance.	HT	At the end of the school year.	
					<b>Total budgeted cost</b>	<b>£200</b>
<b>Support for childrens and families.(D)</b>	Support attendance of pupils eligible for PP at activities which enrich their learning or give	We wanted pupils eligible for PP to be able to access school enrichment activities, after school				



	experiences they may otherwise not have.	activities and holiday activities which give a stimulating and enriching opportunity.			
				<b>Total budgeted cost</b>	<b>£2,200</b>
				<b>Pupil premium total budget</b>	<b>£55,100</b>