

1. Summary Information					
School	Grangefield School				
Academic Year	2017/18	Total PP budget (Ap17-Mar18) (April18-Mar19)	£46,640 £50,010	Date of most recent PP Review	April 2018
Total number of pupils	278	Number of pupils eligible for PP	42 (15%)	Date for next internal review of this strategy	Sep 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			Pupils eligible for PP Grangefield (3) (5) (8)			All Pupils not eligible for PP (national average)
			2015	2016	2017	
% achieving a Good Level of Development by the end of EYFS			100%	80%	38	69 72 73
End of Key Stage 1			Pupils eligible for PP Grangefield (5) (4) (4)			All Pupils not eligible for PP (national average)
% making expected standard in reading (14,15 'Level 2+',16 'Expected')			100%	100%	25%	93 81 79
% making expected standard in writing (14,15 'Level 2+',16 'Expected')			100%	25%	25%	91 70 72
% making expected standard in maths (14,15 'Level 2+',16 'Expected')			100%	25%	25%	95 77 79
End of Key Stage 2			Pupils eligible for PP Grangefield (4) (4) (5)			All Pupils not eligible for PP (national average)
2015 & 2016 % making expected progress in reading 2017 Progress measure from Key Stage 1			100%	50%	1.6	92% 72 0.3
2015 & 2016 % making expected progress in writing 2017 Progress measure from Key Stage One			100%	75%	-1.2	95% 79 0.2
2015 & 2016 % making expected progress in maths 2017 Progress measure from Key Stage One			75%	50%	-1.2	91% 76 0.3

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
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	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	More children, including those in receipt of PP, are entering school with lower levels of speech & language and other SEN needs, this is impacting on attainment
B.	Progress has slowed for some pupils eligible for PP funding across reading, writing and maths as a result of raised expectations in assessment, particularly in KS2.
C.	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.
D.	Low income limits the opportunities open to PP children to attend paying clubs / residential trips which require payment.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Home learning environment for some pupils eligible for PP funding
F.	Poor Attendance for some pupils eligible for PP funding

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	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 make at least expected progress and some make accelerated progress.
B	To ensure that DA pupils in KS2 make expected progress in reading, writing and maths and some make accelerated progress.	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. DA children make at least expected progress.
C	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.
D	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.
E	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,
F	To improve the attendance of vulnerable children so that learning is not missed.	Attendance of vulnerable children improves.

5. Planned expenditure					
Academic year		2017/18			
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	When will you review implementation?
Quality First Teach (B,D)	'Challenge' Maths/English Additional staffing secured to broaden the quality of teaching and learning in english & maths, providing smaller class size for a Challenge session each week, across Key stage 2, focus area agreed by staff dependent on needs of the co-hort, enabling greater progress of FSM pupils regardless of ability.	We want to give the opportunity for children to have high quality focused support at their ability level, working in smaller teaching groups.	Implementation during the Autumn and Spring term. Collaborative planning by the teachers. Monitoring by Subject Leads.	English and Maths Subject leads.	Spring term pupil progress meetings / end of year outcomes. Through Curriculum & Standards Committee meetings. (Govs)
Total budgeted cost					£600
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?
Targeted support (A & B, E)	TA Class Support 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 EYFS/KS1 – Viv Migliaccio KS2 – Debs Phillips	Three yearly Pupil Progress meetings and follow up SMT meetings. Through Curriculum and Standards Committee meetings (Govs)
Total budgeted cost					£31,010
Targeted support (A & B)	TA Support groups TA's to work with small groups to	We wanted to have a pocket of funding available to provide	Implementation is decided collectively at Pupil progress	SMT (Pupil progress meetings)	Recent years has shown that this intervention works

	focus on identified areas of support.	additional group support for identified pupils for a defined period of time.	meetings, attended by the head, SENCO, class teacher and TA's. Support would be very specific, targeting particular age-related expectations.		effectively in terms 3,4,5. Review will be at Pupil progress meetings.
Total budgeted cost					£1,000
Review					
Analysis from in-sight matrix data shows that progress from summer 2017 to summer 2018 was on average good for disadvantaged children across the school achieving expected or accelerated progress (Y2-6: r 79%, w 83%, m 88%, no data 12%) , the one exception being Year One where expected progress or above was significantly lower. However analysis of KS2 data shows that progress overtime from Year 2 Sat's to summer 2018 year groups (Yrs 3-6) is variable: writing (84%), maths (70%), reading (50%). Indicating that progress in prior years had been below expected for some disadvantaged children, particularly in reading. In 2017-18 emphasis was placed on priority readers in school which will partially explain the improve in progress.					
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?
Support for childrens and families.(C,D,F)	<u>Children and Families Support Worker</u> 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)
CPD & Resources					£600
CFSW Salary					£11,000
Total budgeted cost					£11,600
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?
Support for childrens and families.(F)	<u>Attendance Officer.</u> Jointly appointed by TDP	Evidence illustrates that poor attendance adversely affects a	Meeting with HT and C&FSW to monitor all childrens	HT	On-going review each short term and through

	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.	childs 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.	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.		attendance figures reported to governors. At the end of the school year.
Total budgeted cost				£180	
Support for childrens and families.(D)	Support attendance of pupils eligible for PP at activities which enrich their learning or give experiences they may otherwise not have.	We wanted pupils eligible for PP to be able to access school enrichment activities, after school activities and holiday activities which give a stimulating and enriching opportunity.	Meeting with HT and C&FSW to monitor the support opportunities for Vulnerable families. PP strategy is reviewed at Resources Meetings – cost centres indicate PP spend.	HT	Through Resources Committee meetings. At the end of the school year – reference in SEF.
<p>Review.</p> <p>Attendance</p> <p>CFSW/admin checks attendance each day. Termly review meetings with TDP Attendance Officer followed up by specific actions where a need is recognised.</p> <p>September 4 2017 – 22nd June 2018</p> <p>Pupil premium 93.76</p> <p>Not Pupil Premium 96.84 Gap 3.08%</p> <p>September 4 2017 – Feb 21st 2018</p> <p>Pupil premium 94.14</p> <p>Not Pupil Premium 97.14 Gap 3%</p> <p>Attendance September 2016 – July 2017</p> <p>Pupil premium 94.09%</p> <p>Not Pupil Premium 97.15% Gap 3.06%</p> <p>Whole school target to reduce the gap was not met, the reason for this was the % attendance of a case where there were very specific reasons, without which the target has been met. Four out of the six classes where the gap could be measured saw a reduction in the gap, two of the six had gaps below 1%, one had a positive gap. (+ 1.2%)</p> <p>Other activities</p> <p>Y6 residential x 3 , all trips & clubs if desired. Little Hoots holiday club & Sports Holiday Clubs, Heidies Heroes (swimming), Summer holiday support booked. Cluster events eg archery.</p> <p>Lunch time Club (LH/BG).</p>					
Total budgeted cost				£2,250	

