

1. Summary Information						
School	Grangefield School					
Academic Year	2019/20	Total PP budget (Ap18-Mar19)	£ 59,400	Date of most recent PP Review	Oct 2019	
Total number of pupils	338	Number of pupils eligible for PP	49 (14%)	Date for next internal review of this strategy	Feb 2020	
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 (8) (11) (6)			All Pupils not eligible for PP (national average)		
	2017	2018	2019	2017	2018	2019
<b>% achieving a Good Level of Development by the end of EYFS</b>	38%	36%	100%	73%	73%	Not yet released
End of Key Stage 1	Pupils eligible for PP Grangefield (4) (7) (11)			All Pupils not eligible for PP (national average)		
<b>% making expected standard in reading</b>	50%	100%	55%	79%	78%	Not yet released
<b>% making expected standard in writing</b>	50%	71%	10%	72%	73%	Not yet released
<b>% making expected standard in maths</b>	25%	86%	30%	79%	79%	Not yet released
End of Key Stage 2	Pupils eligible for PP Grangefield (5) (6) (6)			All Pupils not eligible for PP (national average)		
<b>% achieving expected standard in reading, writing and maths</b>	60%	20%	50%			
<b>progress in reading</b> (national for all children 0.0)	1.6	-2.96	Not yet released	0.33	0.31	Not yet released
<b>progress in writing</b> (national for all children 0.0)	-1.2	1.43	Not yet released	0.18	0.24	Not yet released
<b>progress in maths</b> (national for all children 0.0)	-1.2	-1.24	Not yet released	0.28	0.31	Not yet released

### 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 (issues to be addressed in school, such as poor oral language skills)

<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 and KS1 attainment for the PP group.
<b>B.</b>	Progress has slowed for some pupils eligible for PP funding particularly with writing.
<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.

#### External barriers (issues which also require action outside school, such as low attendance rates)

<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

### 4. Outcomes

	<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 and from KS1 to the end of KS2	Through good teaching and learning across the year, pupils eligible for PP funding make good progress from their starting points by the end of the year which can be demonstrated by their outcomes.
<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 and with writing through in-class booster support.	Weekly reading increases for the identified children, Number of PP children is a factor when allocating additional support for writing.
<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>2019/20</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 (additional to PP budget)</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. Reflection on outcomes.	SMT Phase One – Viv Migliaccio Phase Two – Briony Newitt / Debs Phillips Phase Three – Alex Allard	Three yearly Pupil Progress meetings and follow up SMT meetings. Through C&S Committee meetings (Govs)
<b>Total budgeted cost</b>					<b>£32,300</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.

		<b>Total budgeted cost</b>			<b>£3,000</b>
<b>Targeted support (A &amp; B &amp; E)</b>	<b>Bespoke booster support</b> DH, as part of teaching commitment, to work with targeted booster groups. (Autumn 2: Y3) Qualified teacher to work with targeted booster groups.	We want the PP children to have targeted support from a teacher to support progress in writing.	Implementation is determined following Pupil Progress meetings where outcomes for PP children are analysed.	SMT – Pupil Progress meetings	Reviews will be a Pupil Progress meetings.
				<b>Total budgeted cost</b>	<b>£0 (DH additional to PP budget) £4000 (additional teacher from January )</b>
<b>Mid-year Review Feb 3 2020 (A, B and E)</b>	<p>Whole school average progress for pupils eligible for PP is very similar to non-PP eligible children. Because of the variation in PP co-horts in each class (varying from 1 – 8), outcomes have to focus on the individual child's needs and how they are progressing from their starting points. Class averages are distorted by the variation in numbers.</p> <p>Writing continues to be a priority area with pupils eligible for PP – Pupil progress meetings highlight the TA interventions which have been set in place to support specific pupils eligible for PP children across all year groups. Year 2 and 3 have a higher than average SEN need for pupils eligible for PP. Writing intervention groups with a support teacher are in place twice weekly for Y2 and Y3.</p> <p>Pupils eligible for PP are flagged as priority readers. Overall progress has remained consistent since Summer 2019 in KS2. KS1 has seen a dip. Accelerated reader outcomes across Key Stage Two show that the majority of pupils eligible for PP progress broadly in line with whole class averages.</p> <p>Maths for deeper learning continues to be embedded across the school. (year 2 of 3). Pupils eligible for PP progress since Sum 2019 is broadly consistent with KS2 slightly stronger.</p>				
<b>End of Year Review September 2020</b>	<p>The second half of the year was significantly impacted by the Coronavirus Pandemic and the partial closure of schools. It was not possible to support the children in the same way.</p> <p>For children who were attending school it was possible for them to have a consistent level of support from teachers and TA's. However it must be noted that staff worked on a rotation up until the wider re-opening in June, this enabled a balance of time between facilitating home learning and working with 'bubbles' in school. Over the course of the pandemic there was also staff illness, with 9 staff being away for illnesses with Covid like symptoms (when testing was not possible). Therefore, children will have had less consistency in which teacher / TA was able to support.</p>				

For disadvantaged children who were home learning the levels of interaction were variable with some families not wishing to engage. Within this were some families where places were offered but they did not wish their child / children to attend.

For those children who did engage there was support from the teachers with home learning, many of the families asked for hard packs rather than on-line learning, this was either collected from school or delivered by staff.

Final outcomes could not be assessed, however in Autumn One 2020, teacher assessment and assessment tests are being used to benchmark where childrens learning is and what impact the virus has had. (see Pupil premium strategy 2021)

**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>£1,000</b>
				<b>CFSW Salary</b>	<b>£15,800</b>
				<b>Total budgeted cost</b>	<b>£16,800</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> Appointed by the school, visits the school 6 x per year to monitor attendance. Also available for where specific attendance issues arise, including home visits.	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	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	Head Teacher	At the end of the school year.

	Supporting the daily work of our CFSW to raise attendance of more Vulnerable children.	vulnerable children across the school.	parent and support offered by the C&FSW to help improve attendance.		
				<b>Total budgeted cost</b>	<b>£300</b>
<b>Support for childrens and families.(D)</b>	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.	Grange Money and School trips are free for PP children, Y6 residential is subsidised. The Admin Officer manages this.  CFSW works with families to arrange enrichment activities.	Head Teacher	At the end of the school year.
				<b>Total budgeted cost</b>	<b>£3.000</b>
				<b>Pupil premium total budget</b>	<b>£59,400</b>
<b>Mid-year Review Feb 3 2020 (C, D &amp; F)</b>	<p>Children and Families Support worker and the SEN Co-ordinator work closely together to support more vulnerable children and families. Where there are more significant needs the head or deputy will support this work. Since September more than 50% of Pupil premium families have received support. This has improved outcomes for these children.</p> <p>Families where pupils were eligible for free school meals were all offered a Christmas Hamper. All school related trips are either fully or partially funded. After-school care, holiday clubs and term time clubs have also been specifically offered and funded.</p> <p>Attendance for Disadvantaged children continues to be above the national average. The attendance officer monitors attendance of all children. Where attendance is below 90% families are supported by the CFSW and head teacher to improve attendance.</p> <p>Average attendance 2018-19 was: Not-free school meal children 97.18% Free-school meal children 94.42% Gap 2.76%</p> <p>Average attendance Sept 2019 – Dec 2019 was: Not-free school meal children 96.87% Free-school meal children 94.02% Gap 2.86%</p>				



**End of Year Review  
September 2020**

During the lock down period, certain vulnerable families were able to continue to attend school, when added to those vulnerable / free-school meal children who had a parent who was a key worker, the chart below shows the percentage which attend school – not all children necessarily attended every day.

FSM	50% of FSM children	75% of FSM children	10% of FSM children	0% of FSM children	20% of FSM children	50% of FSM children	50% of FSM children
-----	---------------------	---------------------	---------------------	--------------------	---------------------	---------------------	---------------------

Vulnerable families who were not attending school during the lock down were contacted weekly by the NEST team in addition to contact by class teachers. Food bank vouchers were issued where there was a need identified during the calls.

Food hampers were distributed to FSM families throughout the lockdown period including the half term, Easter and Summer holiday.

During the lock down period the number of children identified as eligible for free school meals increased slightly.