

Grangefield School Pupil Premium Strategy Academic Year 2020-21 - Year-end review.

1. Summary Information

School	Grangefield School				
Academic Year	2020/21	Total PP budget (Apr20 - Mar 21)	£ 67,942	Date of most recent PP Review	Sep 2021
Total number of pupils	366	Number of pupils eligible for PP	51 (14%)	Date for next internal review of this strategy	See PP strategy 21-22

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. Because of the Covid Pandemic we have used internal data for Term One 2020 assessment.

	<i>Pupils eligible for PP Grangefield (11) (6)</i>		<i>All Pupils not eligible for PP (national average)</i>			<i>Pupils eligible for PP Grangefield</i>	<i>All Pupils not eligible for PP Grangefield</i>
End of Early Years Foundation Stage	2018	2019	2018	2019	On entry assessment EYFS Term One 2020	Term One 2020	Term One 2020
					% children at expected entry level Speaking	50%	61%
% achieving a Good Level of Development by the end of EYFS	36%	100%	73%	74.8%	% children at expected entry level Reading	67%	62%
					% children at expected entry level Writing	67%	63%
					% children at expected entry level Number	50%	63%
End of Key Stage 1	<i>Pupils eligible for PP Grangefield (7) (11)</i>		<i>All Pupils not eligible for PP (national average)</i>		On entry to Year Two Term One 2020	(9 PP Pupils)	(51 Pupils not eligible for PP)
% making expected standard in reading	100%	55%	78%	78%	% at expected standard in reading for Term 1	33%	61%
% making expected standard in writing	71%	10%	73%	73%	% at expected standard in writing for Term 1	33%	41%
% making expected standard in maths	86%	30%	79%	79%	% at expected standard in maths for Term 1	55%	69%
End of Key Stage 2	<i>Pupils eligible for PP Grangefield (6) (6)</i>		<i>All Pupils not eligible for PP (national average)</i>		On entry to Year Six Term One 2020	(3 PP Pupils)	(29 Not eligible for PP)
% achieving expected standard in reading, writing and maths	20%	50%					
progress in reading (national for all children 0.0)	-2.96	-3.6	0.31	0.27	% at expected standard in reading for Term1	33%	55%
progress in writing (national for all children 0.0)	1.43	-0.2	0.24	0.32	% at expected standard in writing for Term1	33%	51%

progress in maths (national for all children 0.0)	0.28	1.3	0.31	0.37	% at expected standard in maths for Term 1	33%	47%
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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)

A.	As the school grows co-hort characteristics are changing with more children, particularly those in receipt of PP, entering school with lower baselines, in particular lower levels of oral language skills, this is impacting on GLD and KS1 attainment for the PP group.
B.	Progress has slowed for some pupils eligible for PP funding during the Coronavirus Pandemic.
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 (issues which also require action outside school, such as low attendance rates)

E.	Home learning environment for some pupils eligible for PP funding , where it is harder to engage parents in supporting childrens learning.
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 in EYFS and KS1 who are eligible for PP funding, where oral language is below the expected level, are identified and supported , so enabling pupils to access their learning better and make good progress.	Through good teaching and learning across the year and targeted interventions, pupils eligible for PP funding make good progress with their oral language.
B	To ensure that DA pupils where the gap in learning has widened because of the Coronavirus Pandemic and school closure close the gap in learning.	Gaps for pupils eligible for PP funding in reading, writing and maths diminish as a result of targeted support and quality first teaching
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 so that reading is not a barrier to accessing other learning.	Weekly reading increases for the identified children, Number of PP children is a factor when allocating additional support for reading.
F	To improve the attendance of vulnerable children so that learning is not missed.	Attendance of vulnerable children improves.

5. Planned expenditure					
Academic year		2020/21			
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 (A, B,E)	Inclusion Lead and 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, Inclusion lead and SLT, review of outcomes at SMT meetings and termly pupil progress meetings.	Phase leaders Inclusion Lead	Autumn / Spring / Summer term pupil progress meetings / end of year outcomes.
Total budgeted cost					£0 (additional to PP budget)
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)	<u>TA Class Support</u> 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.	Inclusion Lead – Alex Phoenix Phase One – Viv Migliaccio Phase Two – Alex Allard Phase Three – Debs Phillips	Three yearly Pupil Progress meetings and follow up SMT meetings. Through C&S Committee meetings (Govs)
Total budgeted cost					£29,232
Targeted support (A & B)	<u>TA Support groups</u> TA's to work 1:1 or 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 2, 3,4,5. Review will be at Pupil progress meetings in Terms 2,4,6.
Total budgeted cost					£4,000 + £2000

Targeted support (A & B & E)	<u>Bespoke booster support</u>	We want the PP children to have targeted support from a TA trained on the NELI programme to support progress in oral language.	TA's are trained in the Nuffield Early Language Intervention programme and the programme is delivered to children for a 20 week period.	EYFS Lead	Reviews will be a Pupil Progress meetings.
	<u>Bespoke booster support</u> We want a qualified teacher to work with targeted booster groups in Term 3 & 4.	We want the targeted pupil premium children to have targeted support to support their English and Maths learning	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.
					TA £3000 CT £4000
Total budgeted cost					£3000 (NELI) £4000 (additional teacher from January)
Mid-year Review Feb 2021	<p>Actions above to support the children have been impacted by the Covid 19 lockdown since January.</p> <p>Certain actions were taking place during Term 1 & 2.</p> <ul style="list-style-type: none"> • Allocation of additional support for classes was determined by class characteristics, including PP. • All classes included priority reading for PP children • Training for the NELI programme has begun and is continuing virtually this term, all YR children have been assessed and key children selected to participate. Intervention with children will begin in Term 5. • Bespoke booster groups took place in Autumn 2 for Yr Six. (before school) • Insight data indicated that PP children had made progress across the Autumn Term, however many PP children are starting from a lower attainment point than non-PP children. • Following pupil progress meetings in December a timetable of support had been established for support beginning in Term 3 – a combination of PP and Covid Catch up premium, however this has been delayed. Teaching staff who are willing to do additional tutoring outside of school hours have been identified. Once school returns and children have settled back in, most likely in Term 5, interventions and tutoring will re-start. <p>During remote learning certain actions are happening to support PP children to access learning</p> <ul style="list-style-type: none"> • Monitoring by teaching staff as to pupil engagement. Where pupils are not engaging welfare calls are made to ascertain why, support is then given to encourage greater engagement. <ul style="list-style-type: none"> ➤ Support to access remote learning, assistance with logging in etc. 				

	<ul style="list-style-type: none"> ➤ Where pupils (a combination of DA and SEN) are struggling with class lessons staff have offered differentiated learning, 1:1 or small group meets ➤ Provision of a Chrome Book or laptop – DfE allocation has now arrived in school and this has been supplemented by the existing Chrome Books owned by the school. ➤ Where children are not engaging, or struggle to engage with on-line learning, printed packs, bespoke to the child, have been sent home. • Families considered by the school to be particularly vulnerable (school definition not government definition) have been offered places in school, currently 38% of PP children are attending school.
End of Year Review September 2021	<p>Some actions introduced earlier in the year continued with additional actions implemented after the second lockdown. Outcomes were impacted by the second lockdown January 2021.</p> <ul style="list-style-type: none"> • Following Spring pupil progress meetings allocation of additional support for classes was determined by class characteristics, including PP. All classes included small group interventions for identified children and priority reading for PP children. • From Term 5, small group tutoring, either before or after school by the teachers / HLTA was used to target pupil premium children and other identified children where gaps in learning had been identified. • On-line 'Tute' tutoring took place for identified PP children during the school day across Term 5 & 6. • Following the initial delay because of Covid, NELI intervention with children in Reception began in Term 5. YR teachers observed a positive impact from the intervention could not be completed by the end of the summer term and the NELI intervention will continue into Year One for completion in mid-October. • Due to COVID-19, performance measures have not been published for 2020 to 2021. Internal assessments for summer 2021 indicate: <ul style="list-style-type: none"> ➤ Disadvantaged children have made expected progress from Autumn 2020 baseline assessments with accelerated progress by some children. ➤ Taking into account the impact of Covid 19 on children's learning the majority of disadvantaged children in Y4 – 6 have made good progress from Y2. DA children making at least expected progress: Writing 87% Maths 96% Reading 82%. Please note one child equates to 4.3% ➤ Attainment of disadvantaged children in Years 5 & 6 are in-line or slightly above non-disadvantaged children. <p>However:</p> <ul style="list-style-type: none"> ➤ Summer 2021 outcomes for disadvantaged children are lower than for non-disadvantaged children in LKS2 and KS1, particularly in Y1 and Y3 where disadvantaged pupils average working towards in reading, writing and maths <p>The combined effect of both lockdowns and has adversely effected these two year groups the most, both disadvantaged and non-disadvantaged pupils. Y2 and Y4 are target year groups for 2021-22.</p>

- Across all year groups, because of the impact of Covid 19, there has been a greater impact on writing progress than reading and maths. Maths progress shows the least impact.
 - EYFS
- On entry, PP children were baselined at 13% being at age related expectations across all 18 ELG's. In Term Six (June 21) 75% of PP children were assessed at age related expectations across all 18 ELG's.
- All PP children achieved age related expectations in Speaking by the end of the summer term. (50% on baseline entry). Progress in NELI was a contributing factor to this outcome for some PP children.
- 88% of PP children achieved age related expectations in Reading, 75% in writing and 88% in Number/SSM ELG's (on entry R51%, W63%, N/SSM 50%/63%).
- Please note one child equates to 12.5%.

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 Inclusion Lead have regular meetings with the CFSW. CPOMS will be used to record concerns and outcomes, this is monitored by the SLT and Inclusion Lead. CPD which targets social/emotional learning and attendance.	Head Teacher	Through Performance Management. Through Resources Committee staffing review (February/March 2021)
CPD & Resources					£1,000
CFSW Salary					£16,568
Total budgeted cost					£17,568
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> Appointed by the school, visits the school 6 x per year to monitor attendance. Also available for where specific attendance issues	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	Meeting with HT and C&FSW to monitor all children's attendance and disadvantaged children in particular. Where concerns are raised	Head Teacher	At the end of the school year.

	arise, including home visits. Supporting the daily work of our CFSW to raise attendance of more Vulnerable children.	ensure good attendance of vulnerable children across the school.	communication is had with the parent and support offered by the C&FSW to help improve attendance.		
Total budgeted cost					£400
Support for childrens and families.(B , D)	Support attendance of pupils eligible for PP at activities which enrich their learning or give experiences they may otherwise not have. Support pupils eligible for PP to have appropriate resources for home learning as a consequence of the Coronavirus Pandemic.	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. We want pupils eligible for PP, who do not already have the appropriate resources, to have the resources needed to access quality home learning during the pandemic.	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. Appropriate home learning resources will be provided for PP children if they are needed.	SLT, Inclusion Lead and CFSW	At the end of the school year.
Total budgeted cost					£5,000
Pupil premium total budget					£65,200 + £2,742 not yet allocated.
Mid-year Review Feb 3 2021	<p>Across Term 1 & 2 the CFSW worked with particular families, support included assistance with assessing help from other agencies, support with completing forms / applications, guidance on parenting skills, support with assessing food charities. CFSW arranged for vulnerable children to receive Christmas hampers. CSFW also works with children in the school, giving them 'Time to Talk' when particular events have taken place in their lives.</p> <p>Attendance officer has visited the school in T2 & T 3 to monitor the attendance of all children and offer advice where attendance is low. Attendance for DA children is currently 96.7%, non-DA 98.4%. Both are higher than national averages.</p> <p>PP children have been supported with Grange Money, uniform and subsidised for the Yr 6 residential. (hopefully this will still take place) Where needed PP children have been provided with Chrome Books and other educational materials (stationary) to support their home learning.</p>				
End of Year Review September 2021	<p>CFSW worked with vulnerable families across the year. This included continuation of activities as listed in mid-year review. During the lockdown in Jan/Feb 2021, where vulnerable families were not wishing to have a place at the school had weekly phone calls with key families and delivered resources / food parcels. During lockdown vulnerable families were provided with Chrome Books and practical resources. Wifi dongles were available but not required.</p> <p>Time to Talk targeted certain children with Emotional Support Plans set in place.</p> <p>Attendance Officer visited the school across the year – Grangefield attendance remains high at 97.73%, FSM 96.3% and FSM6 98.17. Attendance percentages has though been distorted by Covid 'X' coded absences.</p>				

PP Y6 children were supported with the costs for Manor adventure residential which took place in June 2021, both children and staff fed back at the success of the visit and the opportunities it gave to the children.

Following success for a new post the CFSW left in the Spring and recruitment was successful for a new CFSW from Summer 1 2021. New CFSW has worked closely with SLT & SENCO to establish her role.

There has been a carry forward of funding because of the impact of Covid and the reduced availability of time and staff. The 2021-22 Pupil Premium, inc Covid Catch-up grant will indicate how these funds will be used.