

Pupil premium strategy statement

1. Summary information					
School	Grazeley Parochial Primary School				
Academic Year	2018/19	Total PP budget	£16,140	Date of most recent PP Review	April 19
Total number of pupils (January 19)	190	Number of pupils eligible for PP (January 19)	12	Date for next internal review of this strategy	April 20

2. Current attainment/progress		
PPG pupils in Year 6 in 2018-19	<i>Pupils eligible for PP (2 pupils)</i>	<i>Pupils not eligible for PP (13 pupils)</i>
% meeting expected standard or above in reading	100%	85%
% meeting expected standard or above in writing	Teacher assessment - 100% Test (SPAG)- 50%	Teacher assessment – 92% Test (SPAG) – 92%
% meeting expected standard or above in maths	100%	85%
% meeting expected standard or above in science	100%	77%
% meeting expected standard in reading/writing/maths (combined)	100%	77%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	29% of pupils are “double disadvantaged” (SEN/EAL & PP) (Sept 19)
B.	2 of the 3 children moving into Year 2 (Sept 19), did not pass phonics screening
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	36% of pupils are Gypsy/Roma/Traveller heritage – impact on attendance (Sept 19)
D.	Almost all pupils have to travel by car to school as very few houses in Grazeley village

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	To provide resources and training to improve children's reading and phonics	Y2 PPG will pass phonics screening in June 20. FS and Y1 PPG children will make significant progress in phonics. Children's decoding skills equip them to read successfully by the end of KS1. Children in KS2 make expected progress or better.
B.	To provide appropriate intervention and support for pupils eligible for pupil premium to make accelerated progress	Children eligible for pupil premium make accelerated progress in areas of need.
C.	To provide targeted 1:1 tuition for PPG pupils in Year 4 and Year 6	Children will make at least expected progress in areas of need/tuition
D.	To provide a dedicated adult for each PPG child for them to advocate for the child's learning and emotional needs	Every PPG child makes at least expected progress and their emotional needs are met.
E.	To employ a Family Support Worker and enlist support from the EWO service to strengthen relationships with hard to reach parents and improve attendance	Hard to reach parents regularly come into school. Attendance data for children eligible for pupil premium increases.
F.	Pupils eligible for Pupil Premium to have access to extended provision and extra-curricular activities	Children eligible for pupil premium feel included and finances are not a barrier to learning opportunities provided.

5. Planned expenditure

Academic year

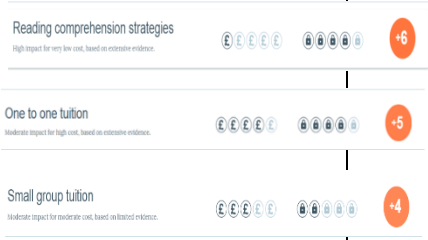
2019 – 2020

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

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?
A. To provide resources and training to improve children's reading and phonics	<p>SENCo/PP Lead to have overview of those children who have not yet met expected standard and to attend Read Write Inc training.</p> <p>Read Write Inc training to be disseminated to all staff (see SDP)</p> <p>Headteacher and KS2 Reading leader to attend Reading training provided by English Hub and to support implementation of an agreed reading strategy. (see SDP)</p> <p>Appropriate interventions in place to support acquisition of phonics and development of reading skills.</p> <p>Purchase of phonetically decodable reading books to ensure books closely match children's phonic ability in Foundation Stage</p>	<p>Research suggests that decoding words is the primary strategy for learning to read.</p> <p>No child should be limited in learning opportunities by their ability to read – every child must be a fluent reader by the time they leave Grazeley school.</p>	<p>Careful tracking of children's phonic screening scores and Read Write Inc assessments at half termly intervals</p> <p>Careful monitoring of children's reading ability and progress throughout the school</p>	GD/ CT/SC	Throughout the year and after each assessment completed
Total budgeted cost					<p>Nessy £480</p> <p>Read Write Inc £260</p> <p>Reading training £100</p> <p>Comprehension resources £142</p> <p>Decodable books £200</p> <p>Numicon box £650</p>

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>B. To provide appropriate intervention and support for pupils eligible for pupil premium to make accelerated progress</p> <p>C. To provide targeted 1:1 tuition for PPG pupils in Year 4 and Year 6</p>	<p>Identify children's needs at pupil progress meetings and through data tracking.</p> <p>Add additional tracking point for PPG pupils (6 points throughout the year)</p> <p>Utilise "Skills Builder" to identify PP children's wider skills and how they need to improve</p> <p>Look at data in Summer 2 and plan intervention in preparation for September</p> <p>Provide relevant support for each individual. This could include:</p> <ul style="list-style-type: none"> - Morning reading sessions (Reading comprehension strategies) - 1:1 tuition sessions - Small group support 	<p>Every child's needs must be considered on an individual basis in order to meet them, including non-academic skills. It is important to understand the whole child in order to support them effectively (Also see PP Champion in D)</p> <p>It is important to track data closely to ensure children are making appropriate progress</p>  <p>The chart displays three intervention types with their respective impact scores and evidence levels:</p> <ul style="list-style-type: none"> Reading comprehension strategies: High impact for very low cost, based on extensive evidence. Score: +6. One to one tuition: Moderate impact for high cost, based on extensive evidence. Score: +5. Small group tuition: Moderate impact for moderate cost, based on limited evidence. Score: +4. 	<p>SENCo will track data and will challenge teachers to ensure interventions and support are meeting children's needs and will stop or change support where needed</p> <p>Ask for half termly data entry for PP children</p> <p>Discuss pupils regularly with adults delivering intervention</p> <p>Termly meetings with PP Champion, classteacher, FSW and parent. (also see D)</p>	<p>GD</p>	<p>At pupil progress meetings throughout the academic year</p>

<p>D. To provide a dedicated adult for each PPG child for them to advocate for the child's learning and emotional needs</p>	<p>Allocate a teaching assistant to each PPG child who knows the child already and will be working in their year group as much as possible.</p> <p>Allocate time each week for the PP Champion to meet with their allocated child, get to know them and begin to provide support to meet their needs.</p> <p>Introduce termly meetings with parents, classteacher, PP Champion and chaired by FSW to act as a team around the family and ensure all needs are met (academic, emotional, social, medical etc)</p>	<p>The FSW has found it difficult last year to meet PPG children and parents regularly.</p> <p>Hard to reach parents often do not attend parents evenings but would attend an organised meeting that they are invited to.</p> <p>Parents know their children better than professionals and their involvement in their children's school journey is invaluable if they can be engaged to do this.</p>	<p>Head teacher / SENCo will continue to review and monitor the effectiveness of the work and the impact on specific pupils</p>	<p>CT / GD</p>	<p>Fortnightly meetings with FSW and HT</p>
<p>Total budgeted cost</p>					<p>Support & intervention £3384 PP Champions £2162 Homework club £490</p>

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?
E. To employ a Family Support Worker and enlist support from the EWO service to strengthen relationships with hard to reach parents and improve attendance	<p>Meet with parents when requested Attend coffee mornings Call all PP families to let them know support is available if wished.</p> <p>FSW to meet with families when attendance continues to decrease (as part of Attendance procedure)</p> <p>Attendance Officer to monitor attendance. Pupils who slip below 90% are reported monthly to the headteacher and are followed up using a clear procedure</p> <p>Sign up to EWO package and utilise support to target families of gypsy/roma/traveller heritage with low attendance</p>	<p>FSW has demonstrated that her work has significant impact on decreasing persistent absenteeism.</p> <p>Increased need from families Increased number of children from gypsy /roma/traveller heritage</p>	<p>Review role regularly with FSW to ensure it is working well – fortnightly meetings with Headteacher</p> <p>Regularly monitor attendance for all pupils and for all PP pupils</p>	CT/GD	Regularly
F. Pupils eligible for Pupil Premium to have access to extended provision and extra-curricular activities	<p>Ensure that allocation is spent fairly considering individual circumstances and needs</p> <p>Inform parents of opportunities where Pupil Premium funding could be used to support their child's interests and enjoyment as well as providing extended provision (child care)</p> <p>*Including Cool Milk / Uniform</p>	All pupils eligible for pupil premium funding should have the same opportunities as all other pupils in the school and that cost should not be a barrier to their access to extended provision and curriculum enrichment	Review individual cases each term using funding request form	CT/JE	Every term
Total budgeted cost					FSW £5037 Clubs/enrichment £3235

6. Review of expenditure				
Previous Academic Year		2018 - 2019		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A: To provide resources and training to improve children's understanding of spelling and grammar	<p>Previously investigated spelling options by finding out what other schools use</p> <p>Purchased annual subscription of NESSY reading and spelling resources (2nd year)</p> <p>Staff planned in regular Nessy time slots</p> <p>Shared Nessy programme with parents so children can use at home</p> <p>Tracked spelling using the Single Word Spelling Test and common exception words assessments</p> <p>No Nonsense Spelling and Grammar packages are used to benefit the progress of all pupils</p> <p>Teacher and Teaching Assistant received in-house training to benefit all children, but particularly intervention children</p> <p>Phonics Play is used to support in class and intervention learning</p> <p>KS2 were provided with Spelling and Grammar revision guides to use at home and at school.</p> <p>Read Write Inc established across Reception and KS1 with small group streaming for ability</p>	<p>Children's outcomes for SPAG improve. Children feel better equipped and more confident to tackle writing tasks.</p> <p>87% (compared to 58% previous year) of all pupils in Year 6 achieved the expected standard or above in SPAG, 27% greater depth.</p> <p>50% of the 2 PPG pupils achieved the expected standard</p> <p>66% (compared to 66% previous year) of all pupils in Year 2 met the expected standard or above , 14% greater depth</p> <p>100% of 1 PPG pupils met the expected standard</p>	<p>SPAG provision made a difference, particularly in Year 3 – Year 6.</p> <p>However a more structured and focussed approach to phonics is needed next year to ensure an increase in pupils meeting the expected standard.</p>	£973.43

<p>B: To provide opportunities for pupils to develop oracy skills and a culture of talk in the classroom</p>	<p>Oracy Leader attended Voice 21 training and disseminated to staff. Oracy leader delivered impact project and created an action plan.</p>	<p>Children’s oracy skills will improve and this will directly impact on children’s achievement across the curriculum</p> <p>The % of pupils assessed at ARE at the end of 2018-2019 was marginally greater than the previous year.</p> <p>Anecdotal evidence from the SLT and visitors suggests that children have gained confidence and clarity in speaking in class, assemblies and to other.</p>	<p>Oracy has not yet had time to establish and work will continue next year.</p> <p>The SENCo is going to use BPVS next year to ensure we are able to measure progress effectively.</p>	<p>Oracy programme £500</p>
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ii. Targeted support

<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with</p>	<p>Cost</p>
<p>C: To provide appropriate intervention and support for pupils eligible for pupil premium to make accelerated progress</p>	<p>Identified children’s needs at pupil progress meetings and through data tracking - children didn’t make 6 steps the previous year. Utilise “Skills Builder” to identify PP children’s wider skills and how they need to improve.</p>	<p>Children eligible for pupil premium make accelerated progress</p> <p>38% of PPG pupils made accelerated progress in Reading (7 steps or more)</p> <p>23% of PPG pupils made accelerated progress in Writing (7 steps or more)</p> <p>46% of PPG pupils made accelerated progress in Maths (7 steps or more)</p>	<p>It would help the SLT monitor PPG pupils more closely by adding additional data points specifically for these pupils (whilst being aware of teacher workload)</p> <p>It would help monitor children’s needs more closely by having a designated adult responsible for progress & wellbeing of each PPG child.</p>	<p>£4899.97 (PP Lead time)</p> <p>£3549.63 (TA support/ 1:1 tuition)</p>

<p>To provide targeted 1:1 tuition for PPG pupils in Year 4 and Year 6 Pupils eligible for Pupil Premium to have access to extended provision and extra-curricular activities</p>	<p>We looked at data in Summer 2 and planned intervention in preparation for September 2019</p> <ul style="list-style-type: none"> - Relevant support was provided for each pupil. 	<p>Children will make at least expected progress</p> <p>Year 4 child: made expected progress in Reading and Writing (6 steps), accelerated progress in Maths (7 steps)</p> <p>Year 6 child A: made accelerated progress in Reading (7 steps), Writing (8 steps) and Maths (8 steps)</p> <p>Year 6 child B: made expected progress in Writing (6 steps) and made accelerated progress in Reading (7 steps), and Maths (7 steps)</p>	<p>1:1 tuition make a positive difference to pupils who received it.</p>	
<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
<p>To provide nurture support and counselling and continued training for nurture assistant on anxiety</p>	<p>Nurture assistant continued to provide regular nurture sessions for pupils during lesson time and to be available for pupil support at lunchtimes</p> <p>Nurture assistant to met with all PP children regularly throughout the year.</p>	<p>Children’s anxieties are identified and managed sensitively and effectively in school. Children feel confident to learn.</p> <p>The role is very well established now and children are able to gain support, guidance and time to be listened to when they need it. Children are able to access their learning as they know their anxieties and worries are being dealt with when needed.</p>	<p>Nurture assistant/FSW found it very difficult to find the time to meet with PPG children every half term. It would be helpful to have a different designated adult for each child and triangulate each term with parents.</p>	<p>£5553.45</p>

<p>To employ a Family Support Worker to strengthen relationships with parents and improve attendance</p>	<p>FSW called and met with (if requested) all PPG families to offer support.</p> <p>FSW attended all attendance meetings with the Attendance lead and Headteacher and often followed up with actions to improve attendance.</p>	<p>Hard to reach parents regularly come into school. Attendance data for children eligible for pupil premium increases.</p> <p>There was a reduction in persistent absenteeism from 10.5% to 3.7%.</p> <p>Of the 12 children eligible for PPG, only 1 child was below 90% (Sept 18 – July 19)</p>	<p>More work and support is required from the EWO service to support our Gypsy and Roma Traveller families, many of which are eligible for Pupil Premium funding.</p> <p>To engage hard to reach parents further we would like to include parents in a regular meeting with the designated adult, class teacher and the FSW to discuss progress and support required.</p>	
<p>Pupils eligible for Pupil Premium to have access to extended provision and extra-curricular activities</p>	<p>We informed parents of opportunities where Pupil Premium funding could be used to support their child's interests and enjoyment as well as providing extended provision (child care) *Including Cool Milk / Uniform</p> <p>We ensured that the allocation was spent fairly considering individual circumstances and needs</p>	<p>All pupils eligible for pupil premium funding should have the same opportunities as all other pupils in the school and that cost should not be a barrier to their access to extended provision and curriculum enrichment</p> <p>All parents have the opportunity to request for additional funds to pay for enrichment activities e.g. clubs, trips, extended provision, uniform – this is done through a straight forward form system that parents are familiar with.</p> <p>The requests are approved by the head /deputy who check the child's allocation to date</p>	<p>Allocate a set amount for each pupil against trips, clubs and extended provision for the next academic year</p>	<p>£3,695.28</p>