

Pupil premium strategy statement

1. Summary information					
School	Grazeley Parochial Primary School				
Academic Year	2019/20	Total PP budget	£21,175	Date of most recent PP Review	April 20
Total number of pupils (January 20)	200	Number of pupils eligible for PP (January 20)	15	Date for next internal review of this strategy	April 21

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%
NO CURRENT DATA due to coronavirus pandemic 2019-20		

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.	33% of pupils are “double disadvantaged” (SEN/EAL & PP) (Sept 19)
B.	100% PP children moving into Year 2 (Sept 20), were not on track to pass phonics screening, (although 97% of the class were).
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
C.	33% of pupils are Gypsy/Roma/Traveller heritage – impact on attendance (Sept 20)

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 (continued from previous year due to coronavirus pandemic and lack of data)	Y2 PPG will pass phonics screening in June 21. 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		2020 – 2021			
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	Staff lead	When will you review implementation?
A. To provide resources and training to improve children's reading and phonics	<p>Deputy and SENCo to have overview of those children who have not yet met expected standard.</p> <p>Refresher Read Write Inc training to be disseminated to all staff regularly by Deputy and SENCo.</p> <p>Appropriate interventions in place to support acquisition of phonics and development of reading skills.</p> <p>Continue to review and purchase phonetically decodable books to ensure all pupils have access to reading books that match with children's phonetic ability.</p> <p>Support children transitioning into Foundation Stage through video and resources. (coronavirus lockdown).</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 £400</p> <p>Whole class teaching of reading training £250</p> <p>Decodable books £1000</p>

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is	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 Years 3, 4, 5 and 6</p>	<p>Due to Covid – initial assessments from NfER tests will support identification of children and their gaps in early Aut. PPG pupils are tracked and assessed (6 points throughout the year)</p> <p>Provide relevant support for each individual using research for best practice. This could include:</p> <ul style="list-style-type: none"> - Morning reading sessions - 1:1 tuition sessions/ 1:2 tuition/1:3 tuition based on best value/best practice from EEF - Small group support - Interventions such as “Fresh Start” from RWI, Every Child Counts 	<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>Tutoring best practice EEF 1:1 tuition Small group tuition</p>	<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>Teachers and tutors work together to ensure sessions are linked (best practice)</p> <p>Monitor tutors closely and impact made with 3 weekly reviews to ensure impact</p>	<p>GD/RH</p>	<p>At pupil progress meetings throughout the academic year</p> <p>At 3 weekly intervals</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.</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>Continue 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 Pupil Premium Champion creates strengthened relationships with parents/family, greater knowledge of the child in order to stimulate greater interest in learning, increased academic progress through a targeted approach to learning increased well being through building a relationship with a trusted adult, is able to signpost additional opportunities for the child through a deeper knowledge of the child's interests and strengths</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>Due to Covid we are not seeing parents as regularly as we had done previously.</p>	<p>Head teacher / SENCo will continue to review and monitor the effectiveness of the work and the impact on specific pupils through pupil premium champion logs and regular meetings with FSW</p>	<p>CT / GD</p>	<p>Fortnightly meetings with FSW and HT</p>
Total budgeted cost					<p>Support & intervention, including tutoring £6483 PP Champions £2170 Y5/6 RWI intervention Fresh Start £500</p>
<p>iii. Other approaches</p>					

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>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>	<p>Meet with parents when requested 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</p> <p>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>	<p>CT/GD</p>	<p>Regularly</p>
<p>F. Pupils eligible for Pupil Premium to have access to extended provision and extra-curricular activities</p>	<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>	<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>Review individual cases each term using funding request form</p>	<p>CT/JE</p>	<p>Every term</p>
Total budgeted cost					<p>FSW £5037 Clubs/enrichment £3235 EWO silver package £1620</p>

6. Review of expenditure

Previous Academic Year

2019 - 2020

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																																													
<p>To provide resources and training to improve children's reading and phonics</p>	<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>In Feb 2020 (before lockdown) 97% were on track to pass phonics screening (all pupils).</p> <p>All Y2 PPG children passed by December 2020</p> <p>1 Y1 PPG child not currently on track but making progress</p> <p>3 FS PPG children made progress but full impact not measured due to covid</p> <p>In KS2, an agreed reading strategy is in development.</p> <p>All KS2 PP pupils made 3 steps (expected) progress or more between Sum 19 and Spr 20</p> <table border="1" data-bbox="1106 957 1662 1337"> <thead> <tr> <th colspan="5">Reading</th> </tr> <tr> <th colspan="2">Sum2 18-19</th> <th colspan="2">Spr1 19-20</th> <th>Progress ↕</th> </tr> <tr> <th>Points ↕</th> <th>Step ↕</th> <th>Points ↕</th> <th>Step ↕</th> <th></th> </tr> </thead> <tbody> <tr> <td>58</td> <td>4w+</td> <td>61</td> <td>5b</td> <td>3.0</td> </tr> <tr> <td>54</td> <td>3s+</td> <td>57</td> <td>4w</td> <td>3.0</td> </tr> <tr> <td>65</td> <td>5s</td> <td>70</td> <td>6w+</td> <td>5.0</td> </tr> <tr> <td>64</td> <td>5w+</td> <td>68</td> <td>6b+</td> <td>4.0</td> </tr> <tr> <td>66</td> <td>5s+</td> <td>70</td> <td>6w+</td> <td>4.0</td> </tr> <tr> <td>47</td> <td>2s</td> <td>50</td> <td>3b+</td> <td>3.0</td> </tr> </tbody> </table>	Reading					Sum2 18-19		Spr1 19-20		Progress ↕	Points ↕	Step ↕	Points ↕	Step ↕		58	4w+	61	5b	3.0	54	3s+	57	4w	3.0	65	5s	70	6w+	5.0	64	5w+	68	6b+	4.0	66	5s+	70	6w+	4.0	47	2s	50	3b+	3.0	<p>Impact of Covid has been significant on PP children, particularly GRT families. Ensure additional opportunities for tutoring and catch up from September 2020</p> <p>Training has significantly impacted on staff confidence and ability to teach phonics successfully. Continue training and monitoring to ensure consistency of approach in the future.</p> <p>To continue development of reading strategy to ensure consistency.</p>	<p>£2050</p>
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ii. Targeted support

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	Cost
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To provide appropriate intervention and support for pupils eligible for pupil premium to make accelerated progress
 To provide targeted 1:1 tuition for PPG pupils in Year 4 and Year 6

Identify children's needs at pupil progress meetings and through data tracking.
 Add additional tracking point for PPG pupils (6 points throughout the year)
 Utilise "Skills Builder" to identify PP children's wider skills and how they need to improve
 Look at data in Summer 2 and plan intervention in preparation for September
 Provide relevant support for each individual. This could include:

- Morning reading sessions (Reading comprehension strategies)
- 1:1 tuition sessions
- Small group support

All pupils eligible for PP in Year 4 and 6 have made accelerated progress in Reading, 50% of pupils have made accelerated progress in Writing and 25% have made accelerated progress in Maths

Year 4 and 6 pupil data (expected progress 3 steps)

Reading				
Sum2 18-19		Spr1 19-20		Progress
Points	Step	Points	Step	
54	3s+	57	4w	3.0
65	5s	70	6w+	5.0
64	5w+	68	6b+	4.0
66	5s+	70	6w+	4.0

Writing				
Sum2 18-19		Spr1 19-20		Progress
Points	Step	Points	Step	
54	3s+	57	4w	3.0
64	5w+	68	6b+	4.0
57	4w	59	4s	2.0
65	5s	69	6w	4.0

Mathematics				
Sum2 18-19		Spr1 19-20		Progress
Points	Step	Points	Step	
54	3s+	56	4b+	2.0
64	5w+	66	5s+	2.0
62	5b+	65	5s	3.0
65	5s	70	6w+	5.0

Approach has been focussed primarily on the development of English and in this area it has been successful.
 Continue approach with focus on Maths for those children who are not making expected progress.

£8569

<p>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>All PP children were allocated a PP Champion whom they met with every week. Sessions focussed on building relationships, emotional support, academic difficulties.</p> <p>Termly parent and school meetings were held. These meetings were chaired by the family support worker so that she could provide parenting support if necessary, In the meetings, academic progress and wellbeing needs were discussed. Actions were identified when necessary.</p> <p>All children had an advocate for them and emotional needs were met through nurture support. Evidence of this is found within Pupil Premium Log Books</p>	<p>It was very challenging to plan in meetings and ensure all adults were involved, releasing teachers and TA's. Some parents found it over whelming/ intimidating to meet with so many adults. Adapt for the following year to allocate meetings in advance and involve PP champion and FSW</p>	<p>£1947</p>
<p>iii.</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>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>	<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 Officers to monitor</p>	<p>Family Support Worker role is well established and parents feel well supported by her. Hard to reach parents have built trust in her and will respond to phone calls and meetings.</p> <p>Attendance data for all pupils was 96% from September 2019 up to Spring half term 2020 (pre Covid)</p> <p>Attendance data for PP pupils was 91.48% from September 2019 up to Spring half term 2020 (pre Covid)</p> <p>EWO team have supported the school to engage GRT families but we would still like to improve attendance further.</p>	<p>The FSW approach is well developed and well received by the parents. We are keen for the work to continue.</p> <p>Due to the pandemic, there has been a greater need and so more time should be given to this role in the next budget year.</p>	<p>£5317</p>

<p>Pupils eligible for Pupil Premium to have access to extended provision and extra-curricular activities</p>	<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) *Including Cool Milk / Uniform</p>	<p>Extended provision opportunities were offered to all pupils up until the point where clubs and trips had to be cancelled.</p> <p>The Headteacher approves requests as they are made to ensure that the money is allocated fairly.</p> <p>Children continued to benefit from enjoying Cool Milk and access to uniform.</p>	<p>Ensure parents are reminded of the opportunities they can take up once extra-curricular activities can start again.</p>	<p>£2583</p>
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