

Pupil Premium 2017/2018 The Grange Primary School

Pupil Premium is additional funding received by schools for each pupil from disadvantaged families or background. It is allocated to schools based on the number of children who come from low-income families.

This is defined as those who are currently known to be eligible for free school meals. *It is important to know that a pupil does not need to have a school dinner, but the parents/carers must have applied and be entitled if they want one.*

It also includes:

- ✓ Pupils who have been eligible for free school meals at any point in the last six years (Ever 6
- ✓ Children who have been looked after continuously for more than six months.

First introduced in April 2011, the level of the premium in 2011 – 12 was £488 per pupil; it has increased to over the past years and now stands at £1320. This money is for schools to decide how to use but should be spent in order to improve educational attainment of the children from less privileged backgrounds.

This is one of the current coalition government's key educational policies. It's based findings that show that, as a group, children who have been eligible for free school meals at any point in time have consistently lower educational attainment than those who have never been eligible for free school meals.

Find out more about whether your child might be eligible. Even if you choose not to have school dinner, the pupil premium will benefit the pupil and the school.

Aims

At The Grange Primary we aim to provide the highest standard of teaching and learning, pastoral care and broad cross-curricular and extra-curricular experience, in a secure, caring, stimulating and happy environment, where each pupil's educational, social, moral and cultural needs are met to enable them to gain a sense of independence and begin to develop in confidence and self-esteem into their best selves.

Initiatives previously implemented and improvements

- Developments in identifying, assessing and monitoring attainment and progress
- Varied approaches to developing non-academic needs of pupils
- Implementation of the new curriculum across school - developments tracked for pupils who have been on the new curriculum
- New interventions in phonics, reading and maths
- Inclusion and pastoral manager employed to support the needs of specific pupils
- Learning assistants have been deployed more effectively to focus specific skills to raise attainment of pupils

Pupil Premium Grant Amount Received = £283,920			
Total number of pupils receiving allocation at September 2017	171		
Year Group	Number of children entitled to Pupil Premium funding	Number of pupils in year group	Percentage of the Year Group entitled to Pupil Premium Funding
Foundation Stage 1			
Foundation Stage 2	7	57	12%
Year 1	17	60	28%
Year 2	19	53	36%
Year 3	29	60	48%
Year 4	38	57	67%
Year 5	31	56	55%
Year 6	30	56	54%
Total pupils on roll September 2017	418		

Current Y6 attainment (July 2018)		
	TGPS pupils eligible for Pupil Premium	Pupils not eligible for Pupil Premium (National Average)
% Achieving age related expectations in reading, writing and maths	62%	60%
Current Foundation stage GLD		
	TGPS pupils eligible for Pupil Premium	Pupils not eligible for Pupil Premium
% Achieving Good Level of Development	81%	71%

Barriers to future attainment
<ul style="list-style-type: none"> • Deprivation of language and vocabulary development on entry into the Foundation Stage – this impacts on daily activities across school and their life experiences • High amount of children who have low self-esteem and self-confidence – this impacts on children’s resilience on daily activities within the classroom • Children have limited life experiences outside of school-this impacts on the children’s understanding of the world and the ability to apply this within the classroom • Ensuring all children start the day with a healthy breakfast and a positive start to the morning – this impacts on children being able to focus on their learning • Small group of children who display challenging behaviour (mostly PP eligible) having a detrimental effect on their academic progress and that of their peers. • The Grange Primary School serves an urban community in an area of significant deprivation; significantly above the nation average and places the school in the top 80% of deprived schools nationally.

Desired Outcomes	Success criteria
Develop language and communication skills of pupils in FS and KS1	Pupils eligible for PP will make rapid progress so that they meet age related expectations
Raise self-esteem and self-confidence	Pupils will gain in self-esteem and confidence building on their resilience to fulfil classroom activities and being proud of their successes
Provide opportunity for life experiences	Pupils will gain in life experiences, building on their experiences of the world enabling them to apply this to school activities, boosting their attainment
Children are provided with a healthy breakfast and a morning snack	Children will have the energy provided to focus and concentrate in the classroom and on their learning. Energy levels can be maintained up to lunch time
Behaviour issues can be addressed and corrected	Fewer behaviour incidents will be recorded for these pupils and classroom learning can be maintained to ensure progress of all children

Allocation of funding through the grant Sept 2017 –Sept 2018	Intended outcomes and Impact	Approximate Cost
Head of Pastoral care and Inclusion	<p>This will provide nurturing, promote mental wellbeing, removing barriers to learning workshops, parental support and behavioural support and raise self-esteem. Management of specialist staff will ensure there is a focus on the needs of children, all of which will ultimately impact on pupils learning.</p> <p>Review of the Impact The role of Head of Pastoral care and Inclusion has improved parental engagement by implementing strategies from Solihull training, attending early help, CIN and CP meetings. The importance of attendance has been raised within school (tokens) and attendance itself. There has been a reduction in children arriving to late and there is targeted support in place. There has been a reduction in exclusions.</p>	£40,906
Rainbow Room alternative provision	<p>This will provide children the opportunity to access the curriculum and develop skills to ensure that they can be reintegrated back into the classroom. This will reduce exclusion rates and ensure that children's needs are met.</p> <p>Review of Impact With our in school alternative provision, barriers to learning have been successfully identified and been removed to prepare children for the classroom environment. 3 current Year 5 pupils have been successfully reintegrated into the classroom. Children</p>	£46,560

	are able to access the learning in the classroom.	
Additional Teachers Year 2 and 6	<p>Small class sizes to diminish the gap between pupils and support progress towards age related expectations ensuring children are receiving quality first teaching.</p> <p>Review of Impact Children benefited from quality first teaching and a more personalised curriculum. The data shows accelerated progress for pupils and the gap between PP and Non-PP has been narrowed.</p>	£44,800
Learning assistants	<p>1:1 and small group bespoke programmes to diminish the gap between pupils and support progress towards age related expectations. In class support to allow for same day intervention to ensure learning challenges are achieved.</p> <p>Interventions they will run will be CALL, reciprocal reading, SALT (full time LA role), occupational therapy, enrichment, counselling.</p> <p>Review of Impact Children have received specific intervention for their needs. Progress for targeted pupils shows a positive impact. 4 Pupils who did not pass their phonics screening with targeted intervention have successfully improved their score and passed.</p>	£90,340
Inclusion Learning assistant	<p>Targeted classroom support for year 4 as it has approximately two thirds of pupils eligible for the pupil premium grant. This will give the children additional support to ensure that they can reach age related expectations and the gap between PP and non-PP can be diminished. Children's social, emotional and academic needs can be identified early and addressed.</p> <p>Review of Impact The gap between PP and Non-PP has narrowed. Children have developed socially and emotionally and have received more targeted support to cater to their needs.</p>	£10,870
Safe Space	<p>This allows children a safe space to have time out or chill out time to refocus their mind in a safe environment reduces the impact on other children.</p> <p>Review of Impact 11 pupils have use of the safe space specified in their handling plans and it has been agreed with parents. It allows children to self-regulate to prepare themselves for learning.</p>	£7,000
Music Support Service	<p>Allows children the opportunity to learn a musical instrument irrespective of been able to pay for tuition. This will develop the skills of the pupils and widen their opportunities within and out of school.</p>	£6,100

	<p><u>Review of Impact</u> Children have been able to access lessons which have developed their skills and built their confidence. This has encouraged some pupils to learn instruments out of school.</p>	
Life Coach – W Stamp 13 hours a week	<p>This provides an emotional and therapeutic service to provide children with a channel to manage their emotions. Provision for children will remove barriers to learning and give children the 1:1 support, which will enable them to access the curriculum, and build social skills reducing any disruptions to learning. This will ultimately allow children to refocus on their learning.</p> <p><u>Review of Impact</u> 12 pupils currently access life coaching within school. Children participate in sport, drumming, woodcraft and table top games. Children’s have developed life skills, which can be applied within the classroom.</p>	£6,240
School Trips and Workshops	<p>Pupils will all be able to participate in all events irrespective of their backgrounds ensuring all children can experience all events. This will develop and broaden their aspirations and outlooks and will also impact on their academic progress and attainment.</p> <p><u>Review of Impact</u> School trips have been specifically linked to ignite and inspire writing linked with topics. Writing progress and attainment is improving and the gap is narrowing between PP and Non-PP.</p>	£9,000
Breakfast Club (inc staffing & provisions)	<p>This will provide pupils with a warm, safe and nurturing environment and give children a positive start to their day, ensuring they are ready to learn. Thereby impacting on their productivity and progress they make both academically and socially.</p> <p><u>Review of Impact</u> Attendance at breakfast club has increased. FS2 pupils are able to attend allowing all pupils to have a positive start to school. Children who have a high percentage of lates have been targeted to improve attendance.</p>	£9,550
After School Clubs	<p>This will allow children to access a variety of clubs broadening their wider understandings and associate school with positive experiences. This will develop children’s social skills.</p> <p><u>Review of Impact</u> Children have had positive experiences at after school clubs and have requested clubs continue or are re-introduced. Children have a positive outlook on school life.</p>	£4,000

Fruit KS2	<p>This will provide pupils with an energy boost at break time to ensure pupils remain focused, therefore ensuring children can maintain focus and upkeep productivity within the classroom.</p> <p><u>Review of Impact</u> Children are not complaining of hunger and are more focused within the classroom.</p>	£2,000
Boosters	<p>This will raise attainment of pupils in reading, maths and SPaG to bring children in line with age related expectations.</p> <p><u>Review of Impact</u> Children have had accelerated progress in all areas.</p>	£2,520
Maths Resources	<p>This will support teaching and learning within the classroom. Children will be encouraged to be independent and it will build on their basic skills.</p> <p><u>Review of Impact</u> Providing pupils with resources to support learning has impacted on the progress they have made. The CPA approach has been embedded more rigorously within school.</p>	£2,000
Jigsaw	<p>This is a whole school scheme, which is mindful approach to PSHE. It will focus on key skills and attitudes towards learning developing children's self-esteem and self-confidence. Furthermore their understanding of the world will be deepened and also their tolerances.</p> <p><u>Review of Impact</u> There is a consistent approach towards teaching of PSHE across school.</p>	£3,065
TOTAL		£284,951.00

Overall impact in July 2018 end of Foundation Stage attainment

Area	School Data 2015	School Data 2016	School Data 2017	School Data 2018	LA data 2018	Scunthorpe South Locality data
Good level of development	75%	74.13%	74.6%	74.5%	71%	68.9%
Good level of development boys	67%	69.44%	77.4%	68.8%	62.8%	62.6%
Good level of development girls	82%	81.81%	71.4%	82.6%	79.3%	76%
Good level of development FSM	67%	78.94%	33.3%	81.3%	58.9%	58.6%
Good level of development Non-FSM		71.8%	85.1%	71.8%	73.2%	71%

- The percentage of pupils who achieved a GLD is slightly higher than that of the LA and the Scunthorpe South Locality
- Whilst data shows that the percentage of girls who achieved a GLD is lower than that of the LA and the Scunthorpe South locality, the percentage of boys who achieved a GLD is higher
- Data shows that pupils eligible for FSM achieved below the LA average for a GLD
- The gap between children eligible for FSM and children who are not eligible has increased by 44.7%
- The percentage of children eligible for Free School Meals attaining GLD has significantly increased from 2017 (by 48%). The gap between children eligible for FSM and those not eligible has narrowed to 9.5% for 2018

Overall impact on July 2018 end of KS1 Year 2 attainment

	Reading	Maths	Writing
National Average ARE	75.5%	76%	70%
Pre-Key-Stage	2/51 4%	1/51 2%	3/51 6%
Working towards	9/51 18%	6/51 12%	11/51 22%
Greater Depth	19/51 37%	17/51 33%	15/51 29%
Not Age Related (below S2)	11/51 22%	7/51 14%	14/11 27%
Boys ARE	25/33 76%	29/33 89%	25/33 76%
Girls ARE	13/18 72%	14/18 78%	12/18 67%

Pupil Premium	16/22 73%	16/22 73%	14/22 64%
Non-Pupil Premium	24/29 83%	27/29 93%	23/29 79%
Pupil-Premium Boys ARE	11/14 79%	11/14 79%	10/14 71%
Pupil Premium Boys not ARE	3/14 21%	3/14 21%	4/14 29%
Pupil Premium Girls ARE	5/8 63%	5/8 63%	4/8 50%
Pupil Premium Girls not ARE	3/8 37%	3/8 37%	4/8 50%
PP SEND at ARE	5/9 56%	5/9 56%	5/9 56%
PP SEND not at ARE	4/9 44%	4/9 44%	4/9 44%
PP Non-SEND at ARE	11/13 85%	11/13 85%	9/13 69%
PP Non-SEND not at ARE	2/13 15%	2/13 15%	4/13 31%

- The data shows that Non-Pupil Premium pupils have performed better than Pupil Premium children in all subjects
- Writing is the weakest area for pupil premium pupils
- Pupil premium boys have out-performed pupil premium boys across all subjects

Overall impact on July 2018 end of KS2 Year 6 attainment

	Reading	Maths	SPaG	Writing
National Average ARE	75%	76%	78%	78%
Pre-Key-Stage				0/59 0%
Working towards (writing only)				11/59 19%
Greater Depth	6/59 10%	0/59 0%	8/59 14%	15/59 25%
Age Related Expectation	43/59 76%	36/59 64%	47/59 80%	48/59 81%
Not Age Related	16/59 27%	23/59 39%	12/59 20%	11/59 19%

Pupil Premium	27/37 73%	21/37 78%	29/37 78%	28/37 76%
Non-Pupil Premium	16/21 76%	14/21 67%	17/21 81%	19/21 90%
Pupil-Premium Boys ARE	16/20 80%	13/20 65%	16/20 80%	14/20 70%
Pupil Premium Boys not ARE	4/20 20%	7/20 35%	4/20 20%	6/20 30%

Pupil Premium Girls ARE	11/17 65%	9/17 53%	13/17 76%	13/17 76%
Pupil Premium Girls not ARE	6/17 35%	8/17 47%	4/17 34%	4/17 34%

PP SEND at ARE	6/10 60%	2/10 20%	4/10 40%	3/10 30%
PP SEND not at ARE	4/10 40%	8/10 80%	6/10 60%	7/10 70%
PP Non-SEND at ARE	21/27 78%	19/27 70%	25/27 93%	25/27 93%
PP Non-SEND not at ARE	6/27 22%	8/27 30%	2/27 7%	2/27 7%

Scaled Score Analysis – All pupils				
	Reading	Maths	SPaG	Writing
National average scaled score above 100	75%	76%	78%	N/A – No scaled scores
No result recorded	0/59 0%	0/59 0%	0/59 0%	
Below 90	2/59 3%	5/59 8%	2/59 3%	
90-94	2/59 3%	5/59 8%	4/59 7%	
95-99	12/59 20%	13/59 2%	6/59 10%	
100-104 (Secure)	15/59 25%	24/59 41%	27/59 46%	
105-109 (Secure)	22/59 37%	12/59 20%	12/59 20%	
110-114 (Mastery)	6/59 10%	0/59	7/59 12%	
115-120 (Mastery)	0/59	0/59	1/59 2%	

Overall

The data shows that maths is an area for focus and development

Writing is identified as the most significant gap between pupils in receipt of the funding.

The gap is narrow between Pupil-Premium children and Non-Pupil Premium in reading and SPaG - in some areas Pupil premium are out-performing Non-Pupil Premium.