



Pupil Premium 2018/2019 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

Summary of Our School

Pupil Premium Grant Amount Received	£261,380		
Total number of pupils receiving allocation at September 2018	190 pupils - 46% Including: 6 service, 7 LAC		
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	8	24	33%
Foundation Stage 2	9	56	16%
Year 1	21	55	38%
Year 2	20	58	34%
Year 3	24	55	44%
Year 4	28	52	54%
Year 5	37	57	65%
Year 6	30	55	55%
Total pupils on roll September 2018	412		



Planned Expenditure

Allocation of funding through the grant including personnel /person responsible Sept 2018 – Sept 2019	Amount £ allocated including time	Rationale (objective – <i>be specific and clear with the improvement needed</i>)	Details of actions (steps to success – <i>clearly defined, manageable, small steps in order to achieve outcomes; may include who, purpose, when etc</i>)	Intended outcomes / impact (this is your ‘so what’ question; as a result of X, y will happen; consequence of action.)	Monitoring strategy (ensuring impact; this links to evaluation; who, what, when, how questions) REVIEW – Autumn End REVIEW - Spring End REVIEW – Summer End
Pastoral support	£40,906	<ol style="list-style-type: none"> 1. The aim of the pastoral support is to improve attendance. Children’s attainment will not improve if they are not in school. 2. We aim to reduce exclusions through providing pro-active and preventative pastoral intervention. 3. We aim to build children’s resilience and self-esteem to prepare for secondary and beyond. 	<ol style="list-style-type: none"> i. Families will be targeted quickly if there is a trend in absences. ii. Office staff will report absences to Head of Pastoral care and Inclusion to arrange meetings with families and address attendance concerns. iii. Referrals are made to welfare and inclusion team to follow up any persistent absentees iv. Class teachers attend behaviour forums provided by the Head of Pastoral care and inclusion to discuss strategies and concerns on a regular basis. 	<p>Attendance is key in raising children’s attainment. We aim for 100% but at least above 96%.</p> <p>Building positive relationships with parents and carers is essential to ensuring that children will attend school and feel safe while they are here.</p> <p>Children receiving an engaging and well-rounded curriculum whilst at school will ensure children want to attend school and will make progress and improve their attainment.</p>	<p>FB – regular feedback from office staff to ensure attendance is targeted</p> <p>Vulnerable register 112 37 are PP – 33%</p> <p>57 Pupils are currently on our persistent absentees list including those of non-statutory school age</p> <p>Autumn PP – 13 - 40% Non-PP- 19 - 60%</p> <p>Spring PP – 24 - 65% Non-PP – 13 - 35%</p> <p>Summer Vulnerable register 82 48 are PP – 59%</p>



					34 are Non-PP – 41%
Rainbow room provision	£46,560	<ol style="list-style-type: none"> 1. To ensure children are targeted with early intervention. 2. Provide children with a positive school experience to strengthen their relationships within school 	<ol style="list-style-type: none"> i. Children will be supported with rainbow room provision on a needs basis ii. Children’s will receive positive attention to boost self-esteem and their ability to learn iii. The curriculum will be tailored around the needs of the children 	<p>This will reduce the rate of exclusions in school. Children will have more positive experiences within school and be engaged with their learning. Children will build their self-esteem and confidence and be successfully re-integrated within the classroom</p>	<p>FB – to discuss regularly the needs of the children and ways forward</p> <p>6 Pupils are currently assigned to our rainbow room provision. Two children have two-day placements at Wyerdale Road</p> <p>52 pupils across school are accessing outreach programmes delivered by the pastoral team.</p> <p>Autumn – 5 pupils were assigned to RR</p> <p>Spring – 6 pupils were assigned to RR</p> <p>Summer – 3 pupils were assigned to RR</p>
Additional teachers	£44,800	<ol style="list-style-type: none"> 1. To raise attainment across school. 2. Increase the % of disadvantaged children achieving the expected standards in reading, 	<ol style="list-style-type: none"> i. Teachers will identify the children who have the potential to achieve the expected standard and above. ii. Teachers will implement 	<p>Quality First Teaching has the largest impact on children’s outcomes-specifically metacognition approaches as identified in EEF Guidance Report April 2018.</p>	<p>SLT – Appraisal process (target setting and review)</p> <p>Pupil premium pupils are identified within pupil progress meetings</p>



		<p>writing and maths consistently across school.</p>	<p>strategies to support the teaching and learning of all pupils to achieve levels of attainment and progress expected to diminish the gap</p>		<p>and discussed as a specific group needs are identified, and ways forward are addressed. Subject leaders discuss closely with teachers, pupils who are targeted for achieving GD</p> <p>Work scrutinies Work scrutinies show that PP pupils perform in line with non-pupil premium pupils</p> <p>Lesson observations Through lesson observations, which have been carried out, there have been no distinguishing differences amongst pupils</p>
<p>Learning assistants</p>	<p>£90,340</p>	<ol style="list-style-type: none"> 1. We aim to have a whole school approach to PSHE using Jigsaw delivered by the HLTA 2. We aim to improve language and vocabulary development of pupils in foundation stage 3. We aim to raise the 	<ol style="list-style-type: none"> i. Timetable Jigsaw lessons for all year groups to ensure consistent coverage of PSHE ii. Learning assistant employed to run early intervention for speech and language iii. Phonics programmes to be 	<p>Ensuring a consistent approach towards the teaching of Jigsaw will build resilience and self-esteem of pupils</p> <p>Children who are part of Time to Talk and Language Link will develop their vocabulary at an early stage and be in line with their peers. This will enable them</p>	<p>FB and ST – observations of Jigsaw teaching</p> <p>Observations of lessons showed a consistent approach to teaching of Jigsaw. Children positively speak about jigsaw.</p>



		percentage of pupils who pass the phonics screening.	run for children who have not passed their phonics screening and those below ARE to be targeted in year 1	to make rapid progress and improve their attainment	<p>MT governor PSHE scrutiny continued to show that the delivery of Jigsaw was consistent across year groups.</p> <p>Class teachers – identify pupils who need intervention Pupil progress meetings have provided opportunity for teachers to identify the needs of pupils and through discussions with SEN-D leads this has been identified on provision mapping</p> <p>ST and KS – monitoring the impact of interventions Interventions monitoring sheets show a positive impact on pupils who are PP who also comment with a positive view on how interventions have helped their learning</p>
Music Support service	£6,100	1. To provide children with opportunity to learn a	i. Use of specialist music teachers to deliver music	Children will develop new skills to build their self-esteem and	Class teachers – Review the impact half termly



		<p>musical instrument</p> <p>2. To provide a broad and balanced curriculum</p>	<p>lessons for whole class and 1:1 lessons</p>	<p>confidence. Children will be able to learn a new skill irrespective of their ability to afford music lessons.</p>	<p>Music lessons ongoing continuing during summer term.</p> <p>Y3 – Autumn Y4 – Spring term Y2 – Summer term Y5 – Autumn, Spring, Summer</p> <p>To be reviewed end of the year</p> <p>Music support service will continue to support through 1:1 tuition, however teachers will teach their own music next year.</p>
<p>Life Coach – W Stamp</p>	<p>£6,240</p>	<p>1. To provide identified children specific programmes of support to encourage children to realise their potential- particularly disadvantaged children who could achieve expected and higher levels.</p> <p>2. Develop self-esteem and self-help skills in children</p> <p>3. Build relationships with a positive male role model</p>	<p>i. Identify children who require 1:1 support to develop life skills that will support classroom learning.</p> <p>ii. Design a programme to best suit the needs of the child</p>	<p>Children who have social and emotional difficulties will develop skills that are transferable to the classroom and playground, this will develop self-esteem and life skills for the future.</p>	<p>ST, FB – Identify children, discuss with W Stamp the impact of the programme</p> <p>Children identified termly through PP progress meetings, SEND reviews, provision mapping, early help meetings</p> <p>14 pupils are assigned to work with Will</p>



		(Woodwork, table-top games, turn taking, playground games)			<p>11 pupils are PP – 79%</p> <p>3 pupils are Non-PP – 21%</p> <p>As a result of working with Will pupils have a more positive attitude about school and use the session time as a goal to work toward. They allow pupils to flourish in non-academic areas. Children’s self-esteem, confidence and self-worth has improved due to attending these sessions.</p>
<p>Breakfast Club Fruit KS2</p>	<p>£9,550 £2,000</p>	<ol style="list-style-type: none"> 1. To provide free access to our breakfast club for children eligible for free school meals. 2. Children will be able to focus on their learning if their basic needs are met. (Maslow’s Hierarchy) 	<ol style="list-style-type: none"> i. Identify children who could be invited to breakfast club to support families in a positive way. ii. Ensure that any availability at breakfast club is passed on to ensure spaces can be filled iii. Provide children with a range of breakfast choices and activities to provide a positive experience in school iv. Provide children with fruit at break time 	<p>Children who have had their basic needs met will be able to focus on their learning and will be able to engage with their learning having positive impact on their progress and attainment.</p>	<p>Breakfast club staff – monitor attendance</p> <p>Breakfast club is full each day with a waiting list.</p> <p>Attendance is recorded daily, and persistent absences are reported</p> <p>Office staff – ensure that places are filled from feedback from breakfast club staff</p> <p>Waiting list kept by office staff</p> <p>KS, ST and FB – agree on</p>



					<p>children who need to be invited to breakfast club and monitor attendance</p> <p>Waiting list is agreed by needs of the children</p> <p>43 pupils attended breakfast club in Autumn term 21 pupils were PP – 47% 22 pupils were Non-PP – 53%</p> <p>42 pupils attended breakfast club in Spring term 20 pupils were PP – 48% 22 pupils were Non-PP – 52%</p> <p>44 pupils attended breakfast club in Summer term 22 pupils were PP – 50% 22 pupils were Non-PP – 50%</p> <p>As a result of attending breakfast club children come into school ready to learn and children who have been identified as persistent</p>
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					absentees or were identified as regularly late have improved their attendance throughout the year.
After school clubs	£4,000	<ol style="list-style-type: none"> 1. Children will have opportunity to take part in clubs that they cannot access outside of school. 	<ol style="list-style-type: none"> i. Staff to identify areas of interest for running clubs ii. Identify which term clubs should run in iii. Invite children to attend clubs and assign children based on their choices and previous attendance 	Children will have a wide range of experiences in school that will give children a positive outlook on school.	<p>Office staff – registers are kept to monitor attendance of PPG children</p> <p>This is recorded on club registers</p> <p>To be added onto Scholar Pack at the start of the summer term to monitor % of PP pupils attending.</p> <p>Teachers – Offer a variety of clubs throughout the year</p> <p>A wide variety of clubs have been offered so far with clubs reaching full capacity with waiting lists.</p> <p>Booster groups Y2 and Y6</p> <p>Science club – Y1, 2, 3, 4 and 5</p> <p>Phonics booster</p> <p>Craft club</p> <p>Sports clubs (outside provider)</p>



					<p>Attending after school clubs</p> <p>Spring term PP – 41 – 45% Non-PP – 51 – 55%</p> <p>Summer term PP - 48 – 34% Non-PP – 92 – 76%</p> <p>As a result of attending afterschool clubs children are accessing enriching experiences across a wide range of skills, it provides opportunities for pupils to achieve in non-academic areas, as a result it has built self-esteem and confidence in pupils who attend.</p>
School trips/Workshops	£9,000	<ol style="list-style-type: none"> 1. To broaden children’s experiences and consequently develop their vocabulary 2. Children will build confidence within subjects and will be able to engage with topics through real-life and hands-on experiences 	<ol style="list-style-type: none"> i. Every year group to include one external visit and one workshop throughout the year ii. Children’s work should reflect the visit/workshop through their learning and environment 	Children will be able to contextualise their learning through the experience they have had and be able to reference their experience to what they have learnt.	<p>Office staff – Keep a record of pupils who attend trips</p> <p>Work scrutinies will show impact of trips/workshops</p> <p>Work scrutinies show that knowledge aquired through visits and workshops is applied in</p>



					work in class
Boosters	£2,520	1. This will raise attainment of pupils in reading, maths and SPaG to bring children in line with age related expectations.	i. Targeted interventions for the needs of the children ii. Children will receive small group or 1:1 support to raise attainment	Children will have accelerated progress and be brought in line with the attainment of their peers	Teachers – Monitor progress identify children’s needs Progress is discussed in pupil progress and ways forward identified
Classroom resources	£2,000	1. Ensure resources are up to date in all classrooms to suit the needs of the curriculum and learning styles of the children.	i. Audit of classroom resources ii. Request new equipment explaining the impact of the new resources.	This will support teaching and learning within the classroom. Children will be encouraged to be independent and it will build on their basic skills.	Subject leaders to audit resources Maths audit – completed Science audit – completed

Overall impact in July 2019 end of Foundation Stage attainment							
Area	School Data 2016	School Data 2017	School Data 208	School Data 2019	LA Data 2019	Locality Data Scunthorpe South	National Data 2019



Good level of development	74%	75%	75%	82.1%	71.7%	73.2%	71.9%
Good level of development boys	69%	77%	69%	73.9%	65.9%	65.8%	65.6%
Good level of development girls	82%	71%	83%	87.9%	77.8%	80.5%	78.4%
Good level of development FSM	79%	33%	81%	61.5%	55.2%	58.1%	56.6%
Good level of development Non-FSM	72%	85%	72%	88.4%	75.6%	77.0%	74.1%

- The data shows that the percentage of children who attained a GLD this year is 7.6% higher than in 2018. This is 10.2% higher than the national, 10.4% higher than the LA and 8.9% higher than the Scunthorpe South locality averages.
- The percentage of boys who attained GLD is 5.1% higher than in 2018. This is 8.3% higher than the national, 8% higher than the LA and 8.1% higher than the locality data.
- Of the 13 children eligible for FSM 61.5% attained a GLD. This has significantly decreased by 19.8% in 2018. However, this is 4.9% higher than national, 6.3% higher than the LA and 3.4% higher than the locality averages.
- The percentage of girls who attained a GLD is 5.3% higher than in 2018. This is 9.5% higher than the national, 10.1% higher than the LA and 7.4% higher than the locality data.

Overall impact on July 2019 end of KS1 Year 2 attainment			
	Reading	Writing	Maths
Pre-Key Stage	2/57 – 4%	2/57 – 4%	2/57 – 4%
Working Towards	7/57 – 12%	13/57 – 22%	8/57 – 14%
Working At	48/57 – 84%	42/57 – 74%	47/57 – 82%
Greater Depth	21/57 – 37%	19/57 – 33%	17/57 – 30%
Boys ARE	24/28 – 86%	21/28 – 75%	25/28 – 89%



Girls ARE	24/29 – 83%	21/29 – 72%	21/29 – 72%
Pupil Premium ARE	13/18 – 72%	10/18 – 56%	13/18 – 72%
Non-Pupil Premium ARE	35/39 – 90%	31/39 – 79%	34/39 – 87%
Pupil Premium Boys ARE	5/8 – 63%	5/8 – 63%	4/8 – 50%
Pupil Premium Girls ARE	8/10 – 80%	7/10 – 70%	7/10 – 70%
Non-Pupil Premium Boys ARE	19/20 – 95%	17/20 – 85%	18/20 – 90%
Non-Pupil Premium Girls ARE	16/19 – 84%	14/19 – 74%	15/19 – 79%

Overall impact on July 2019 end of KS1 Year 6 attainment				
	Reading	Writing	Maths	SPaG
National Average ARE	73%	78%	79%	78%
Pre-Key stage		2/55 – 4%		
Working Towards (writing only)		6/55 – 11%		
Age Related Expectation	31/55 - 56%	47/55 – 85%	44/55 – 80%	46/55 – 84%
Greater Depth	4/55 - 7%	15/55 – 27%	8/55 – 15%	13/55 – 24%
Not Age related Expectation	20/55 – 37%	8/55 – 15%	11/55 – 20%	9/55 – 16%
Boys ARE	15/25 – 60%	20/25 – 80%	19/25 – 76%	20/25 – 80%
Girls ARE	16/30 – 53%	27/30 – 90%	25/30 – 84%	26/30 – 87%
Pupil Premium ARE	14/30 – 47%	23/30 – 77%	21/30 – 70%	22/30 – 73%
Non-Pupil Premium ARE	17/25 – 68%	24/25 – 96%	23/25 – 92%	24/25 – 96%
Pupil Premium Boys ARE	6/11 – 55%	7/11 – 64%	7/11 – 64%	7/11 – 64%
Pupil Premium Girls ARE	8/18 – 44%	16/18 – 89%	14/18 – 78%	14/18 – 78%
Non-Pupil Premium Boys ARE	9/14 – 64%	13/14 – 93%	13/14 – 93%	11/14 – 79%
Non-Pupil Premium Girls ARE	8/12 – 67%	11/12 – 92%	12/12 – 100%	11/12 – 92%



PP SEND at ARE	1/8 – 13%	2/8 – 25%	2/8 – 25%	2/8 – 25%
PP SEND not at ARE	7/8 – 87%	6/8 – 75%	6/8 – 75%	6/8 – 75%
PP Non-SEND at ARE	13/22 – 59%	20/22 – 91%	19/22 – 86%	17/22 – 77%
PP Non-SEND not at ARE	9/22 – 41%	2/22 – 9%	3/22 – 14%	5/22 – 23%