



## Pupil Premium 2019/2020 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

### Barriers to future attainment

- Deprivation of language and vocabulary development on entry into the Foundation Stage – this impacts on daily activities across school and their life experiences.
- Children have a lack of life experiences outside of school which contributes to minimal cultural capital - this impacts on pupils ability to draw on life experiences when learning about the outside world and generating their own ideas to be an independent learner.
- High amount of children who have low self-esteem and self-confidence – this impacts on children’s resilience on daily activities 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 national average and places the school in the top 80% of deprived schools nationally.

Summary of Our School			
<b>Pupil Premium Grant Amount Received</b>	£247,450		
<b>Total number of pupils receiving allocation at End of Summer 2019/20</b> <b>389 pupils on roll</b>	192 pupils - 48.24% Including: 2 CPP, 6 CIN, 4 LAC, 31 EH		
<b>Year Group</b>	<b>Number of children entitled to Pupil Premium funding</b>	<b>Number of pupils in year group</b>	<b>Percentage of the Year Group entitled to Pupil Premium Funding</b>
<b>Foundation Stage 1</b>		20	
<b>Foundation Stage 2</b>	16	48	33%
<b>Year 1</b>	18	56	32%
<b>Year 2</b>	27	58	47%
<b>Year 3</b>	22	56	39%



Year 4	30	54	56%
Year 5	23	50	46%
Year 6	41	56	73%
<b>Total pupils on roll July 2020</b>	<b>389</b>		

### Planned Expenditure

Allocation of funding through the grant including personnel /person responsible Sept 2019 – Sept 2020	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 ‘ <i>so what</i> ’ question; <i>as a result of X, y will happen; consequence of action.</i> )	Monitoring strategy (ensuring Impact; <i>this links to evaluation; who, what, when, how questions</i> ) <b>REVIEW – Autumn End</b> <b>REVIEW - Spring End</b> <b>REVIEW – Summer End</b>
<b>Pastoral team</b>	£64, 664	<ol style="list-style-type: none"> <li>The aim of the pastoral support is to improve attendance. Children’s attainment will not improve if they are not in school.</li> <li>We aim to reduce exclusions through providing pro-active and preventative pastoral intervention.</li> <li>We aim to build children’s resilience and self-esteem to prepare</li> </ol>	<ol style="list-style-type: none"> <li>Families will be targeted quickly if there is a trend in absences. Office staff will report absences to Head of Pastoral care and Inclusion to arrange meetings with families and address attendance concerns. Referrals are made to welfare and inclusion team to follow up any persistent absentees</li> </ol>	<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, well-rounded curriculum and balanced whilst at school will ensure children want to attend</p>	<p><b><u>Attendance figures</u></b> Autumn Y5 – least absences 149 Y6 – most absences 296</p> <p>Data up to 20.3.20 Y4– least absences 96% Y6– most absences 94%</p> <p><b><u>Persistent absentees</u></b> 24% persistent absence for whole school PP. PP – 24 pupils</p>



		<p>for secondary and beyond.</p> <ol style="list-style-type: none"> <li>4. To ensure children are targeted with early intervention.</li> <li>5. Provide children with a positive school experience to strengthen their relationships within school</li> </ol>	<ol style="list-style-type: none"> <li>ii. Class teachers to implement behaviour training strategies from recent CPD and follow the school's behaviour policy</li> <li>iii. Children will be supported with lunchtime club provision on a needs basis and regularly reviewed</li> <li>iv. Children's will receive positive attention to boost self-esteem and their ability to learn</li> <li>v. The curriculum will be tailored around the needs of the children</li> </ol>	<p>school and will make progress and improve their attainment. This will reduce the rate of exclusions in school.</p> <p>Children will have more positive experiences within school and be engaged with their learning.</p> <p>Children will build their self-esteem and confidence through engaging with strategies implemented through support of the pastoral team</p>	<p><b>Non-PP – 15 pupils</b></p> <p>Data up to 20.3.20 37% persistent absence for the whole school PP.</p> <p>PP – 34 pupils Non-PP – 20 pupils</p> <p><b>Lunch time club register</b> PP 13/20 65% Non-PP 7/ 20 35%</p> <p>Data up to 20.3.20 PP 17/26 65% Non-PP 9/ 26 35%</p> <p>Summer - no data due to COVID-19</p>
<b>Additional teachers (Year 2 and Year 6 based on %PP)</b>	£46,711	<ol style="list-style-type: none"> <li>1. To raise attainment across school.</li> <li>2. Increase the % of disadvantaged children achieving the expected standards in reading, writing and maths consistently across school.</li> </ol>	<ol style="list-style-type: none"> <li>i. Teachers will identify the children who have the potential to achieve the expected standard and above.</li> <li>ii. Teachers will implement strategies to support the teaching and learning of all pupils to achieve levels of attainment and progress expected to diminish the gap</li> </ol>	<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><b>Attainment /On track/PP vs Non-PP</b></p> <p><b>Y2</b> Reading PP 64% Non PP 78% Writing PP 50% Non PP 66% Maths PP 58% Non PP 72%</p> <p><b>Y6</b> Reading PP 44% Non PP 50%</p>



					<p>Writing PP 26% Non PP 44%</p> <p>Maths PP 36% Non PP 50%</p> <p>Y2</p> <p>Reading PP 70% Non PP 71%</p> <p>Writing PP 59% Non PP 68%</p> <p>Maths PP 56% Non PP 74%</p> <p>Y6</p> <p>Reading PP 71% Non PP 80%</p> <p>Writing PP 66% Non PP 67%</p> <p>Maths PP 71% Non PP 87%</p>
<p><b>Learning assistants</b></p>	<p>£105,034</p>	<ol style="list-style-type: none"> <li>1. We aim to have a whole school approach to PSHE using Jigsaw delivered by the HLTA</li> <li>2. We aim to improve language and vocabulary development of pupils in foundation stage</li> <li>3. We aim to raise the percentage of pupils who pass the phonics screening.</li> </ol>	<ol style="list-style-type: none"> <li>i. Timetable Jigsaw lessons for all year groups to ensure consistent coverage of PSHE</li> <li>ii. Learning assistant employed to run early intervention for speech and language</li> <li>iii. Phonics programmes to be run for children who have not passed their phonics screening and those below ARE to be targeted in year 1</li> </ol>	<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 to make rapid progress and improve their attainment</p>	<p><b>% of pupils on track to pass phonics screening in Yr1</b></p> <p><b>PP vs. Non PP</b></p> <p>on track to pass 48/54 = 89%</p> <p>17/54 are PP</p> <p>14 PP on track to pass (=82% of the PP children)</p> <p>34 not PP on track to pass (=92% of the non PP Children)</p>



					Spring data as above - all pupils will be screened and complete Phonics assessments 20/21
<b>Life Coach – W Stamp</b>	£3,135	<ol style="list-style-type: none"> <li>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.</li> <li>2. Develop self-esteem and self-help skills in children</li> <li>3. Build relationships with a positive male role model</li> </ol> <p>(Woodwork, table-top games, turn taking, playground games)</p>	<ol style="list-style-type: none"> <li>i. Identify children who require 1:1 support to develop life skills that will support classroom learning.</li> <li>ii. Design a programme to best suit the needs of the child</li> <li>iii. Coach children to develop playground games to improve social skills</li> </ol>	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><b>No. of pupils who work with Life Coach.</b></p> <p><b>Autumn 1</b> PP - 86% 12/14 Non PP 14% 2/12</p> <p><b>Autumn 2</b> PP - 87% 13/15 Non PP - 13% 2/15</p> <p>Spring Term PP - 83% 5/6 Non-PP 17% 1/6</p> <p>Summer - no data due to COVID-19</p>
<b>Breakfast Club Fruit KS2</b>	£10,389 £1,235	<ol style="list-style-type: none"> <li>1. To provide free access to our breakfast club for children eligible for free school meals.</li> <li>2. Children will be able to focus on their learning if their basic needs are met. (Maslow's Hierarchy)</li> </ol>	<ol style="list-style-type: none"> <li>i. Identify children who could be invited to breakfast club to support families in a positive way.</li> <li>ii. Ensure that any availability at breakfast club is passed on to ensure spaces can be filled</li> <li>iii. Provide children with a range of breakfast choices and activities to provide a</li> </ol>	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><b>Attendance</b> 32 Non-PP 7 PP 22% of club is PP Pupils</p> <p>32 Non-PP 7 PP 22% of club is PP Pupils</p> <p>Summer - no data due to COVID-19</p>



			<p>positive experience in school</p> <p>iv. Provide children with fruit at break time</p>		
<p><b>After school clubs</b></p>	<p>£3,552</p>	<p>1. Children will have opportunity to take part in clubs that they cannot access outside of school.</p>	<p>i. Staff to identify areas of interest for providing after school clubs</p> <p>ii. Identify which term clubs should run in</p> <p>iii. Invite children to attend clubs and assign children based on their choices and previous attendance</p>	<p>Children will have a wide range of experiences in school that will give children a positive outlook on school.</p>	<p><b>Registers</b>  <b>PP vs Non PP</b>  <b>Drama</b>            50% PP            50% NON-PP</p> <p><b>Choir –</b>            57% PP,            43% NON-PP</p> <p><b>TT Rockstars –</b>            46% PP            54% NON-PP</p> <p><b>Reading for fun – KS1</b>            25% PP            75% NON-PP</p> <p><b>Craft and knitting –</b>            53% PP            47% NON-PP</p> <p><b>Multi-Sports</b>            Y1/Y2 – 8/19 42%            Y3/Y4 - 7/22 32%            Y5/Y6 – 6/18 33%</p> <p>Spring            Multi-Sports Y1/2            PP 14/23 - 61%            Non-PP 9/23- 39%</p>



					<p>Multi-Sports Y3/4 PP 6/21 - 29% Non-PP 15/21 - 71%</p> <p>Multi-Sports Y5/6 PP 11/20 - 55% Non-PP 9/20 - 45%</p> <p>Choir Y3,4,5,6 PP 17/31 - 55% Non-PP /31 - 45%</p> <p>Big Sing Y1/2 PP 5/23 - 22% Non-PP 18/23 - 78%</p> <p>Science Y1/2 PP 7/20 - 35% Non-PP /20 - 65%</p> <p>TTRockstars Y3/4 PP 8/15 - 53% Non-PP 7/15 - 47%</p> <p>Digital Leaders PP 2/14 - 14% Non-PP 12/14 - 86%</p> <p>Summer - no data due to COVID-19</p>
<b>School trips/Workshops</b>	£4,081	1. To broaden children's experiences and consequently develop their vocabulary and cultural capital.	i. Every year group to include one external visit and one workshop throughout the year	Children will be able to contextualise their learning through the experience they have had and be able to reference their	<b>Library Visits – whole school to promote love of learning and whole school had the opportunity to receive a library card. Also</b>





		<p>2. Children will build confidence within subjects and will be able to engage with topics through real-life and hands-on experiences</p>	<p>ii. Children's work should reflect the visit/workshop through their learning and environment</p> <p>iii. 11 before 11 experiences for each year group to build cultural capital.</p>	<p>experience to what they have learnt.</p>	<p>this promoted cultural capital for all pupils with the experience of visiting the local library.</p> <p><b>Topic linked workshops/trips</b> throughout school enabling pupils to widen their vocabulary and to promote a 'hook' for learning.</p> <p>Summer - no data due to COVID-19</p>
<p><b>Boosters</b></p>	<p>£2,220</p>	<p>1. This will raise attainment of pupils in reading, maths and SPaG to bring children in line with age related expectations.</p>	<p>i. Targeted interventions for the needs of the children</p> <p>ii. Children will receive small group or 1:1 support to raise attainment</p>	<p>Children will have accelerated progress and be brought in line with the attainment of their peers</p>	<p><b>Year 6 boosters all of Autumn term.</b></p> <p>15 Pupils 11 – PP - 73%</p> <p><b>Spring</b> Year 1 breakfast phonics club 2/7 - 29%</p> <p>Year 2 targeted reading booster 11/18 - 61%</p> <p>Summer - no data due to COVID-19</p>



<b>Swimming Lessons LAC</b>	£560	1. This will boost the confidence and self-esteem of these pupils	i. Timetable the lessons to reduce impact on teaching and learning	Children will be able to swim confidently and will build cultural capital. Children are not vulnerable around water out of school.	<b>Autumn 1</b> <b>8 pupils</b> <b>3 boys 5 girls</b>  <b>Autumn 2</b> 9 pupils 7 boys 2 girls  <b>Spring Term</b> 7/9 PP 78% 2/9 Non-PP 22% Summer - no data due to COVID-19
<b>Alternative Provision</b>	£7,280	1. To ensure that the pupils have continuous education and reduce possibility of exclusions 2. To build confidence, self-esteem and self-worth 3. To build positive relationships with adults and opportunities for self-expression	i. Apply for place at alternative provision site ii. Discuss needs of the pupil and how best to meet education and pastoral needs	This will build cultural capital for these pupils in order to support their journey through education and social skills needed for the outside world.	<b>2 pupils access this provision. Both are PP.</b> <b>1 more will be starting the Spring term who is also PP.</b>  3 pupils accessed provision up until 20.3.20 all pupils are PP.  Summer - no data due to COVID-19
<b>Lease of Radio Aids</b>	£475.00 per system/per year.	1. Inclusion for a hearing impaired pupil.		Pupils can access their learning and will be able to engage with their learning. As a result there will be a positive impact on their progress and attainment.	<b>1 pupil</b>

**Evaluation**

**Impact up until Spring**  
**What went well.**



**Lunchtime club** - Pupils attending lunchtime club accessed a calm and structured environment where they could choose directed activities to engage in with the support of an adult. These sessions ensured pupils had a smooth transition back into class in the afternoon and as a result were ready to learn and calm. 65% of attendees are Pupil Premium therefore accessing a positive school experience to strengthen their relationships within school.

**Y2/Y6 Booster sessions** - Pupil Premium pupils were targeted for extra boosting and as a result of the booster group for Reading in Y2 the attainment gap was diminished to 1% between Pupil Premium and Non-Pupil Premium. In Year 6 71% of pupils achieved age related expectations in Reading compared to 80% of Non-Pupil Premium pupils. Premium Teachers implemented strategies to support the teaching and learning of all pupils to achieve levels of attainment and progress and have been able to diminish the gap between Pupil Premium and Non-Pupil Premium pupils.

**What did not go well.**

**Year 6 attendance** was consistently the worst in the school due to persistent absence for several pupils. These pupils are all in vulnerable groups and have multiple outside agency involvement.

**F2 - Pupil Premium uptake** was low - 33%

As a result of this Pupil Premium funding is low for this cohort. However, due to the COVID-19 food parcel allocations there have been 10 new applications for Pupil Premium. Due to COVID-19 there will not be home visits taking place, because of this the Business manager will allocate office staff to take on the job of getting parents to fill in applications and increase the percentage of sign ups this academic year.