



Pupil Premium 2020/2021 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

- COVID pandemic resulting in school closure and lost learning across the board but particularly affecting disadvantaged pupils. Curriculum catchup requirements and pupils' mental wellbeing may slow down 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

Pupil Premium Grant Amount Received	£231,855		
Total number of pupils receiving allocation at End of Summer 2020/21 382 pupils on roll	186 pupils - 48.69%		
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		17	
Foundation Stage 2	27	51	53%
Year 1	24	54	44%
Year 2	20	58	34%
Year 3	29	60	48%
Year 4	25	51	49%
Year 5	28	57	49%
Year 6	22	51	43%



Total pupils on roll July 2020	382
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Planned Expenditure

Allocation of funding through the grant including personnel /person responsible Sept 2020– Sept 2021	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; <i>this links to evaluation; who, what, when, how questions</i>) REVIEW – Autumn End REVIEW - Spring End REVIEW – Summer End
Pastoral team	£67,897	<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. 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. ii. Class teachers to implement behaviour training strategies from 	<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 school and will make progress and improve their attainment. This will reduce the rate of exclusions in school.</p>	<p><u>Attendance figures</u> Autumn Most absence: Year 3 (92.05) Least absence: Year 6 (96%)</p> <p><u>Spring figures</u> Least absence Year 6 (97%) Most absence: Year 3 (91%)</p> <p><u>Summer figures</u> Least absence: Year 6 (96%) Most absence: Year 3 (93%)</p>
Specialist Behaviour Support	£5,842				



		<ol style="list-style-type: none"> 4. To ensure children are targeted with early intervention. 5. Provide children with a positive school experience to strengthen their relationships within school 6. To ensure that pupils mental wellbeing is supported 	<p>recent CPD and follow the school's behaviour policy</p> <ol style="list-style-type: none"> iii. Children will be supported with lunchtime club provision on a needs basis and regularly reviewed iv. Children's will receive positive attention to boost self-esteem and their ability to learn v. The curriculum will be tailored around the needs of the children 	<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>Autumn Persistent absentees 118/382 = 31%</p> <p>PP – 48/118 = 41% pupils Non-PP – 70/118 = 59% pupils</p> <p>Spring Persistent absentees 109/382 = 29%</p> <p>PP – 51/109= 47% pupils Non-PP – 58/109= 53% pupils</p> <p>Summer Persistent absentees 107/382 = 28%</p> <p>PP – 45/107= 42% pupils Non-PP – 62/107= 58% pupils</p> <p>Exclusions: from the autumn and the summer term have dropped.</p>
<p>Additional teacher (Year 6)</p>	<p>£55,849</p>	<ol style="list-style-type: none"> 1. To raise attainment across school. 2. Increase the % of disadvantaged children achieving the expected standards in reading, writing and maths 	<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 strategies to support the teaching and learning of 	<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>Attainment /On track/PP vs Non-PP</p> <p>Y6 Reading PP 61% Non PP 54% Writing PP 43% Non PP 54% Maths PP 39% Non PP 62%</p>



		<p>consistently across school.</p> <p>3. Smaller classes will enable targeted support and wave 1 teaching to be more effective as teachers will be able to plug specific gaps.</p>	<p>all pupils to achieve levels of attainment and progress expected to diminish the gap</p>		<p>Y6 Reading PP 68% Non PP 58% Writing PP 14% Non PP 38% Maths PP 14% Non PP 35%</p> <p>Y6 Reading PP 68% Non PP 63% Writing PP 41% Non PP 50% Maths PP 45% Non PP 67%</p>
Learning assistants	£104,486	<p>1. We aim to improve language and vocabulary development of pupils in foundation stage</p> <p>2. We aim to raise the percentage of pupils who pass the phonics screening.</p> <p>3. We aim to use learning assistants to diminish the gaps and support pupils in catching up with lost learning by running interventions relevant to specific needs.</p>	<p>i. Learning assistant employed to run early intervention for speech and language and understanding</p> <p>ii. Phonics programmes to be run for children who have not passed their phonics screening and those below ARE to be targeted in year 1</p> <p>iii. Teachers to provide guidance to learning assistants on the interventions they need for pupils and hold learning assistants to account.</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>An experienced learning assistant, who is trained with Sounds Write (5 day course) targets pupils who are not on track to achieve ARE. Bespoke interventions are tailored to pupils needs as gaps are analysed to ensure that support is relevant and has the desired outcomes.</p>	<p>Autumn data (15 marks) % of pupils on track to pass phonics screening in Yr1 PP vs. Non PP PP: On track to pass 12/24 = 50% Non-PP: 17/29 = 59%</p> <p>Spring data(20 marks) % of pupils on track to pass phonics screening in Yr1 PP on track: 10/24= 45% Non-PP: 14/30 = 47%</p> <p>Summer data(27 marks)</p>



					<p>% of pupils on track to pass phonics screening in Yr1</p> <p>PP on track: 12/24= 50% Non-PP: 15/29 = 52%</p> <p>As national testing has been cancelled this year, year 1 will be screened in November 2021. Therefore the Summer data is based on projected outcomes.</p>
Total Expenditure	£234,074				

Evaluation

What went well?

Year 6 (additional teacher) have made the best progress and have got more pupils at ARE in Reading, Writing and Maths in comparison to Y1-5. This is predominantly as a result of the small class sizes enabling specific gaps to be diminished. Other contributing factors include the percentage uptake for online learning and the quality of provision.

SEMH focus and support from the pastoral Team

Behaviour specialist:

- Has targeted support for pupils with SEMH needs and supported with referrals to ensure that pupils' needs are met.
- Home liaison supporting with advising parents on behaviour support.
- Observations around school on specific pupils and then planning in support for pupils.

Pastoral Team

- CPD on how to support pupils' mental well being (Metal Health/wellbeing conference) which has resulted in a whole school policy being devised.
- Weekly staff TGPS tearoom to offer staff mental health support.
- Presley pug assemblies to promote good mental health. This was done in addition to counteract the impact of the pandemic.
- Breathing challenges and Mental Health Week to provide strategies to support pupils' wellbeing.
- Offering support for families e.g. weekly phone calls, offering family forums, mindfulness group for vulnerable pupils.



- Multisports for vulnerable pupils to provide them with engaging activities and to experience positive male role models.
- Prevention to intervention counselling for identified pupils who are presenting self harming behaviour.

Learning assistants

- Targeting pupils for phonics intervention and planning bespoke lessons tailored to diminish pupils' specific gaps in sound have yielded positive outcomes. There is only a 2% difference between PP and Non-PP children on track to achieve ARE. Although the percentage on track to pass their phonics is significantly lower than the historical data, this has been a result of the pandemic and school closure. There was a very uptake of pupils in Y1 attending online lessons and therefore further gaps have emerged building on that which was already prevalent from the previous year.
- Pupil Premium yearly overview highlights

What did not go well?

Enrichment: has been limited this year due to the pandemic, school closure and staff shortage. Although some enrichment has been offered in the Summer Term, the intended provision has been restricted.

Attendance: Due to the pandemic, impact of covid on pupils and their families and the isolation requirement, attendance still needs to improve. Although persistent absentees are monitored and provision is in place to address this effectively, the uptake of attendance meetings, early help and education, inclusion advice meetings has been poor. The pastoral team will continue their early identification and support families as required to ensure that attendance is improved further. The pandemic has been detrimental on parent's mental health which has impacted on the relationship that we normally build with our parents and has affected their levels of engagement.