



GRANGE PRIMARY SCHOOL

Pupil Premium Strategy 2019-20

I. Summary information

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School	Grange Primary School					
Academic Year	2019-2020	Total PP budget for the academic year	£238, 920	Date of most recent pupil premium review by the governing body	<ul style="list-style-type: none"> Sports premium review- May 2019 Pupil premium Review- March 2018 	
Total number of pupils	382	Number of pupils eligible for PP	181 Census Jan 2019	Date of next internal review of this strategy	Autumn 2019	

Planned expenditure- the 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

Academic year 2019-20

I. Quality of teaching for all

Desired Outcome: For all pupils to make at least expected progress in maths.

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
For all pupils to use Mathematics Mastery Programme and Schemes of Work for daily maths lessons.	MMP is based on international evidence and practice, and aims to enhance students' enjoyment, resilience, understanding and attainment in mathematics. We use additional sources which offer supportive and extension materials: Maths Wizard, Mathletics, White Rose Maths, Third Space materials and others.	Lesson observations Year group meetings to review learning Book looks from subject leader	Alan Brennan (AHT/ Maths Lead) Diana Valcheva (Headteacher)	This will be reviewed termly using whole school data. Expected cost: £13 500 (includes costs for concrete manipulatives)

	https://mathsnoproblem.com/en/mastery/what-is-maths-mastery/	<p>Pupil Progress meetings</p> <p>At least once a year, each teacher will have a formal observation in maths.</p>	<p>Lorram Black (Deputy Head)</p>	
<p>Desired outcomes: Pupils will leave the school with higher levels of spoken and written language (Not just subject specific technical language)</p>				
<p>All teachers from Year 1 to 6 will use the methodology from DPIL to teach spelling and grammar.</p>	<p>The majority of our children enter school with Well below typical CLL, reading and writing, therefore we put specific emphasis on teaching vocabulary in all subjects,</p>	<p>Book looks to be completed by English Lead and SLT; prompt feedback to be given to teaching staff with strengths and next steps</p> <p>English Lead and DHT/AHT will ensure next steps are followed up on by at least the next book look through weekly planning meetings where books will be shared.</p> <p><i>Weekly spelling tests will happen from year 2 onwards.</i></p> <p>Termly grammar assessments will take place in Year 5 and 6. Results, will be monitored and support put in place for pupils who need additional input.</p>	<p>Maxine Allman English Lead</p> <p>Diana Valcheva (Headteacher)</p> <p>Lorram Black (Deputy Head)</p> <p>Amina Rahman (EAL and PP Lead)</p> <p>Alan Brennan (Assistant Head)</p>	<p>This will be reviewed termly using whole school data and at Pupil Progress Meetings</p> <p>Expected cost: £4500</p>

<p>Desired outcomes: We want children to leave our school with strong fine motor's skills. Fine motor skills should not be a barrier for them achieving at least the expected standard in writing.</p>				
<p>All pupils from EYFS to Year 6 to use Letter - Join handwriting scheme</p>	<p>Last year, book scrutinies acknowledged a marked improvement in this area, however SLT are aware that there were inconsistencies, therefore there will be a stronger focus on handwriting this year.</p> <p>Ensuring all children are taught handwriting to a high standard across the school.</p> <p>We want to ensure that children who have weaker than typical fine motor skills are enabled to achieving the expected and above standards of writing.</p>	<p>Teachers will teach handwriting daily. SLT will ensure this is on class timetables.</p> <p>SLT will look for evidence of lessons taught during half termly book looks.</p>	<p>Maxine Allman – English Lead</p> <p>Diana Valcheva (Headteacher)</p> <p>Lorram Balck (Deputy Head)</p> <p>Alan Brennan (Assistant Head)</p>	<p>Book looks will take place half termly.</p> <p>Pupil progress meetings will take place termly.</p> <p>Year leaders will monitor books weekly through planning meetings.</p> <p>Expected cost: £3000</p>
<p>Desired outcomes: Improve reading outcomes from Years Three to Six.</p>				
<p>Each class to use high quality Guided reading texts.</p> <p>A new approach to teaching reading is launched with the start of the school year and comprehension skills are taught explicitly in Guided Reading Sessions.</p> <p>Each teacher will spend some of their curriculum time reading a high quality text aloud</p>	<p>The 2018-19 test outcomes for reading in year six were well below the national averages. We want to ensure that pupils excel in this area of the curriculum and results rapidly improve with the end of 2019-20 seeing SATs' outcomes in line with national averages.</p> <p>We want to make sure that the children receive quality first time teaching, and are exposed to high quality guided reading texts.</p>	<p>At least one formal observation of each class teacher.</p> <p>Termly book looks</p> <p>Termly whole school data analysis and pupil progress meetings.</p>	<p>Rachel Laurie – Reading Lead</p> <p>Maxine Allman – English Read</p> <p>Diana Valcheva (Headteacher)</p> <p>Lorram Black (Deputy Head)</p> <p>Alan Brennan (Assistant Head)</p>	<p>Pupil progress meetings will take place termly.</p> <p>Book looks will take place half termly.</p> <p>Reading moderation sessions will be attended at the local cluster</p> <p>This will be reviewed termly on receipt of the whole school data.</p>

<p>to their children so that children have the ability to comprehend whole texts at a higher level. SOLO Taxonomy is used effectively to generate questions.</p>				<p>Expected cost: £15000, includes release cover for Reading lead to provide support and guidance and monitor progress.</p>
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Desired outcomes: To ensure that quality test materials are used to complement teacher assessment, ensuring analysis of strength and weaknesses are identified and addressed to enable teacher to narrow the gap in all subject areas				
PUMA, HEADSTART, SATS tests are used well to inform the teachers of gaps and strengths (Reading, Maths and Science)	Scaled score is a conversion of a student's raw score on a test or a version of the test to a common scale that allows for a numerical comparison between students. Scaled scores are particularly useful for comparing test scores over time, such as measuring term-to-term and year-to-year growth of individual students or groups of students in a subject area.	Termly assessments Monitored by subject leads and SLT	Subject Leaders Diana Valcheva (Headteacher) Lorram Black (Deputy Head) Alan Brennan (Assistant Head)	Termly feedback using FFT Aspire pupil tracking £ 7000 (Cost includes FFT Aspire subscription and actual test materials)
Desired outcomes: To ensure high quality interventions take place throughout the school.				
Two HLTAs will use 0.8% and 0.5% of their time to lead keep up groups and catch up groups for Year 6.	The EET research indicates that unless misconceptions are addressed progress can be limited. The HLTA has strong subject and phonics knowledge and an excellent has a proven track record of leading interventions. The HLTAs will run daily groups for children focusing on reading comprehension skills, starting in Autumn 2	Termly pupil progress meetings. Monitoring of class data by SLT. Half termly formal and informal class observations.	Rachel Laurie – Reading Lead Maxine Allman – English Lead Diana Valcheva (Headteacher) Lorram Black (Deputy Head) Alan Brennan (AHT)	Half termly Expected cost: £21000
Desired outcomes: School to build upon the successes of children's home life and to ensure that there is clear communication between home and school regarding reading at home.				

<p>Each pupil to use reading record books to ensure regular communication regarding reading at home</p>	<p>During 2018/2019, we found that these books were partially successful, recognising that they need to be regularly monitored with pupils changing their books on a regular basis. Teaching support staff to have a greater involvement in changing books</p>	<p>Checked weekly by the class teacher/teaching support staff</p>	<p>Class teacher Senior Leadership team will check these books termly. Reading Lead will check a sample of books in Year 5 and 6</p>	<p>Termly Expected cost: £9000</p>
<p>Total budgeted cost: £73000</p>				

2. Other approaches

Desired outcome: To ensure social and emotional issues do not prevent pupils from making at least expected progress in all subjects

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>Our Children Wellbeing and Safeguarding officer (ELSA Trained Support Assistant) will spend 60% of her working week supporting pupils with social and emotional issues which are barriers.</p> <p>An HLTA will spend ½ day delivering Speech Bubbles</p>	<p>Speech Bubbles, therapeutic stories and ELSA have helped many of our pupils develop resilience and has given them the skills to regulate their emotions - pupils were ready and able to learn.</p> <p>We have expanded this provision - 2018/2019, our CWSO trained with Southwark Ed Psychs</p> <p>This member of staff will receive regular supervision from Southwark Psychologist at no extra cost. ELSA is currently part of Wave 2 SEND support, but sometimes other children will access this support when there is a concern that our weekly wellbeing lesson are not having the desired impact.</p>	<p>Termly pupil progress meetings. These pupil's progress will be monitored during half termly book looks, termly observations and termly data analysis.</p> <p>The ELSA Support Assistant will give feedback to teachers after each session.</p>	<p>Diana Valcheva (Headteacher)</p> <p>Lorram Black (Deputy Head)</p> <p>Alan Brennan Assistant Headteacher)</p>	<p>Termly assessments</p> <p>Expected cost: £22900</p>

Desired outcomes: To continue to enthuse love for reading through I:1 reading support for most vulnerable pupils

<p>We want to increase enjoyment of reading for most vulnerable pupils.</p> <p>Coram Beanstalk</p> <p>321 readers help to raise both reading attainment and future aspirations.</p>	<p>Following the success of Coram Beanstalk Readers, we want to continue to provide this unique opportunity to a selected group of children.</p>	<p>Termly pupil progress meetings</p>	<p>Diana Valcheva (Headteacher)</p> <p>Rachel Laurie – Reading Lead</p> <p>Lorram Black (Deputy Head)</p> <p>Alan Brennan Assistant Headteacher)</p>	<p>Estimated cost: £195</p> <p>Additional cost will occur after January 2020</p>
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Desired outcome: To ensure that home life does not have a negative impact on pupil's attainment and the amount of progress they make.

<p>Our Deputy Headteacher will work with families (1/2 a day a week) on a regular basis to offer support and guidance to help remove any potential barriers for lack of attendance.</p>	<p>Percentage of absence due to missed sessions based on 17-18 census statistics is 4.4, 0.2% higher than the national figures of 4.2%. Persistent absence figures for the same period are higher than the national averages: school 10.9%, national 8.7%. The school attendance remains below national averages. Although PP are not one of the main contributing groups, we want to make sure that children attain well and as a result they achieve well</p> <p>Project HE:RO already has independent evidence of its effectiveness against a range of outcomes including: school attendance, pupil behaviour, academic achievement, personal development, cognitive health, emotional wellbeing and physical activity. Moreover, the model has proven to be sustainable over a ten-year period with schools directly commissioning the service using their own budgets and, in particular, Pupil Premium and PE/Sport Premium funds. In 2017, Project HE:RO won the Royal Society for Public Health Wellbeing Award for Healthy Lifestyles and this has since led to a formal partnership between Evolve and the RSPH.</p>	<p>Monitoring of attendance/class data by Deputy Head (Inclusion) Admin staff preparing fortnightly reports Weekly feedback is shared in safeguarding meetings.</p>	<p>Lorram Black (Deputy Head)</p>	<p>Half termly £18900</p> <p>School contribution toward the HE:RO project £9990</p>
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Desired outcome: To ensure all pupil premium children gain GLD by the end of the year.

<p>Early Years pupils to have high quality teaching input specific to them.</p> <p>Early Development Lead to take an active role in disseminating good practice outside own school, leading to EY becoming an Area of Excellency</p>	<p>The ED Lead will support the teacher and support staff in early years with all planning to ensure high quality input.</p> <p>Early Development Lead will use his high expectations of being an advanced teacher and his outstanding phonic knowledge to support with planning and delivery of lessons.</p>	<p>Termly pupil progress meetings.</p> <p>Monitoring of class data by SLT.</p> <p>Half termly formal and informal class observations.</p>	<p>Diana Valcheva (Headteacher)</p> <p>Lorram Black (Deputy Head)</p> <p>Alan Brennan (Assistant Head)</p>	<p>Half termly</p> <p>Expected cost: £6000 (release time)</p>
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Desired outcome: To improve writing outcomes for Year 6 pupils and ensure every pupil premium child makes at least expected progress.

<p>Year 6 pupils to benefit from a teaching support assistant</p>	<p>2017-19 we have split our cohort of 60 children across three classes allowing teachers to spend more time planning quality provision and giving individual and group support when needed. This was not particularly successful and beneficial to our pupils and not affordable to trail a second year.</p> <p>We want to make sure that teachers focus their energy and effort on delivering quality first teaching, while children receive a high quality physical education and quality interventions. Therefore, along with the two HLTAs working in Year 6, we deployed a further teaching assistant for our Year 6 team, who will also be delivering quality PE and releasing Year 6 teachers for carrying out interventions and additional planning and assessment.</p>	<p>Termly pupil progress meetings.</p> <p>Monitoring of class data by SLT.</p> <p>Half termly formal and informal class observations.</p>	<p>Diana Valcheva (Headteacher)</p> <p>Lorram Black (Deputy Head)</p> <p>Alan Brennan (Assistant Head)</p>	<p>This will be reviewed termly on receipt of the whole school data.</p> <p>Book looks will take place half termly.</p> <p>Pupil progress meetings will take place termly.</p> <p>Expected cost: £24000</p>
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Desired outcome: To aspire pupils in to going to university.				
<p>Into University programme of support provides children and young people from disadvantaged backgrounds with the help they need to achieve their potential.</p> <p>We want to increase the life chances for our learners.</p> <p>Into University also offers our Year 6 students a Focus week, 2019/2020 the focus will be on Engineering.</p> <p>In addition, our Year 6 pupils will spend a day at Cambridge University.</p>	<p>Many of our pupils often carry very negative ideas about themselves and their future potential and we use programmes like IntoUniversity to provide leadership and personal development training that challenges negative self-perceptions among young people and encourages them to think expansively about the future and to take responsibility for their own goals.</p>	<p>Feedback from pupils and teachers</p> <p>SATs Outcomes</p>	<p>Diana Valcheva (Headteacher)</p> <p>Year 6 and 5 teachers</p>	<p>Estimated Cost £ 1000</p>
Desired outcome: To improve reading outcomes in Key Stage one and ensure every pupil premium child makes at least expected progress.				
<p>A highly trained Teaching Assistant with experience of leading phonic interventions to work across the phase completing 1:1 reading on a daily basis. This will be 0.7% of her time.</p>	<p>Many pupils are not ready to move on to comprehension skills and need to spend additional time working on their decoding and phonics skills on a 1:1 basis.</p> <p>Last year, out of the pupil premium children 83% achieved the expected standard and 18% were working at greater depth. Previously at the end of EYFS, 77% achieved the expected standard in reading and 6% at greater depth which means that this intervention is working to keep children on track and also allow children to make expected progress.</p>	<p>Termly pupil progress meetings.</p> <p>Monitoring of class data by SLT.</p> <p>Half termly formal and informal class observations.</p>	<p>Diana Valcheva (Headteacher)</p> <p>Alan Brennan (Assistant Head of Stage One)</p> <p>Lorram Black (Deputy Head)</p>	<p>This will be reviewed termly on receipt of the whole school data.</p> <p>Pupil progress meetings will take place termly.</p> <p>Expected cost: £22, 632</p>

Desired outcome: To ensure higher attaining children experience stretch in maths which allows continued progress.

<p>To use Challenge for more Able maths books for pupils in years 1 to 6 who need additional challenge (Rising Stars-Challenges for more able)</p>	<p>In some lessons, some children may need additional challenge. The Challenges for more able books have been used previously and has helped pupils focus on critical thinking and problem solving skills.</p> <p>Children are signed up for Maths Competitions</p>	<p>Termly pupil progress meetings. Monitoring of class data by SLT. Half termly formal and informal class observations.</p>	<p>Diana Valcheva (Headteacher) Alan Brennan (Assistant Head) Lorram Black (Deputy Head)</p>	<p>This will be reviewed termly on receipt the whole school data. Pupil progress meetings will take place termly.</p>
<p>Assistant Head/ Maths Lead to attend Mathematics Mastery conferences</p>				

<p>Staff new to the school to attend Mathematics Mastery training</p> <p>Deepening understanding in reading, mathematics</p>	<p>AHT to attend Mathematics Mastery local hub meetings</p>			<p>Expected cost: £8000</p> <p>Subscription to Mathematics Mastery £4,500</p> <p>Online subscription: £150</p>
<p>Desired Outcomes: To improve cultural capital of our pupil premium children. (Years one, two, four)</p>				
<p>To ensure PP children have access to Art and Chess clubs</p>	<p>We feel it is important that pupil premium children experience subjects and lessons that they may not experience elsewhere giving the children a rich experience to help them in their studies.</p>	<p>Half termly observations and quality assurance.</p>	<p>Heather O'Connell (Art and DT lead)</p> <p>Rosie Hall – Chess leading support</p> <p>Amina Rahman (EAL and Pupil Premium Lead)</p>	<p>This will be reviewed termly on receipt of the whole school data.</p> <p>Pupil progress meetings will take place termly.</p> <p>Expected cost: £6000</p>

Desired Outcome: On-going review of Pupil Premium plan

<p>To ensure the PP plan is adjusted regularly to support individual pupils. To ensure targeted interventions are evaluated and reviewed.</p>	<p>The Deputy Head for Inclusion will need to regularly liaise with all stake holders within this plan to ensure he has timely and accurate feedback on how each individual part of this plan is working. He also needs to regularly check formative data to make adjustment to children receiving interventions.</p>	<p>Pupil Progress meeting, reviewing data. Book looks (half termly) Weekly informal feedback from year group leaders.</p>	<p>Diana Valcheva (Headteacher) Lorram Black (Deputy Headteacher) Amina Rahman (EAL & PP Lead)</p>	<p>£5000</p>
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Total budgeted spend: £129,267