



Pupil Premium Strategy Statement 2019/2020

1. Summary Information					
School	Grange Infants School				
Academic Year	2019/ 2020	Total PP budget	£47,060	Date of most recent PP Review	December 2018 – WHF lead
Total number of pupils	262	Number of pupils eligible for PP	43	Date for next internal review of this strategy	December 2019

Attainment - Academic Year 2018/2019		
	Pupils eligible for PP	Pupils not eligible for PP
EYFS - Reception		
% achieving GLD	73%	76%
Year 1		



% achieving in reading, writing and maths	50%	81%
% Achieving in reading	56.3%	79.7%
% Achieving in writing	43.8%	81.2%
% Achieving in maths	56.3%	79.7%
Year 2%		
% achieving in reading, writing and maths	36%	74%
% Achieving in reading	46%	80%
% Achieving in writing	46%	78%
% Achieving in maths	55%	77%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)



A.	Speech and Language as well as limited vocabulary – poor oral language skills (articulation) due to lack of life experiences and reading behaviours
B.	Individuals social and emotional needs – social interactions with others
C.	Close the gap with peers in reading, writing and maths
D.	Outdoor experiences – limit knowledge of the world, limit access to outside opportunities
External barriers (issues which also require action outside school, such as low attendance rates)	
A.	Attendance and Lateness of individual children
B.	Parental understanding of Pupil Premium and provision

3. Desired outcomes		
	Desired outcomes and how they will be measured	Success Criteria
A.	Attendance of all pupils to meet National Average for disadvantaged children	<ul style="list-style-type: none"> Monitoring systems in place to track pupil's attendance weekly from EYFS to year 2. This includes lateness. Immediate action to take place with parents if children's attendance drops below 94%

		<ul style="list-style-type: none"> • Attendance of disadvantaged pupils to be in line with peers and national average for disadvantaged pupils
B.	Pupils to have increased opportunities for social interactions for them to understand acceptable social behaviours.	<ul style="list-style-type: none"> • Pupils will feel confident to face challenges and maintain social friendships with their peers • Pupils will feel confident in their abilities and are able to take risks in learning, cope with failure and challenges, show resilience, be engaged and feel motivated within lessons • Pupils will make progress at their own level of development and those identified as ARE will achieve this • Pupils will feel like they belong and will be able to develop their emotional maturity • Pupils will understand what is socially acceptable and mimic these behaviours at break and lunch times.
C.	Children to leave EYFS meeting GLD statements in relation to communication	<ul style="list-style-type: none"> • 70% of EYFS children to meet GLD • Early talk boost interventions to support language development of children • Helicopter stories to improve language acquisition • Language rich environment which is used effectively to support children's learning



		<ul style="list-style-type: none"> • Outdoor learning provision will offer the same language rich environment to effectively support children's development of language • Guided reading will be taught in EYFS and be linked to phonics phase for children. • Increase in speech and language support by SALT (Speech and Language therapy team) as well as parental workshops for individual families.
D.	Parental Engagement	<ul style="list-style-type: none"> • Targeted support for individual families with SLT at Early Help • Focus open mornings in English, maths and reading to activity promote engagement of parents and develop understanding of how to support their child's learning • Attendance information provided each term (following attendance policy) • Jigsaw families to be introduced to increase parental support linked to PSHE scheme.

4. Planned Expenditure	
Academic Year	2019-2020



Quality of Teaching for All					
Desired outcome	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?
Whole school training will ensure staff understand children's barriers to learning and how to best support all Pupil Premium children	Staff training on: Pupil Premium – Improving Outcomes for Vulnerable Learners Pupil Premium – barriers to learning, diminishing the difference Attachment training Safeguarding Training Bereavement training	Through training of TA's and teachers, which will be deployed carefully and to the best of their ability, will improve learning of these children. (EFF intervention study). Quality first teaching for all pupils by teachers either whole class or groups will improve	Pupil progress meetings and inclusion intervention trackers, alongside provision maps will be used termly to record and evaluate the provision of the intervention – effectiveness, quality of teaching and learning and impact on attainment and progress of children. Progress will be seen through: lessons observations, book scrutiny's, learning walks,	SLT	Termly



		learning (EFF, learning walks, observations)	spelling, reading and maths ages increase. These will be triangulated to ensure quality first teaching is evident in all classrooms (see monitoring schedule)		
<p>All Pupil Premium children make the same amount of progress as their peers and fulfil their academic potential based on their starting points.</p> <p>To diminish the difference between the attainment of Pupil Premium</p>	<p>Quality first teaching for all pupils – 100% of teaching is deemed good.</p> <p>TA support (including interventions) for every year group to support the needs of the children</p> <p>Pupils to have more opportunities to use</p>	<p>The difference between Pupil Premium and Non-Pupil Premium children is approximately 25% for the core subjects.</p> <p>This can be seen through pupils books, parent communications (reports and parents evenings), pupil</p>	<p>Termly progress meetings, provision mapping and inclusion management will be used to record and evaluate the effectiveness of interventions, quality of teaching and what impact these are having on children’s attainment and progress.</p> <p>Lesson observations, learning walks, book scrutiny’s and progress data will be used to</p>	SLT and class teachers	Termly



<p>children and those that are not disadvantaged.</p>	<p>feedback by teachers, written or oral, to improve attainment – first quality teaching</p> <p>Parents to be provided with clear information on how to support their child at home and how their child is progressing in school.</p>	<p>progress data and learning walks.</p>	<p>triangulate effectiveness of quality first teaching and interventions in all classrooms (see monitoring schedule)</p> <p>Intervention groups will be recorded on inclusion management documents and will be adjusted accordingly (from data capture and needs of pupils)</p>		
<p>To raise % of disadvantaged children achieving ARE in maths, reading and writing to at least meet floor targets of 65%</p>	<p>Resources tailored to the needs of the children – tablets, computer apps, inclusion boxes, interventions, vocabulary sessions, text led approach to</p>	<p>To ensure that pupil premium children make the same amount of progress as their peers and make significant progress based on their relative starting points.</p>	<p>Tracking of entry and exit results of interventions used through the use of the inclusion management document</p> <p>Data from pupil progress meetings</p>	<p>SLT</p> <p>Class teachers</p>	<p>Termly</p>



	<p>writing and reading, guided reading system to be phonic based.</p> <p>Quality first teaching for all pupils – 100% of teaching is deemed good.</p> <p>TA support (including interventions) for every year group to support the needs of the children</p>	<p>Reading for enjoyment has been proven to rapidly increase a child's vocabulary and therefore raise their academic standards in reading and writing.</p> <p>Pupil Premium children are not at a disadvantage for access to quality texts to support their achievement</p>	<p>Lesson observations, book scrutiny's, learning walks and progress data (including reading, maths and spelling ages) will be used to triangulate the effectiveness of quality first teaching and interventions in all classrooms (see monitoring schedule)</p>		
To raise the % of disadvantaged	Introduction of Early talk boost for children – training for teachers	To ensure that pupil premium children make the same amount of	Tracking of entry and exit results of interventions used through	SLT	Termly



<p>children achieving GLD (70%)</p>	<p>and TA's to deploy intervention effectively</p> <p>Helicopter stories introduced to develop language acquisition and improve working memory</p> <p>EYFS framework and observation training to develop understanding of staff to ensure teaching is nothing less than good and high quality observations take place</p>	<p>progress as their peers and make significant progress based on their relative starting points.</p> <p>To enable pupils to be able to apply their phonics knowledge to reading and writing.</p>	<p>the use of the inclusion management document</p> <p>Data from Early Talk Boost and Helicopter stories interventions recorded to show impact of intervention</p> <p>Data from guided reading assessments recorded to show impact of scheme and new system in school.</p>	<p>Class teachers</p>	<p>6 weekly when intervention finishes</p>
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	<p>Indoor and outdoor provision to include high quality challenges in the 7 prime areas linked to the text being taught in school.</p> <p>Introduction of guided reading and home readers to be linked to phonic phase of children to support learning.</p> <p>Vocabulary teaching sessions which are linked to the schools text lead approach to</p>				
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	be incorporated into the timetable.				
Total budgeted cost					£18, 064
Targeted Support					
Desired outcome	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?
Social support for children to enable them to become	TA's to engage with pupils on either a 1:1 basis or through group	The vast majority of PP children have attachment issues and	Before the first session begins for each intervention, SDQ's will be completed by the child's teacher	TA's/ Class teachers	After each 6 weekly intervention has been completed



<p>well-rounded citizenships</p> <p>Pupils will develop self-management strategies through an increased awareness of their emotional intelligence by developing social skills</p>	<p>interventions (Lego group, ELSA, forest schools, jigsaw families, zones or regulation, gardening)</p> <p>Outdoor learning interventions such as forest schools and zones of regulation to target social interaction and anxiety, enabling pupils to become aware of theirs and others feelings and how to manage them.</p>	<p>limited social interaction opportunities which are a barrier to their learning.</p> <p>Group and 1:1 social intervention for targeted individuals seek to improve children's readiness to learn and therefore their attainment by reducing anxieties and building skills to manage with theirs and others feelings.</p>	<p>and parents. This will then be repeated after the intervention has ended (normally 6 weeks) to evaluate the impact of these socials interventions. Entry and exit information will be established to prove impact.</p> <p>Each session will be planned according to the individual child's needs and will offer them a bespoke social program.</p> <p>Evidence for improvement in children to show improved engagement in lessons and social groupings and attainment at their level. Children will also</p>	<p>running interventions.</p>	
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	<p>ELSA interventions for 30 minutes per child per week (starting Autumn term of 2019 once staff are trained).</p> <p>Staff training on drawing and talking therapy to engage with children and support their vulnerabilities.</p>	<p>This will be seen through:</p> <p>Pupil voice Therapy sessions Parent voice Attainment data</p> <p>Individual/ group interventions for social interaction and behavior management through iprovefit to develop social and communication skills.</p>	<p>feel less anxious and will have a positive self-image.</p>		
<p>Support for families with pupils who are vulnerable or anxious</p>	<p>SLT to engage with parents who have been identified by class teachers or you</p>	<p>Increasing parental involvement in primary school has on average 2-3 months positive impact.</p>	<p>Pupil and parent voice collated before and after intervention with Children's Champion.</p> <p>Pupil progress meetings</p>	<p>SLT KN</p>	<p>Weekly attendance reviews</p> <p>Termly progress reviews</p>



<p>Increase parental engagement with the school</p>	<p>have identified the need for support.</p> <p>SLT to liaise with teachers and parents of those who require SEMH support</p> <p>Jigsaw families to be introduced in school to work with children and families to support SEMH in school.</p>	<p>SLT and lead teacher for Jigsaw families will work with families with children to support parent and child SEMH needs.</p>	<p>Weekly attendance reviews from attendance lead</p>		
<p>Decrease lateness and/ or persistent absenteeism in Pupil Premium children for attendance % to be</p>	<p>Attendance officer to monitor lateness and absenteeism on a weekly basis and provide reports to SLT</p>	<p>Attendance reviews report that persistent absence with some families is higher than national average.</p>	<p>Weekly attendance reports</p> <p>Regular meetings between EWO, Attendance officer and SLT</p>	<p>SLT</p> <p>TT</p>	<p>Weekly reports</p> <p>Progress reviews termly</p>



<p>broadly in line with national figures</p>	<p>Attendance officer to follow procedure to contact parents via phone to establish reasons, and then by mail for persistent absenteeism. Meetings with parents to be arranged when child falls below 92% and EWO involvement established.</p> <p>Incentives and rewards for children with 100% attendance and weekly class attendance reward in</p>	<p>SLT engage with families with absenteeism to support to raise attendance.</p>	<p>Pupil Premium lead to monitor attendance of disadvantaged children through attendance reports and signpost if required</p>		<p>As and when required for some families</p>
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	assembly and termly for events.				
Pupil Premium children are emotionally ready to learn when in school	<p>SLT to support key families to improve pupil's attendance and/ or lateness and where necessary, support parents whose children have attachment anxieties</p> <p>Teachers/ TA's to support children with social anxieties to ensure they are ready to learn in school and can achieve their potential</p>	Families are supported by the SLT and lead teacher for jigsaw families which encourages their engagement within school.	<p>Weekly attendance reports including lateness will be recorded and monitored and given to SLT to review.</p> <p>Tightened procedures for repeat absences and lateness, with phone calls, messages and letters to parents.</p>	<p>ERG TT All staff</p>	<p>Weekly reports</p> <p>Termly SDQ analysis of pupils</p>



					Total budgeted cost	£18,000
Other Approaches						
Desired outcome	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?	
All Pupil Premium children are engaged in all aspects of school life accessing the same opportunities as Non-Pupil Premium to broaden their life experiences	Subsidising costs of school trips, clubs and experiences in school to ensure opportunities to develop life experiences are not missed.	<p>Pupil Premium families are not constrained by financial restraints.</p> <p>Pupil Premium children are able to access the same life experiences as their peers to develop their understanding of the world.</p>	<p>Parent and pupil voice</p> <p>Pupil progress data from reviews</p>	ERG	Termly	
Total budgeted cost					£10,996	



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5. Review of expenditure				
Previous Academic Year		2018-2019		
Quality of Teaching for All				
Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact
Whole school training will ensure staff understand children's barriers to learning and how to best support all Pupil Premium children	Staff training on: Pupil Premium – Improving Outcomes for Vulnerable Learners Pupil Premium – barriers to learning, diminishing the difference Pupils with SEMH Attachment training	£7,437	All staff will understand individual children's barriers to learning and how best to support them in class and with emotional needs.	This will need to be reviewed in the first term as there has been a high turnover of staff. The new reception cohort has a significant increase in pupil premium children and therefore staff will need to have further training to



	Safeguarding Training Team Teach training			ensure deeper understanding of these pupils is acquired.
All Pupil Premium children make the same amount of progress as their peers and fulfil their academic potential based on their starting points.	Quality first teaching for all pupils – 100% of teaching is deemed good/ outstanding		All pupils will receive teaching that is no less than good and therefore make good progress from their starting points and reach their academic potential.	Parents need more specific information on how to support their children at home with a particular focus on phonics and reading. Information and parent courses will need to be prepared and delivered by specialist teachers.
To diminish the difference	TA support (including interventions) for every year group to support the needs of the children		The gap between Pupil Premium children and their peers will be diminished.	A review of the marking policy in school to further incorporate verbal feedback for children to create opportunities for them to develop/ improve their work.
	Pupils to have more opportunities to use feedback by teachers, written or oral, to improve attainment – first quality teaching			



	<p>Parents to be provided with clear information on how to support their child at home and how their child is progressing in school.</p>			<p>With a high turnover of staff quality assurance of teaching in each year group will need to be incorporated into a robust monitoring schedule.</p> <p>Specific training in phonics and reading for TA's, as well as social interaction, will be reviewed and further training courses to improve provision in these areas will be addressed.</p>
<p>To raise % of disadvantaged children achieving ARE in maths, reading and writing to at least meet floor targets of 65%</p>	<p>Resources tailored to the needs of the children - tablets, computer apps, inclusion boxes</p>		<p>All pupils will receive quality first teaching that is no less than good and therefore close their gaps in learning and meet floor standard targets of 65%.</p>	<p>Specific training is required in phonics and reading where the quality of interventions were not always at a good standard.</p>



	<p>Quality first teaching for all pupils - 100% of teaching is deemed good/ outstanding</p> <p>TA support (including interventions) for every year group to support the needs of the children</p>		<p>Resources will be tailored to the needs of the children to support their learning.</p> <p>TA support will be no less than good and support children to reduce the gaps in their learning.</p>	<p>Further resources for reading and phonics will be required to address the gaps in pupils learning and diminish the gap between their peers.</p>
<p>To raise the % of disadvantaged children achieving GLD (65%)</p>	<p>Introduction of Early talk boost for children - training for teachers and TA's to deploy intervention effectively</p> <p>Helicopter stories introduced to develop</p>		<p>Pupil Premium children will develop the skills of good communication by improving language acquisition and broaden their vocabulary.</p>	<p>These interventions will continue for EYFS children to improve the quality of provision.</p> <p>With new members of staff further training opportunities will need to be developed in school to ensure all TA's and</p>



	<p>language acquisition and improve working memory</p> <p>EYFS framework and observation training to develop understanding of staff to ensure teaching is nothing less than good and high quality observations take place</p>			<p>teachers have the skills and understanding to deploy each intervention.</p>
Targeted Support				
Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact
Nurture support for pupils who are vulnerable and exhibit low self-esteem	Children's Champion to engage with pupils on either a 1:1 basis or through group	£22, 563	Pupils will have an increased awareness of their own emotional needs as well as others.	Nurture interventions will need to focus on developing social skills of pupils as well as regulation of emotions to



<p>Pupils will develop self-management strategies through an increased awareness of their emotional intelligence by developing social skills, mental well-being and self-esteem</p>	<p>interventions (Tranquility, friendship groups, counseling sessions, social communication, confidence or lego therapy)</p> <p>Outdoor learning interventions such as forest schools to target low self-esteem and anxiety, enabling pupils to become more confident in their abilities</p> <p>ELSA interventions for 30 minutes per child per week (starting summer</p>			<p>improve learning behaviours of children.</p> <p>Outdoor learning opportunities such as forest schools will continue due to the increase of confidence in pupils and knowledge of the environment.</p> <p>Further ELSA training will be invested in two members of staff in school to build capacity in school.</p>
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	term of 2019 once staff are trained)			
<p>Support for families with pupils who are vulnerable or anxious</p> <p>Increase parental engagement with the school</p>	<p>Children's Champion to engage with parents who have been identified by class teachers or you have identified the need for support.</p> <p>Children's Champion to liaise with teachers and parents of those who require SEMH support</p> <p>Children's Champion to work with children of these families to support SEMH in school</p>		<p>Parental engagement in school will increase and families with SEMH needs will be supported.</p>	<p>With the Children's Champion no longer in place, members of SLT will be trained to further support parents in need of SEMN support.</p> <p>Implementation of Jigsaw families will develop parental support in the home with harder to reach parents.</p>



<p>Decrease lateness and/ or persistent absenteeism in Pupil Premium children for attendance % to be broadly in line with national figures</p>	<p>Attendance officer to monitor lateness and absenteeism on a weekly basis and provide reports to SLT</p> <p>Attendance officer to follow procedure to contact parents via phone to establish reasons, and then by mail for persistent absenteeism. Meetings with parents to be arranged when child falls below 92% and EWO involvement established.</p> <p>Incentives and rewards for children with 100%</p>		<p>Pupil Premium children will be in school in time and will decrease persistent absenteeism.</p> <p>Attendance will not affect children's learning and therefore close the gaps in attainment.</p>	<p>The school is now following the WHF procedures for absents in school. Further parent understanding of the need for children to be in school is required to raise the % of attendance in school, with a particular focus on those families with persistent absenteeism.</p>
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	attendance and weekly class attendance reward in assembly and termly for events.			
Pupil Premium children are emotionally ready to learn when in school	<p>Children's Champion to support key families to improve pupil's attendance and/ or lateness and where necessary, support parents whose children have attachment anxieties</p> <p>Children's Champion to support children with attachment, low self-esteem and anxieties to ensure they are ready to</p>		There will be no emotional barriers to learning and therefore children will be ready to learn in school.	<p>Now the school has converted to the WHF, attendance will be monitored weekly and key families targeted to support persistent absenteeism.</p> <p>Members of SLT will be trained to further support parents in need of SEMN support.</p> <p>Implementation of Jigsaw families will develop parental</p>



	learn in school and can achieve their potential			support in the home with harder to reach parents.
Other Approaches				
Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact
All Pupil Premium children are engaged in all aspects of school life accessing the same opportunities as Non-Pupil Premium to broaden their life experiences	Subsidising costs of school trips and experiences in school to ensure opportunities to develop life experiences are not missed. Whole School enrichment - Music Services (£395) and resources.	£2,320	Pupils will be fully engaged in all aspects of school life and will be able to broaden their experiences that they would perhaps otherwise not be able to access.	School activities will need to be carefully published and promoted to parents to ensure higher uptake by pupil premium children. Careful planning of delivering books for pupils will need to be developed due to costs and time spend by staff.



	<p>Reading half term letterbox incentive where Pupil Premium children have parcels of books delivered to their doors in order for them to access high quality texts at their level and develop a love for reading like their peers.</p>			
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