

**Pupil premium strategy statement**

1. Summary information					
School	Grewelthorpe CE Primary School				
Academic Year	2018-2019	Total PP budget	£5,280	Date of most recent PP Review	N/A
Total number of pupils	67 in the school	Number of pupils eligible for PP	4	Date for next internal review of this strategy	April 2019

2. Current attainment		
KS2 % achieving expected standard 2017-2018:	<i>Pupils eligible for PP -1 pupil</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard in reading, writing and maths	100%	100%
% achieving expected standard or above in reading	100%	100%
% achieving expected standard or above in writing	100%	100%
% achieving expected standard or above in maths	100%	100%
KS1 % achieving expected standard 2017-2018:	<i>Pupils eligible for PP -? pupils</i>	<i>Pupils not eligible for PP</i>
Reading	%	%

Writing	%	%
Maths	%	%

### 3. Barriers to future attainment (for pupils eligible for PP)

#### In-school barriers

A.	Weaknesses in learning behaviours e.g. lack of independence or resilience.
B.	Specific additional needs including those being supported as SEN.
C.	Social, emotional and behavioural problems affecting wellbeing and progress.

#### External barriers

D.	To support the emotional and social needs of pupils by facilitating attendance at after school clubs, residential etc.
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#### Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Most children to have made expected or better than expected progress in reading, writing and maths by the end of the academic year.	All pupil premium children, whatever their prior attainment, make at least expected progress, with some of those whose attainment is below age-related expectations starting to close the gaps to their peers. Improvements in the learning behaviours demonstrated by targeted pupil premium children are evident through pupil interviews, observations and reports from class teachers.
B.	Additional needs are supported effectively so that children meet at least the expected standard in reading, writing and maths.	Children with additional needs are supported effectively through the school's SEND practice, with recognition of and support for any additional factors that PP children face.
C.	Good progress in PSED.	Improvements in overcoming barriers for specific children including reduced incidence of behavioural problems, increased participation in class, reduction in friendship/ social issues and increased social integration.

<b>D.</b>	Children are supported to be able to get the most out of school experiences.	Children have the opportunity to attend any after school clubs that they would like to. Their needs are supported so that they can access school confidently.
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#### 4. Planned expenditure

Academic year

2018-2019

The three 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

##### i. 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?
A Most children have made expected or better than expected progress in reading, writing and maths.	<p>CPD – whole staff on English- the writing process &amp; grammar.</p> <p>Training for TAs on grammar, reading and lego therapy.</p> <p>Effective intervention.</p> <p>Programme of peer planning, observations and visits to other schools- lesson study.</p>	<p>The NFER Report 2015 (Supporting the Attainment of Disadvantaged Pupils) indicates that high quality teaching for all is fundamental to supporting the attainment of disadvantaged pupils.</p> <p>Need to raise expectations for all PP pupils including expectations of the possible progress.</p> <p>Whole school training ensures consistency of approaches.</p> <p>Training and observation of good practice enables staff to see how new approaches can be implemented.</p>	<p>Ongoing monitoring programme by subject leaders, Head and Governors.</p>	<p>Head/ SLT/ SENCO</p>	<p>Monitoring of progress will be half termly with diagnostic tests for maths, grammar and reading to be undertaken every term. Impact will be tracked all year and reported on in the summer.</p>

<p>B Additional needs are met so that all children are working at an appropriate stage for their age and are achieving at least expected outcomes.</p>	<p>Use of data and assessments to identify pupils slipping behind and the implementation of intervention/support. Purchase of Hodder Education Spelling, Grammar and Punctuation assessment Y1-6.</p>	<p>Children not making enough progress in year (see tracking system) which impacts on KS2 progress data.</p>	<p>Ongoing monitoring programme by subject leaders, Head, SENCo and Governors.</p>	<p>Head/ SLT/ SENCO Governors</p>	<p>Monitoring of progress will be half termly with diagnostic tests for maths, grammar and reading to be undertaken every term.</p>
<p><b>Total budgeted cost</b></p>					<p><b>£1550</b></p>
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ii. 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?
A/B Progress and attainment.	Intervention groups with teacher / TA aimed at boosting progress to achieve the expected standard.	<p>We want to close the gaps emerging in aspects of English and maths. The EEF toolkit states that evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. The quality of teaching in one to one tuition or small groups is more important than the group size, emphasising the value of professional development for teachers</p> <p>Continue to address under-attainment and boost progress. Intervention will be time limited, more focused and more tightly tracked.</p>	Monitoring cycle including observations and pupil voice.	Intervention data collected at the start and conclusion of any specific targeted work. AL to carry out interventions	Intervention data collected at the start and conclusion of any specific targeted work. Termly review based on Hodder standardised scores.
C. Additional needs are supported effectively and good progress in PSED.	<p>Support and monitoring by SENCO. Support from professionals.</p> <p>Interventions targeted at developing social and emotional skills such as Lego therapy, play therapy, drawing and talking therapy.</p>	We believe that raising self-esteem and developing social skills will impact on academic achievement.	Monitoring cycle, HT, regular discussions, shared information, assessment data in core subjects and PSED.	HT/ SLT/ Reports to Governors.	Monitoring

<b>Total budgeted cost</b>	<b>£3230</b>
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iii. 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 eligible pupils are fully included in all aspects of school life.	To facilitate pupil participation in residential trips and after school clubs including holiday activities.	Eligible pupils would not access additional or costly opportunities that other pupils may routinely access. To provide each pupil with the opportunity to develop a skill, interest or hobby, we aim to broaden the experience of eligible pupils and therefore improve their confidence and independence.	Pupil voice and tracking data will be utilised to show impact.	Head/ PP Gov	March 2019 July 2019

<b>Total budgeted cost</b>	<b>£500</b>
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6. Review of expenditure				
Previous Academic Year		2017-2018		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Good progress	<p>CPD – whole staff on maths for mastery.</p> <p>Training for TAs on writing and grammar, phonics and spelling</p> <p>Effective intervention.</p> <p>Programme of peer planning, observations and visits to other schools.</p>	<p>86 % achieved the GLD. The average total point score was 36.1 above the National figure.</p> <p>100% achieved the expected standard in phonics.</p> <p>83% achieved the expected standard in Y2, KS1 in reading and writing and 92% in maths, all above the National figures.</p> <p>100% achieved the expected standard in maths at Y6 KS2, 100% in reading and 100 % in writing, all above the National figures.</p> <p>Progress scores for reading is +2.7, writing is +1.6 and maths is +2.9</p>	Quality CPD for all staff including support staff has shown to have a positive impact on pupils' achievement.	



All children are working at an appropriate stage for their age and are achieving at least expected outcomes.	Use of data and assessments to identify pupils slipping behind and the implementation of intervention/support. Purchase of Hodder Education Spelling, Grammar and Punctuation assessment y1-6.	<p>86 % achieved the GLD. The average total point score was 36.1 above the National figure.</p> <p>100% achieved the expected standard in phonics.</p> <p>83% achieved the expected standard in Y2, KS1 in reading and writing and 92% in maths, all above the National figures.</p> <p>100% achieved the expected standard in maths at Y6 KS2, 100% in reading and 100 % in writing, all above the National figures.</p> <p>Progress scores for reading is +2.7, writing is +1.6 and maths is +2.9.</p>	Staff use assessments to identify the children who are not working at the expected standard. Interventions and support are then put in place to ensure that the gaps are closed and that those children achieve the expected standard.	
Total cost				<b>£1530</b>
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	

A/B Good progress	Intervention groups with teacher / TA aimed at boosting progress.	The progress measure from KS1-KS2 for reading was +2.7.  The progress measure from KS1-KS2 for writing was +1.6.  The progress measure from KS1-KS2 for maths was +2.9.	Small group targeted intervention was effective.	
C. Additional needs are supported effectively and good progress in PSED.	Support and monitoring by SENCO/ PP lead. Support from professionals.  Interventions targeted at developing social and emotional skills such as lego therapy, play therapy, drawing and talking therapy.	86 % achieved the GLD. The average total point score was 36.1 above the National figure.  100% achieved the expected standard in phonics.  83% achieved the expected standard in Y2, KS1 in reading and writing and 92% in maths, all above the National figures.  100% achieved the expected standard in maths at Y6 KS2, 100% in reading and 100% in writing.	Focusing on raising the children's self- esteem and developing social skills has had a positive impact on academic achievement.	
Total				£5075
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	