

Graveney Primary Pupil premium strategy statement

1. Summary information					
School	Graveney Primary School				
Academic Year	2019-20	Total PP budget	£7920	Date of most recent PP Review	18.10.19
Total number of pupils	100	Number of pupils eligible for PP	10	Date for next internal review of this strategy	
2. Current attainment					
	<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national average)</i>		
Reception Pupils % achieving Good Level of Development (GLD)	n/a		71.8%		
Year 2 % achieving the expected standard in reading	100%		75%		
Year 2 % achieving the expected standard in writing	0%		69%		
Year 2 % achieving the expected standard in maths	100%		76%		
Year 6 % achieving the expected standard in reading, writing & maths	100%		65%		
Year 6 % achieving the expected standard in reading	100%		73%		
Year 6 % achieving the expected standard in writing	100%		78%		
Year 6 % achieving the expected standard in maths	100%		79%		
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)					
A.	Within each year group there are a small number of pupils eligible for the pupil premium and although there are some common barriers we endeavour to identify each pupil's unique circumstances and address these through individualised provision				
B.	Within some year groups, in key stage 2 there are concerns with confidence and motivation				
C.	Writing achievement and progress is being monitored across the school, use of marking and feedback to support pupil progress continues				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
D.	For some pupils attendance and punctuality is below our expectations and they miss out on important learning				

4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Continue the systematic approach to organisation and planning of interventions by support staff, with a strong focus upon impact (on-going outcomes and provision)	To strengthen key systems to ensure disadvantaged pupils' individual needs are addressed so that the difference between this group and others nationally continues to be reduced
B.	Improved confidence and motivation of some PP in Key stage 2	Accelerated progress of identified pupils in key stage 2 leads to children being in a better position to achieve expected standard by the end of KS2
C.	The school to provide more enriching experiences of the world and to broaden pupils vocabulary	PP have increased their understanding of the world through in school experiences and wider knowledge is shown through written evidence. PP SATs results in writing have improved to be at National /LA or above.
D.	Increase the attendance rate of pupils eligible for PP	Overall PP attendance improves from 92.98% to 96%.

5. Planned expenditure					
Academic year		2019-20			
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?
C The school to provide more enriching experiences and access to experiences that are core to their understanding of the world	High quality specialist access to the curriculum Music specialist Visiting theatre groups and workshops for pupils	Pupil's grammar and language when writing is limited to their personal experiences. We want to invest some of the PP in ensuring that our curriculum has inspiring resources and opportunities for the pupils to enrich their language, which they will then be able to use in their writing.	Lesson observations will show pupils using a broader vocabulary, standards of writing will show accelerated progress. HT report Governor Review	HT Class teachers	July 2020
Total budgeted cost					£ 1000
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 Continue with a systematic approach to organisation and planning of interventions by support staff, with a strong focus upon impact	Pupils to receive additional support with their learning through either 1:1 support or in small groups. Interventions for Literacy and Maths	Pupils within Key stage 2 are not all working at the age expected standard. Due to the small numbers of PP within cohorts 1:1 and small group support is being provided to enable individuals to make accelerated progress to ensure that this new level can be achieved.	Rigorous tracking and monitoring of pupil's attainment including through our collaboration meetings. Organise timetable to ensure that staff delivering provision have sufficient preparation and delivery time. High quality provision is being delivered to PP by HLTA's	HT SENCO	3 x per year

B Improved concentration and confidence of PP in Key stage 2	Focus meetings with parents and pupils Social Skills Groups Attendance at After School clubs and Breakfast Club	Targeted support to enable some children to catch up to age expected standard Attendance at Extended School Activities to promote confidence and social interaction with peers and adults	Pupil interviews shows improvement in pupils attitude to perseverance, self-esteem and enjoyment of school.	HT Class teachers	Termly
Total budgeted cost					£5800
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?
D Improve attendance rates	Attendance to be monitored daily for PP with immediate follow up for absences. Rewards for classes and individuals who show excellent and improved attendance and punctuality Provide Breakfast Club for PPP to encourage attendance and punctuality.	We can't improve the attainment of children if they are absent from school when the provision and quality first teaching is being provided.	Rigorous tracking of attendance and punctuality Support with transport for pupils who are struggling to come into school	HT	Termly
Total budgeted cost					£1120

6. Review of expenditure				
Previous Academic Year		2018-19		
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
The school to provide more enriching experiences and access to experiences that are core to their understanding of the world	High quality specialist access to the curriculum Music specialist Visiting theatre groups and workshops for pupils	Pupil attainment across the school continues to improved in most year groups. New pupils joining the school mid-year had a significant impact on the data this year. 67% in Maths, 44% for Writing and 55% for reading. pupils achieving the age expected standard at the end of 2018-19.	The difference between non disadvantaged and PP is diminishing at the end of the key stage however there was there are still some individuals who have not made accelerated progress. Precision teaching has been effective in accelerating progress for most pupils and will be continued. The use of 1:1 and small group support will be incorporated into the quality first teaching to ensure that PPP are able to achieve nationally expected standards. Progress of pupils continues to improve however this is still not consistent across all subjects and cohorts.	£2000
ii. Targeted support				
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
To strengthen key systems to ensure disadvantaged pupils' individual needs are addressed so that the difference between this group and others nationally continues to be reduced	Targeted interventions for individuals and groups	PP progress in Maths was strongest with 5.7 points, whilst Writing was 5.2 and Reading was 5.4 points. Structured conversations with parents to support pupils wellbeing and learning were effective with some targeted pupils making accelerated progress in all areas.	Quality of Teaching across the school has consistently improved with more children fully engaged in all parts of the lesson. Maths Mastery approach has had a significant impact on pupil's progress during the second part of the year. Progress in writing is not yet expected for this group of pupils, moderation of these needs to be completed within the collaboration meetings.	£8390

iii. Other approaches				
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
To increase the attendance of PP to above 96%	Monitoring meetings with parents Breakfast Club provide to encourage attendance and punctuality	PP attendance has decreased this year to 92.98%. Within this groups there was 1 pupil with significantly poor attendance (below 80%). This had a considerable impact on this small group of pupils' average. These pupils continue to benefited from the opportunity to engage in a social environment with an appropriate breakfast. They begin the school day more efficiently as they are calmer and more settled before their learning time begins.	Individual pupils within this group continue to be a focus for attendance to improve both the PP and whole school attendance to above our target of 96% Senior teacher need to be available during this club to manage some of the PPP.	£500