



Grateley Primary School



A school where every child becomes a lifelong learner and realises their potential.

Pupil Premium Strategy Statement 2020-21

The Government allocates funding to support:

- students in receipt of free school meals or who have claimed FSM in the last six years
- students who are looked after by the Local Authority,
- Children adopted from care under Adoption and Children Act 2002 and
- the children of Armed Service families

1. Summary information					
Financial year	April 2020- March 2021	Total budget	£28,797 + £528 underspend from 2019-20= £29,325	Date of most recent PP review	September 2020
Total number of pupils as of September 2020	96	Number of eligible PP pupils as of September 2019	FSM -10 Service -39 Post LAC -1	Date of next internal review of this strategy	09.03.2021 and July 2021

1. Current attainment			National by the end of KS 2 (2019)	
<i>Due to Covid-19 and national school closures we have been advised by the Local Authority and Government to continue to use the 2019 attainment outcomes for the year 2020-2021</i>				
Key Stage 2 SAT results (2019)	Pupils eligible for the Pupil Premium (3 children) 21%	Non-Pupil Premium children (11chn)	All Pupils	
% achieving ARE in RWM	67%	73%	65%	
% achieving ARE in reading	67%	75%	73%	
% achieving ARE in writing	67%	91%	78%	
% achieving ARE in GPS	67%	82%	78%	
% achieving ARE in Maths	67%	73%	79%	
% achieving Above Expected (GDS) in RWM	0%	9%	TBC	

% achieving Above Expected (GDS) in reading	33%	18%	TBC
% achieving Above Expected (GDS) in writing	33%	27%	TBC
% achieving Above Expected (GDS) in GPS	0%	41%	TBC
% achieving Above Expected (GDS) in Maths	67%	21%	TBC
Average point Score in Reading	104	105	TBC
Average point Score in GP&S	102	106	TBC
Average point Score in Maths	105	105	TBC
Average Progress Score in Reading	1.2 (TBC)	-2.0 (TBC)	TBC
Average Progress Score in Writing	1.9 (TBC)	-0.8 (TBC)	TBC
Average Progress Score in Maths	1.8(TBC)	-2.7 (TBC)	TBC

3. Barriers to future attainment

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

- A. Some children have poor language skills
- B. Some children have poor literacy and numeracy skills
- C. Some children have poor emotional resilience /well-being which hinders their learning experiences

External barriers (issues which also require action outside of school such as low attendance rate)

- D. Home support around home learning and children's lack of experiences in the wider world
- E. Parenting support for some children with behaviour challenges

4. Outcomes

	Desired outcomes and how they will be measured	Success criteria
A.	Our TAs support children who struggle to acquire the basic reading writing and mathematical skills; emphasising those children transitioning form a new school in KS2.	A rich curriculum to stimulate enjoyment whilst learning reading, writing and maths. In consultation with SENDCo, SMART targets will be set at the start of each half term and progress regularly evidenced and evaluated by the SLT. Outcomes at the end of the year are, at least in line with peers and National expectations TA's utilise pre teaching programmes (leaps In learning maths programme) to support learning and outcomes. TA's carry out handwriting interventions for those identified as needing it. For those children who have fallen significantly behind due to national school closures- please see the Catch Up Curriculum plan separate to this documents.
B.	Our HLTA supports children with KS1 to acquire basic mathematical skills before transitioning to KS2.	Outcomes at the end of the year are, at least in line with peers and National expectations.

		TA's use Black Sheep programmes to support children in acquiring speech and language support/interventions.
C.	ELSA support emotionally vulnerable children so they are more secure and happy being in school New ELSA to be trained.	ELSA trained Focus children receive 6 weeks of support on a specific area. Before and after evaluations demonstrate success and achievement of targets.
D.	All children to attend school regularly	Attendance figures for this group are in line with school target of 97% and above National expectations of 96%
E.	All children to complete home learning and are included in all out of school learning experiences. Develop a remote platform to ensure that in the event of a national/local lockdown, ALL children can access the learning within the classroom regardless of whether they are at home or at school.	Remote learning when required ensures no learning lost in the event of isolation or lockdown restrictions. Home learning evaluated frequently- home supported where concerns are highlighted. Home learning task completion above 80%.

5. Planned expenditure

Academic year | 2020-21

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 teaching for all and targeted support

Desired outcome	Chosen action/approach	What is the evidence and rational for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review implementation
Quality teaching for all and targeted support is provided for all children.	In year data for individual children and the service children Group is tracked closely by the SLT.	Evidence shows that when children's progress and outcomes is analysed frequently, along with in-depth analysis into gaps in learning and needs; resulting in effective task design and target setting has a striking impact on a child's progress and outcomes.	Baseline assessments are completed within 2 weeks of a child joining the school. Books are monitored closely to ensure that the children are achieving outcomes and progress in line with their peers. Pupil progress meetings are forensic, using FFT and contextual data; ensuring that every child's learning needs are identified and targets set accordingly.	HT and SENDCO	Autumn term 2020- pupil progress meetings took place every four weeks. 90% of SMART targets were met at each meeting. Those that were not were partially met and amended to ensure that they were met within the next four-week cycle. Records throughout the autumn term assessment and monitoring cycle exemplify RAW score improvements and targeted interventions and in class task design for those children who require them.

<p>Teaching Assistants carry out targeted interventions under the supervision of the SENDCo and SLT so that Service/PP children who are not meeting age related expectations catch up and that GAT children are challenged.</p>	<p>In year data for individual children and the Service Children Group is tracked closely by the SLT. Interventions for individual children and the Service Children Group is tracked closely by the SLT.</p>	<p>Evidence shows that when children's progress and outcomes is analysed frequently, along with in-depth analysis into gaps in learning and needs; resulting in effective task design and target setting has a striking impact on a child's progress and outcomes.</p>	<p>HT to liaise closely with and to meet regularly with SENDCo (Alice Richardson) to analyse impact of interventions on children's learning and re design accordingly. In consultation with the school's SENDCo, class teachers at the start of each half term will set SMART targets with progress regularly evidenced and evaluated by the SLT. Staff meeting time dedicated to this every half term.</p> <p>HT to meet regularly with class teachers and Teaching Assistants via Pupil progress meetings to analyse impact of interventions on children's learning and re design accordingly.</p>	<p>HT and SENDCO</p>	<p>Autumn term monitoring from the SENDCo and HT highlighted good practice in most areas. Embedding of TA records and triangulation with outcomes and progress continue to monitor. Lockdown between 05.01.2021 and 08.03.2021 has meant that interventions and Pupil Progress meetings had to stop, these have resumed from the week beginning 08.03.2021. Those children identified as requiring extra support will be the focus of the extra teacher, TA's and HLTA coming into school once a week to address gaps in learning that have a risen during the period of time where face-to-face teaching was not permitted.</p>
<p>ELSA - provision of ELSA</p> <p>THRIVE and use of Primary behaviour Support for focus children</p>	<p>ELSA supervision/advice by Hampshire Educational Psychology Team.</p> <p>Advice from Primary Behaviour Support</p> <p>THRIVE Interventions</p>	<p>Children who transition between schools mid-year may require support with social skills/attachment difficulties. Children who have experienced multiple mid-year transitions to schools in their education may require support with social skills/attachment difficulties.</p>	<p>HT to liaise closely with and to meet regularly with ELSA (K.Heaps) to review outcomes.</p> <p>Bespoke transition work carried out with new children and their families as and when required.</p>	<p>HT and SENDCO</p>	<p>ELSA training began in February 2021 and completed by June 2021. The member of staff being trained is supporting specific children who require support no and has begun to reorganise the ELSA room.</p>
<p>To use the Thriving Lives Toolkit (SCIP Alliance) to audit and identify</p>	<p>Develop through a pilot the Thriving Lives Toolkit</p>	<p>Open communication with all stakeholders ensures that the needs of individual</p>	<p>Communicate regularly with parents:</p> <ul style="list-style-type: none"> • Parent mail • e-mail • newsletters 	<p>HT</p>	<p>This still needs to be actioned- due to the national lockdown.</p>

actions on our provision for service children.		children are met; having a direct impact on progress and outcomes. Analysis of current provision and subsequent actions ensures that support for service children in school is highly effective.	<ul style="list-style-type: none"> • face to face contact at the beginning and end of the day • Completion of toolkit • Attendance at training and meetings • Action planning and target setting. 		
Out of school experiences and home learning.	All children and parents are encouraged to participate in broad balanced and inspirational opportunities	An enriched curriculum that enables children to experience a broad and balanced curriculum will have positive impact within the classroom setting and learning behaviours.	As and when necessary and signposted to FSM parents well before an out of school experience happens	HT	Due to national restrictions out of school experiences have been stopped until such time we are notified that they can resume.
Attendance is in line with School expectations (97%) and National expectations (96%)	Attendance strategy good and outstanding attendance celebrated weekly and reported to parents via the website	Evidence clearly exemplifies that those children with high attendance rates have at least good progress and outcomes.	HT will carry out weekly attendance analysis for all groups and will liaise with parents and external agencies if and when it is appropriate to do so.	HT	Attendance at the end of the autumn term 2020 was: FSM: 96% Pupil Premium (Service, PLAC and FSM)= 99% Service: 99%
				Total budgeted cost	

6. Review of expenditure in previous year

Previous academic year	2019-2020- £31,181			
i. Quality first teaching				
Desired outcome	Chosen action/approach	Estimated impact	Lessons learning	Cost

A. TAs to support learning in class.	TA to support all learning in class with well-planned intervention activities	67% of PP children attained ARE in RWM 33% of PP children attained GDS in reading 67% of PP children attained GDS in maths	Maths, reading and writing Intervention activities implemented and reviewed termly by HT, SENDco, Maths and English Leads (See monitoring reports 2019)	£13, 900 (3 TA's 5 mornings per week)
B. Interventions for children 'not' and 'close to' for language skills	TA's conduct interventions in the afternoon with key groups	All children have made good progress in reading, writing and maths. Those children with specific needs can demonstrate progress in age progression. (See Learning journeys and data analysis)	Data drops, monthly pupil progress meetings and targeted interventions show that PP children are making progress towards ARE/ARE+ in reading, writing and maths by the end of the academic year.	TA funded for 5 afternoon a week to develop learning skills: £ 5590.00
C. ELSA training and practice	Nurture groups – identified children	ELSA provision has proved highly successful for those PP children who have attachment needs. THRIVE sessions with TA and Head teacher have proven successful- will be required to continue in 2019-20	ELSA working well. Identified children are benefitting from both ELSA and THRIVE support.	£2,000 TA and Head teacher using THRIVE support 5 afternoons per week TA extra hours to support PP children in the afternoons- £1,000 Cost of ELSA TA: £1,000
D. Attendance	Attendance strategy good and outstanding attendance celebrated weekly and reported to parents via the website	From September 2019- the attendance rate of PP children has maintained consistently meeting or above National expectations for attendance of 96%. (See weekly attendance analysis provided by HT)	Attendance maintained from 2018-19: 2019-20: whole school attendance: 97% 2019-20: PP attendance: 96% 2019-20: Service attendance: 97%	0 cost
E. Out of school experiences and home learning	All children and parents are encouraged to participate in broad balanced and inspirational opportunities	All PP children attended out of school experiences in 2019-20	As and when necessary and signposted to FSM parents well before an out of school experience happens	£2,629

<p>TA funded 5 afternoons a week to develop learning skills.</p>	<p>Five afternoon interventions</p> <ul style="list-style-type: none"> • spelling • speech and language • precision teaching • Maths • handwriting 	<p>All children have made good progress in reading, writing and maths. Those children with specific needs can demonstrate progress s in age progression. (See Learning journeys and data analysis)</p>	<p>Funded TA: working across EYFS and KS1 to support PP children.</p> <p>Additional TA's targeted in the afternoons to support PP children across the school.</p>	<p>£ 5, 590.00</p>
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7. Additional detail

Total cost of expenditure

Total expenditure 2019-20 =	£31, 181
Pupil Premium Budget for 2019-20 =	£31,709
Deficit/underspend for 2019-20 =	£528