



Grateley Primary School



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

Pupil Premium Strategy Statement 2021-22

The Government allocates funding to support:

- students in receipt of Pupil Premium Funding 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 2021- March 2022	Total budget	£27, 056 + £717 = £27, 773 £717 (underspend from 2020-21)	Date of most recent PP review	September 2021
Total number of pupils as of September 2020	91	Number of eligible PP pupils as of April 2021	FSM -11 Service -39 Post LAC -0	Date of next internal review of this strategy	March 2022 and July 2022

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

Grateley Primary School Data Analysis
July 2021



PART 1: Attainment Analysis by Subject

Maths

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number of pupils	12	15	11	12	13	10
% working at or above Ready to Progress statements	85%	87%	64%	83%	62%	80%
% working above Ready to Progress statements	31%	41%	9%	17%	23%	30%
Fraction PP children working at or above Ready to Progress statements	0/0	0/0	0/0	2/3	0/2	2/3
Fraction EAL children working at or above Ready to Progress statements	0/1	0/0	0/1	0/0	0/0	1/1

Grateley Primary School Data Analysis
July 2021



Reading

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number of pupils	12	15	11	12	13	10
% working at or above Ready to Progress statements	77%	87%	73%	83%	62%	90%
% working above Ready to Progress statements	54%	41%	18%	8%	31%	30%
Fraction PP children working at or above Ready to Progress statements	0/0	0/0	0/0	2/3	0/2	1/3
Fraction EAL children working at or above Ready to Progress statements	0/1	0/0	0/1	0/0	0/0	0/1

Grateley Primary School Data Analysis
July 2021



Writing

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number of pupils	12	15	11	12	13	10
% working at or above Ready to Progress statements	77%	80%	64%	67%	62%	90%
% working above Ready to Progress statements	38%	47%	27%	8%	23%	30%
Fraction PP children working at or above age appropriate band-step	0/0	0/0	0/0	2/3	0/2	2/3
Fraction EAL children working at or above age appropriate band-step	0/1	0/0	0/1	0/0	0/0	1/1

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.	children's lack of experiences in the wider world
E.	Parenting support for some children with behaviour challenges
F.	Parental engagement with school and capacity to support children's learning at home

4. Outcomes

	Desired outcomes and how they will be measured	Success criteria
A.	PP children will make good progress in Reading, writing and Maths. All children will make at least 3 step progress on target tracker.	<p>A rich curriculum to stimulate enjoyment whilst learning reading, writing and maths.</p> <p>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.</p> <p>Outcomes at the end of the year are, at least in line with peers and National expectations</p> <p>TA's utilise pre teaching programmes (leaps In learning maths programme) to support learning and outcomes.</p> <p>TA's carry out literacy interventions for those identified as needing it.</p> <p>TA's use Black Sheep programmes to support children in acquiring speech and language support/interventions.</p> <p>For those children who have fallen significantly behind due to national school closures- please see the Catch Up Curriculum plan separate to this documents.</p>
B.	Children at end of year 3 will acquire basic maths skills. Outcomes at the end of the year are, at least in line with peers and National expectations.	Our HLTA supports children with KS1 to acquire basic mathematical skills before transitioning to KS2.

C.	Emotionally vulnerable children will be more secure and happy being in school and ready to learn. ELSA TA will assess children after a 6 week programme of support.	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. Remote platform used highly effectively, 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.

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. Spelling Shed used as a GP&S intervention and home/school resource to improve children's writing skills. (£100)	HT and SENDCO	

<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>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>Therapeutic Story Writing Workshops support all children as part of the schools emotional well-being curriculum. (training cost- £271)</p>	<p>HT, ELSA and SENDCO</p>	
<p>To use the Thriving Lives Toolkit (SCIP Alliance) to audit and identify actions on our provision for service children.</p>	<p>Develop 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>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.</p>	<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. Parent workshops from SENDCO to support parents on children's emotional and mental health.	HT	
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	
Qualified Teacher utilised to provide recovery premium catch up for those children identified as requiring focused learning	CT (with QTS) works with focused children in weekly 1:1 or small group maths interventions.	Education Endowment Fund states that utilising CT with QTS to carry out focused interventions in one	HT to liaise closely with and to meet regularly with SENDco (Alice Richardson) and recovery premium tutor to analyse impact of interventions on children's learning and re design accordingly.	HT SENDCo	

interventions to close the gap in maths.		subject area can improve a child's knowledge and skills by at least 6 months.	Tracking and intervention records demonstrate that those children identified as having gaps in mathematical understanding have improved their mathematical age by at least 6 months.		
				Total budgeted cost	

6. Review of expenditure in previous year				
Previous academic year	2020-2021- £28, 797			
i. Quality first teaching				
Desired outcome	Chosen action/approach	Estimated impact	Lessons learning	Cost
A. Improve RWM for PP children	TA to support all learning in class with well-planned intervention activities	50% of PP children secured ready to progress statements in maths at the end of the 2020-21 academic year. 38% of PP children secured ready to progress statements in reading at the end of the 2020-21 academic year. 50% of PP children secured ready to progress statements in writing at the end of the 2020-21 academic year.	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. Improved attainment for PP children and below ARE children	TA's conduct interventions in the afternoon with key groups Daily reading for pupil premium children.	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

<p>C. Vulnerable pupils are supported and better able to access learning.</p>	<p>ELSA training and practice. Nurture groups – identified children . Therapeutic interventions. Whole staff THRIVE approach</p>	<p>ELSA provision has proved highly successful for those PP children who have attachment needs.</p> <p>THRIVE sessions with TA and Head teacher have proven successful- will be required to continue in 2021-22</p>	<p>ELSA working well. Identified children are benefitting from both ELSA and THRIVE support.</p>	<p>£2,000</p> <p>TA and Head teacher using THRIVE support 5 afternoons per week</p> <p>TA extra hours to support PP children in the afternoons- £1,000</p> <p>Cost of ELSA TA: £1,000</p>
<p>D. Attendance</p>	<p>Attendance strategy good and outstanding attendance celebrated weekly and reported to parents via the website</p>	<p>From September 2020- the attendance rate of PP children maintained consistently meeting or above National expectations for attendance of 97%. <i>(See weekly attendance analysis provided by HT)</i></p>	<p>Attendance maintained from 2018-19: 2020-21: whole school attendance: 99% 2020-21: 97%(FSM Ever6) 99%(FSM, Ever 6, Service, Post LAC) 2020-21: Service attendance: 99%</p>	<p>0 cost</p>
<p>E. Children experience a broad and balanced curriculum engaging in all external learning opportunities.</p>	<p>Trips and after school clubs are partly or wholly paid for.</p>	<p>All PP children attended out of school experiences in 2019-20</p>	<p>As and when necessary and signposted to FSM parents well before an out of school experience happens</p>	<p>£2,629</p>
<p>F. 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. <i>(See Learning journeys and data analysis)</i></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>

Total cost of expenditure

Total expenditure 2020-21 = £28, 080
 Pupil Premium Budget for 2020-21= £28, 797
 Deficit/underspend for 2020-21 = +£717

To support the evaluation of our Pupil Premium Strategy, we explore any additional external barriers that may prevent a child from making expected progress. This additional information informs our planning and intervention strategy throughout the year.

