

## Grange CE Infant and Nursery School Pupil Premium Strategy Plan 2017 – 2018

In the 2017–18 academic year a figure of £15,100 will be allocated to the school for children entitled to free school meals, every child who has been entitled to free school meals during the past 6 years, every child in care or adopted from care, and every child with a parent in the armed forces. The plan below shows how the school intends to use this funding, so it can continue to make the most impact and raise progress and attainment for disadvantaged pupils.

**Number of pupils 143**

**Number of pupils currently entitled to:-**

**Pupil Premium Funding- 8**

**Ever 6 pupils – 5 (including those adopted from care)**

Potential barriers to learning:-

1. Writing is lower on entry to Year 1 and extended vocabulary development to support outcomes in reading, writing and mathematics needs to be enhanced.
2. Securing phonics outcomes and spelling confidence and application when writing independently.
3. Maths ensuring efficient application of basic skills at all ability levels.
4. Access to enhanced provision after school and high quality experiences to develop self esteem, well-being and social skills particularly for those higher attaining pupils.
5. Attendance for a minority, particularly unauthorised absence in term time and medical appointments for those with SEND is impacting upon progress.

This plan is reviewed termly in line with the school improvement plan and pupil progress reviews which take place termly. In addition the plan will be formally reviewed by the designated governor for disadvantaged pupils in January 2018 and July 2018 with the Head teacher.

**Targets for Disadvantaged pupils (2 in cohort) by the end of KS2 2018 are :**

### Reading

Expected disadvantaged= 50% (Expected all pupils = 87.5% )

Greater Depth disadvantaged = 50% (Greater depth all pupils) = 25%

### Writing

Expected disadvantaged= 50% (Expected all pupils = 82.5%)

Greater Depth disadvantaged = 50% (Greater depth all pupils = 20%)

### Mathematics

Expected disadvantaged= 100% (Expected all = 79%)

Greater Depth disadvantaged = 50% (Greater depth all = 29%)

Planned Spend 2017-18	Actions	Intended impact	Evidence	IMPACT on outcomes for pupils 2017-18
<p><b>Informed by ' EFF Improving literacy in KS1/2 – Guidance Report and Cumbria Phonics report</b>                      Promoting fluent written transcription (handwriting and spelling in sentences)                      Developing wider understanding of language.                      Teaching pupils to use mastery strategies for developing and improving their confidence in maths .                      Using high quality information about pupils' current capabilities to select next steps for teaching.</p>				
<p><b>Barriers addressed:- 2,4,5</b></p>	<ul style="list-style-type: none"> <li>• Facilitate attendance meetings for identified families and monitor impact and outcomes for targeted pupils. Follow up on additional reading/ learning support for pupils whose attendance remains low to fill gaps in learning and experiences.</li> <li>• To engage pupils and families who would benefit from 1-1 support, to ensure barriers to learning are overcome and progress accelerated. Particular emphasis on developing extend vocabulary and verbal confidence for pupils and active parental engagement in helping children to read.</li> <li>• Before and After School enrichment activities and in school enrichment (Judo, music tuition, sport, Young Voices, STEM work) and wrap around care offered to individuals.</li> <li>• Access to all trips and (residential experience for Y/6)</li> </ul>	<ul style="list-style-type: none"> <li>• Support good attendance for vulnerable pupils.</li> <li>• Increased support for pupils at risk of falling behind, by confident and knowledgeable parents / carers.</li> <li>• Positive and productive attitudes to learning demonstrated in pupil's engagement and progress.</li> <li>• Increased readiness to learn.</li> <li>• Support targeted to meet individual social, emotional, wellbeing and academic needs.</li> <li>• Equal opportunities ensured and social, emotional, and physical needs met.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved attendance percentage and outcomes for individual pupils</li> <li>• Parental responses and feedback.</li> <li>• Data tracking and pupil progress reviews.</li> <li>• Reading records analysis.</li> <li>• Attendance records.</li> <li>• Increased number of parents/carers engaging with reading/home activities.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Barriers addressed 1,2,4</b>                      Phonics, reading, word knowledge, comprehension.                       Reading Recovery TA release (Cost factor -3 sessions per week for 12 weeks @ TA rate in spring/summer term)                       TA booster support for specific pupils shared 12.5hrs @ TA rate from september 17.</p>	<ul style="list-style-type: none"> <li>• To work with individual pupils and groups identified at risk of falling behind using reading between the lines materials, Reading Recovery, alphabet arc and other phonics support.</li> <li>• Implement basic skills sessions to improve simple spelling and phonics.</li> <li>• daily reading for pp children-teacher/vol/TA.</li> <li>• Develop paired reading for pupils to enhance their self-confidence and support elf-confidence and support younger pp pupils. (peer support)</li> </ul>	<ul style="list-style-type: none"> <li>• Developing confidence and self-esteem.</li> <li>• Parent/carers given specific focus tasks for their child with regular feedback.</li> <li>• Accelerated progress and attainment, narrowing the gap between pupil premium pupils and their peers.</li> <li>• Reading outcome in all year groups strengthened and an increasing number of pupils demonstrate greater depth when</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking data and pupils progress</li> <li>• Reviews</li> <li>• Reading Recovery assessment information</li> <li>• Parental Feedback</li> <li>• ASP Raise online</li> <li>• Staff feedback</li> <li>• Work sampling</li> </ul>	

<p><b>Barriers addressed 1,2,4</b> <b>Best Next Steps- high quality interventions informed by information about current capabilities.</b> (Cost – Teaching Assistant intervention time and teacher planning).  Apprentice TA £4,300 per yr</p>	<ul style="list-style-type: none"> <li>• Enrichment projects for higher attaining pupils.to support greater depth achievement in reading and mathematics – responsive to daily assessment opportunities at the point of teaching</li> <li>• Additional support in Nursery and Reception provision to enhance speaking listening and vocabulary development.</li> <li>• Action plan in place for every pupil eligible for funding – identifying key actions to accelerate progress.</li> </ul>	<p>reading.</p> <ul style="list-style-type: none"> <li>• Increased confidence and ability to access learning in whole class situations</li> <li>• Accelerated progress in basic skills</li> <li>• Higher attaining pupils attaining above age related expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• Termly Pupil Progress</li> <li>• Summaries</li> <li>• Pupil premium action plans and reviews</li> </ul>	
<p><b>Barriers addressed- 1, 2, 4</b> <b>Training and Resources</b> (Cost factor – INSET/resources/staff release time) 2k in total Shared cost of TA support 12.5hrs  £350 for text books £500 for resources</p>	<ul style="list-style-type: none"> <li>• Maths mastery challenge for most able pupils – introducing “Maths no Problem” resources and increase opportunities for problem solving and in depth application of taught maths concepts.</li> <li>• Target HA pupils for GT sessions at secondary school and to take part in competitions.</li> <li>• Whole school approach to teaching fluent written transcription skills – related to spelling.</li> <li>• Whole school approach to teaching pupils’ strategies to develop and monitor their reading comprehension using R.I.C.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved mathematical progress and attainment (aim for 80% secure in an area)</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of impact of new interventions on pupil progress and engagement in learning</li> <li>• Improved quality of teaching and learning observed</li> </ul>	
<p><b>Barriers addressed- 4,5</b>  Release time for teacher -30 mins HLTA cover per week for 10 sessions in autumn term approx £250.</p>	<ul style="list-style-type: none"> <li>• Wellbeing and mindfulness sessions for targeted Y5 group with trained teacher (continues from project started last year).</li> <li>• Target pp children for key roles in school e.g. Pupil Parliament, eco group, Y6 monitor roles.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Attachment aware school and additional approaches in place to meet the needs of pupils with social and emotional needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved self-esteem-taking responsibility</li> <li>• Lateness reduced am.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>