

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Grasmere Academy				
Academic Year	2017/2018	Total PP budget	£63, 360	Date of most recent PP Review	N/A
Total number of pupils	84	Number of pupils eligible for PP	40	Date for next PP Strategy Review	February 2018

2. Current attainment		
	<i>Pupils eligible for PP (2017)</i>	<i>Pupils not eligible for PP (2017)</i>
% achieving Expected standard in Year 6 for R, W, M	14% (11%)	67% (60%)
% achieving Expected standard in Year 2 for R,W,M	56% (25%)	67% (64%)
% working at greater Depth in Year 2 for R, W, M	22% (25%)	12% (10%)
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.	% PP children that are SEND = 53%.	
B.	Low attaining PP children not making expected progress.	
C.	Current Year 3 children – small % of PP didn't achieve national standard in Writing and Maths due to SEND status.	
D.	Lower attendance and punctuality of PP children – (whole school attendance last year= 95%, PP = 94%).	

4. Outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A+B	Low attaining PP children will make good progress.	Low attaining PP children will make at least 3 points progress in the year. Therefore attainment gap is narrowed through careful tracking. Data to be presented with SEND children disaggregated also.
C	Current Year 3 PP children who did not make expected standard to reach ARE in writing and maths by end of Y3.	Identified pupils to reach 3S by the end of Y3.
D	Increased attendance and punctuality for pupils eligible for PP.	Overall attendance rates for PP need to rise in line with the whole school from 94% to at least 95% or above.

5. Planned expenditure

Academic year

2017/2018

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?
<p>A+B Low attaining PP children will make good progress.</p> <p>C Current Year 3 PP children who did not make expected standard to reach ARE in writing and maths by end of Y3.</p> <p>W: CDS M: CDS, SaM</p>	<p>A consistent basic skills curriculum taught throughout school.</p> <p>Specific Groups/children to be regularly reviewed.</p> <p>Effective quality feedback.</p> <p>Intervention and Challenge groups to be set up for these children and reviewed every half term. Staff training where needed.</p> <p>Close scrutiny of SEND & PP data.</p>	<p>This strategy will be invested in not only to help eligible PP children, but all pupils through a robust and rigorous consistent approach to addressing errors in basic skills. High quality feedback is a key tool and effective way to improve attainment.</p>	<p>Specific leadership time given in order to monitor impact.</p> <p>Use of training sessions.</p> <p>Lesson observations will focus on basic skills and PP children identified.</p> <p>Book scrutinies will ask for PP children within the range of books looked at.</p> <p>Intervention Learning walks will take place to ensure effective delivery of sessions.</p> <p>PP progress data to be tracked half termly.</p> <p>Purchase of additional EP hours totalling 9 days.</p> <p>Continue excellent external agency links and support.</p> <p>2 x TA's to be trained in Thrive commencing September 2017.</p> <p>Attendance at Locality Team Meetings.</p>	<p>HG, HW</p> <p>LJ</p>	<p>February 2018</p> <p>EEF Toolkit reference to strategies employed: *Behaviour Interventions *Collaborative Learning *Feedback *Individualised Instructions *Learning Styles *Outdoor Adventure Learning *Reading Comp Strategies</p>

Total budgeted cost					£4,921.81 (Leadership time, Intervention investment, teacher time)
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?
<p>A+B Low attaining PP children will make good progress.</p> <p>C Current Year 3 PP children who did not make expected standard to reach ARE in writing and maths by end of Y3.</p> <p>W: CDS M: CDS, SaM</p>	<p>Lead Inclusion manager to dedicate time to managing intervention, tracking data and identifying PP children's progress.</p> <p>Use of Thrive Approach.</p> <p>Staff to be alerted to highlighted children and pupil progress meetings set up.</p>	<p>Close tracking of the 2 groups of children will inform future changes in intervention, so that no child is left behind. Effective feedback to be given to staff and pupils in order to accelerate progress of children.</p> <p>Intervention, when becoming part of the classroom learning, rather than a separate entity, led and managed effectively is seen as a key tool for progress.</p>	<p>SEND and PP progress and attainment tracked – especially identifying low attaining PP and attainment of current year 3.</p> <p>Flexibility in management of intervention in order to maximise personalised learning for children.</p>	LJ	<p>February 2018</p> <p>EEF Toolkit reference to strategies employed: *Behaviour Interventions *Collaborative Learning *Feedback *Individualised Instructions *Learning Styles *Outdoor Adventure Learning *Reading Comp Strategies</p>
Total budgeted cost					£46,159.19

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: Increased attendance and punctuality for pupils eligible for PP.	Part time support worker employed to monitor pupils and follow up quickly on absences.	Attainment can only be addressed for the above outcomes, if children are in attendance – therefore this is a crucial measure.	Thorough briefing with support worker about existing absence issues. PP Lead, Support worker and HT to monitor on a weekly basis. Effective communication.	KL, LJ and LR	February 2018
Total budgeted cost					£12,279 (dedicated time for monitoring and working with vulnerable families)

6. Review of expenditure				
Previous Academic Year		2016/2017		
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
Improved attainment of identified PP children, without SEND, to show that gaps are narrowing.	Lead Inclusion manager to dedicate time to managing intervention, tracking data and identifying PP children's progress.	Success criteria was met, in that when SEND children are disaggregated from the schools data - PP children are at their ARE and in some cases attaining higher than their Non PP peers. See EOY data sheets.	Intervention will continue as it has last year – the system works well and staff are trained to an effective standard.	£4,921.81 £44,840
An increased pass rate on arithmetic and GPS scores.	Basic skills Sessions to be taught in Maths, reading, phonics, spellings and high frequency words consistently across the school and tracked.	Success criteria was met, in that the academy has evidence of greater attainment of basic skills achievement.	Schemes will need to be continued and greater focus on GPS results for years 3-5.	

Increased participation in home learning.	<p>Consider investing in Poverty Proofing the school day. An action research paper that helps to identify barrier to children and families that the academy can work on.</p> <p>Provide in school opportunities for children to complete homework.</p>	Success Criteria was met that the Academy can show a greater increase in homework participation overtime.	More parental engagement – more workshops to inform parents, reward incentives for homework completion and Homework Club access within school.	
Increased attendance and punctuality for pupils eligible for PP.	Part time support worker employed to monitor pupils and follow up quickly on absences.	Success Criteria was met. Although Overall % of attendance remained at 94% - the Academy can show that 80% of PP PA children increased their attendance rate over the academic year and this was due to high intensity of monitoring.	Systems need to continue – monitoring attendance and punctuality – Dedicated TA to monitor weekly.	£12,279

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.