

## Pupil premium strategy statement - Preston Grange Primary School

1. Summary information					
School	Preston Grange Primary School				
Academic Year	2020-21	Total PP budget	£51695	Date of most recent PP Review	Nov 20
Total number of pupils	211 + 28 (by Jan 2021) Nursery	Number of pupils eligible for PP	39	Date for next internal review of this strategy	Sept 21

1a. National Tests Y2 2018-19 Cohort of 30 (PP = 5 children)			
	Pupils eligible for PP 2019-20	Pupils not eligible for PP 2019-20	Pupils eligible for PP (National average) 2019-20
	<b>2019</b>	<b>2019</b>	<b>2019</b>
% achieving in reading, writing and maths	40%	70%	50%
% achieving national standard in reading	60%	77%	62%
% achieving national standard in writing	40%	70%	55%
% achieving national standard in maths	60%	80%	62%

1a. National Tests Y6 2018-19 Cohort of 28 (PP = 2 children)			
	Pupils eligible for PP 2019-20	Pupils not eligible for PP 2019-20	Pupils eligible for PP (National average) 2019-20
	<b>2019</b>	<b>2019</b>	<b>2019</b>
% achieving in reading, writing and maths	50%	68%	51%
% achieving national standard in reading	100%	82%	62%
% achieving national standard in writing	50%	79%	68%
% achieving national standard in maths	100%	86%	68%

1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	<p><b>Attainment on entry &amp; low starting points:</b></p> <p>On entry to Nursery and/or Reception, school has seen an increase in the number of children requiring additional support with personal care and communication skills (poor oracy). This has resulted in an increase in referrals to: Speech &amp; Language, LCT Team and to Dene Communication Centre . Currently, 2 children in Nursery have been referred for communication issues and in Reception there are 8 children who have come with, or have an existing input for speech &amp; language. Whilst in Nursery, one child attended Dene Communication Centre for communication issues; another child received outreach in school. Over the last year, school has received LEAPS funding for two children. In current Reception, two children requiring additional support with language &amp; communication are PP children (24%)</p>
<b>B.</b>	<p><b>Social and emotional Needs:</b></p> <p>44% of our PP families are supported historically or currently by school &amp; outside agencies through an Early Help Assessment . Some of our children need support from school to help them to address their needs and to support their learning. A large number of our pupil premium (50%) are dealing with significant issues in their home situations which have a severe, detrimental effect on their ability to learn and flourish at school. An HLTA for Wellbeing, Guidance &amp; Support delivers regular Thrive sessions with children, supports vulnerable families through TAF meetings and monitors attendance. A Learning Mentor works with vulnerable children as required in addition to this.</p>
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>C.</b>	<p><b>School context of deprivation:</b></p> <p>Our school context of deprivation means that there are families facing social and economic challenge, even though the decile averages at 6. 25% of our families live in the 20% most deprived areas nationally, and 56% of our families live in the 20% least deprived areas nationally. Based on the pupil premium data from 2019, school has seen an increase in pupil premium numbers, particularly following the COVID pandemic. This has resulted in the funding increasing from £38460 in 2018-19 to £51695 in 2020-21 (39 pupil premium children) 14% of Year 1, 6% of Year 2, 23% of Year 3, 15% of Year 4, 16% of Year 5 and 27% of Year 6 are disadvantaged. Of current Reception, 20% of children are PP.</p>
<b>D.</b>	<p><b>Lack of parental support &amp; difficult family circumstances:</b></p> <p>Some of our children do not receive frequent parental support with reading, homework and school activities. School feel that 50% of pupil premium children are not consistently supported with homework and reading at home. Potentially, a further 46% of pupil premium children are not exposed to the same experiences necessarily as their peers, due to family circumstances.</p>

2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<b>Attainment on entry &amp; low starting points</b> Diminish the difference between PP and non PP children in all year groups in Reading, Writing, SPaG & Maths	Quality teaching & intervention will demonstrate progress in both PP and non PP children which will diminish the difference between the two groups in Reading, SPaG, Writing and Maths.
	Speech and language issues will be identified and addressed early through an early communication screener & baseline assessments	Implementation of a wide range of approaches & strategies in Early Years and Year 1 which will narrow the gap in the prime areas.
<b>B.</b>	Social and emotional needs are met; raise self-esteem, emotional health, wellbeing & resilience of pupils and their families.	Successful targets completed from the Early Help Assessment. Successful completion of the Thrive programme for the children. Resilience & motivation is improved in learning situations.
	Maintain high levels of attendance and punctuality for pupil premium children.	Attendance of pupil premium children will continue to be strong. Maintain the low numbers of pupil premium children as persistent absentees.
<b>C.</b>	Pupil premium children continue to be ready to learn.	Through access to appropriate external agencies, services & in-school support, children thrive despite the disadvantage.
<b>D.</b>	Pupil premium families and non pupil premium families engage with their children's learning at similar levels. This will be evident in: reading records, attendance at parents meetings, workshops & access to online materials.	Homework completed, attendance at parent meetings, reading records completed and the children more equipped for learning.
	Pupil premium children have similar or comparative experiences to their peers	PP children will be able to access the curriculum at the same level as their peers and there will not be any missed learning due to lack of experiences.

3. 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 of teaching for all				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Staff involved	Review date?
<ul style="list-style-type: none"><li>Diminish the difference between PP and non PP children in all year groups</li></ul>	<p>Read Write Inc training (3 teaching assistants) £160 x 3</p> <p>Investment in new assessment system £1500</p> <p>Additional member of teaching staff £20,000</p>	<p>Read Write Inc is a highly successful method of teaching phonics. New staff need training in Read Write Inc.</p> <p>The current assessment system no longer fits with our approach to feedback, senior leadership team will consider other approaches which will impact on the children's learning and provide a better format for all stakeholders.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a></p>	Senior Leadership Team	Termly

<ul style="list-style-type: none"> <li><b>Speech and language issues will be identified and addressed early through an early communication screener &amp; baseline assessments</b></li> </ul>	<p><i>Launchpad for Literacy Training £500</i></p> <p><i>NPQSL x 3 staff (contribution towards) £1000</i></p> <p><i>Apprentice teaching assistant salary £3500</i></p> <p><i>Application to NELI programme</i></p>	<p>School is participating in a trial project within the Local Authority to implement Launchpad for Literacy, a recommended Early Years approach; a tool to consider specific details linked to literacy readiness, speech &amp; language.</p> <p>Government recognised leadership course (NPQSL) which involves implementation of school improvement projects to impact on teaching &amp; learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/early-literacy-approaches/">https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/early-literacy-approaches/</a></p> <p>Additional apprentice teaching assistant appointed with a long term view of creating a specialism in language &amp; communication.</p>	<p>JK AJ</p> <p>TT HG</p>	
<ul style="list-style-type: none"> <li><b>Social and emotional needs are met; raise self-esteem, emotional health, wellbeing &amp; resilience of pupils and their families.</b></li> </ul>	<p><i>Thrive practitioner in school (contribution to salary) £7000</i></p> <p><i>Thrive training for additional member of staff £1500</i></p> <p><i>Learning Mentor to support vulnerable children (contribution towards salary) £6215</i></p>	<p><a href="https://portal.thriveapproach.com/a/api/resource-file/?resource_id=273">https://portal.thriveapproach.com/a/api/resource-file/?resource_id=273</a></p> <p>To support the implementation of whole school Thrive, an additional member of staff to be trained as a Thrive practitioner</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a></p>	<p>EC</p> <p>Senior Leadership Team</p>	<p>Termly</p>
<p><b>Total budgeted cost £ 41695</b></p>				

ii. Targeted support				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Staff lead	Review date?
<ul style="list-style-type: none"> <li><b>Pupil premium children continue to be ready to learn.</b></li> </ul>	<p>Greggs Foundation breakfast club established</p> <p>HLTA for Wellbeing, Guidance &amp; Support £3000 (contribution to salary)</p>	<p>Pupil premium families targeted to attend a charity funded breakfast club. The cost of breakfast club is to be waived for particularly vulnerable PP families.</p> <p>The HLTA for Wellbeing, Guidance &amp; Support's role involves considerable family support, EHA meetings and is skilled in accessing funding &amp; additional support for vulnerable families; eg. Harbour, Acorns, Young Carers, Greggs hardship fund.</p> <p>The HLTA for Wellbeing, Guidance &amp; Support's role also involves delivering regular Thrive sessions with vulnerable children.</p> <p>Children know that they are supported by this safe member of staff in times of need.</p> <p><a href="https://portal.thriveapproach.com/a/api/resource-file/?resource_id=273">https://portal.thriveapproach.com/a/api/resource-file/?resource_id=273</a></p>	EC	Termly
<ul style="list-style-type: none"> <li><b>Pupil premium children have similar or comparative experiences to their peers</b></li> </ul>	<p>Contribution towards funding curriculum enrichment activities and experiences in school £4000</p>	<p><a href="https://www.gov.uk/government/publications/education-inspection-framework">https://www.gov.uk/government/publications/education-inspection-framework</a></p> <p>Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly <b>the most disadvantaged</b> and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life</p>	Whole staff	Termly
Total budgeted cost				£7,000

iii. Other approaches				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Staff lead	Review date?
<ul style="list-style-type: none"> <li><b>Maintain high levels of attendance and punctuality for pupil premium children.</b></li> </ul>	HLTA for Wellbeing, Guidance & Support in place £3000	The HLTA for Wellbeing, Guidance & Support monitors attendance data, punctuality & supports families in ensuring all PP children have target attendance.	EC	Termly
<ul style="list-style-type: none"> <li><b>Pupil premium families and non pupil premium families engage with their children's learning at similar levels. This will be evident in: reading records, attendance at parents meetings, workshops &amp; access to online materials.</b></li> </ul>	Home-school agreements  Google Classroom videos  Coffee mornings	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</a>	Senior Leaders hip Team	Termly
<b>Total budgeted cost</b>				<b>£ 3000</b>