

# Pupil premium strategy statement

1. Summary information					
School	Graveley School				
Academic Year	2018/19	Total PP budget	£31,940	Date of most recent PP Review	September 2018
Total number of pupils	104	Number of pupils eligible for PP	20	Date for next internal review of this strategy	Jan 2018

2. Current attainment - July 2018		
	<i>Pupils eligible for PP (our school – 2 pupils)</i>	<i>Pupils not eligible for PP (national average based on 2017 data)</i>
% achieving ARE in reading, writing and maths	50%	67%
Progress score in reading		0.33
Progress score in writing		0.10
Progress score in maths		0.20

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Several pupils commenced school with attainment well below or very well below age related expectations and are still working significantly below ARE.
<b>B.</b>	Early life traumas impact on a child's readiness for school.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>C.</b>	Not being prepared for school – poor hygiene, lacking breakfast, not having correct equipment.
<b>D.</b>	A few pupils lack self-confidence and suffer with low self-esteem
<b>E.</b>	Late arrivals and poor attendance.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Highly targeted support put into place after a baseline completed on child's arrival at school. Buddy system put into place. Ensure parent/pupil meetings are arranged to discuss individual child's needs and that these are reviewed on a regular basis. Access to equipment and resources to enable children to access the curriculum in line with their peers.	Pupils make accelerated learning to close the gap on their peers. Pupils inspired and motivated to learn.
<b>B.</b>	Additional adult/s assigned to support children with social or emotional difficulties. Small nurture groups	Pupils will settle quickly into the setting and routines of the school. Pupils

	developed. Play therapy and counselling given if needed dependant on the child's needs.	will be able to work cooperatively with their peers. Pupils will make good progress from their baseline data.
<b>C.</b>	Fund breakfast club for specific pupils. Fund uniform. Fund school lunches. Develop strategies to support pupils with poor organisational skills.	Pupils will have all the resources they need. Pupils will be ready for learning. Pupils will feel part of the school community. Pupils will sustain concentration for longer.
<b>D.</b>	A range of individualised rewards programmes. Arrange 1:1 meetings with parents to outline specific needs of pupils. Devise a parent/school programme of support and review termly. Access given to enrichment activities where needed.	Pupil's area of support will be addressed through in-school and/or external support. Parents will feel supported. Pupils will make good progress from their baseline.
<b>E.</b>	Provide incentives for pupils attending on time and attendance interventions. Ensure all pupils are in school by 8.55am where reasonably possible. Refer double unauthorised holidays to the attendance improvement officer.	Late arrivals are reduced. Pupils have full access to all parts of the curriculum and support. Pupils will make good progress from their baselines.

5. Planned expenditure					
Academic year 2018/19		£31,940			
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?
Maintain or improve progress for all pupil premium children particularly in maths and writing	<p>To embed a mastery approach to maths teaching enabling all children to gain a deeper understanding within the subject and have access to high quality manipulatives to support the teaching.</p> <p>High quality shared writing is delivered to ensure that there is a focus on demonstrating and exploring the decisions writers make in the process of composition rather than teaching by correction.</p> <p>Ensure high quality range of texts to inspire writers.</p> <p>Purchase recording equipment to assist writers in being able to put thoughts onto paper.</p> <p>Purchase Chromebooks and Clicker 7 to encourage all children to participate in writing lessons.</p>	<p>We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'.</p> <p>This means given them access to high quality texts, resources and experiences that may not be accessible at home.</p> <p>We want to train all teachers in practices to provide stretch and encouragement for these pupils.</p>	<p>Ensure that those teachers attending training cascade information to others</p> <p>Use support from through attending core cluster meetings</p> <p>Deliver a consistent approach to the delivery of the lessons through close discussions with all staff at regular in school inset training</p> <p>Monitor and reflect practise through book scrutinies and lesson observations</p>	NH/EP/JG	Ongoing

<b>Total budgeted cost</b>					£8000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Being fully prepared for school	Offer breakfast club and other resources	Children that have eaten before school will be able to concentrate To improve punctuality so that children are not missing out on the early morning work All children have access to resources such as uniform and key equipment meaning they feel part of the school community.	Attendance and punctuality improves More engagement within lessons – feedback from class teachers	<b>NH/KA</b>	½ termly
Improve children's emotional well-being/resilience	Whole school approach to resilience  Access to enrichment activities where appropriate	Improved social and emotional wellbeing for pupils in school – resulting in a positive impact – ready to learn. That pupils will feel part of the school community by being given opportunities to attend extra-curricular activities that meet their needs therefore raising self-esteem and confidence.	Monitor improvements in children's well-being/behaviour  Pupils are attending activities Club lists show increased attendance	<b>NH</b>	½ termly
Ensuring an accelerated programme of catch up is available for those children that enter the school with a lower baseline than their peers.	Targeted classroom support for pupil premium pupils in the core subjects  1:1 tuition for identified pupils  Booster groups for targeted pupils	Baseline established quickly to determine the level of support needed quickly Highly targeted support put into place dependent on a child's needs.	Pupil progress meetings will always focus on PPG pupils Clear discussions with SENCO Observations and scrutinies will always focus on PPG pupils	<b>NH/KA</b>	Minimum ½ termly
<b>Total budgeted cost</b>					£15,940
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Problem behaviour and lack of social skills addressed	Identify a targeted behaviour intervention for identified students. Use SENCO and support staff to engage with parents during the intervention.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.  Happy and settled lunchtimes where children	Ensure identification of target pupils is fair, transparent and properly recorded.  Use identified targets form PEPs and This is me meetings to ensure that they are pupil specific.	<b>KA/CP</b>	January 2019

	<p>Continue to use restorative approaches and focus on positive behaviours. To offer therapy and counselling to specific pupils SENCO to attend refresher STEPs training and disseminate to all staff Structured lunchtime support</p>	<p>feel secure and relaxed will help with their social, communication and play skills and develop positive friendships. Pupils will be more ready to start afternoon sessions.</p>	<p>Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Ensure that members of staff are released to attend key meetings</p>		
<p>Increased attendance rates</p>	<p>Provide incentives to ensure all children are in school Use services of AIO to work with persistent absentees.</p>	<p>Families feel supported Pupils have full access to all parts of the curriculum and any support given</p>	<p>Weekly attendance and late analysis NH and KA to have good overview of attendance and punctuality of all children across the school. If patterns start to appear immediate plan put into place to ascertain any difficulty a family may be having</p>	<p><b>NH/KA</b></p>	<p>Weekly reports to look for any improvements</p>
<b>Total budgeted cost</b>					<p>£8,000</p>

6. Review of expenditure				
Previous Academic Year		£27,860		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Improved progress for higher attaining pupils	To develop a mastery approach to maths teaching enabling all children to gain a deeper understanding	I child achieved ARE in year 6 who had been on role for year 5/6. 13/21 children had made at least expected progress across the year.	Approach needs to continue to be embedded across the school. Younger age groups had made less progress – need to embed the core skills of place value and number before accelerated progress can be seen. More resources needed to ensure all children can access high quality manipulatives.	Training £1380 Manipulatives £900
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Being fully prepared for school	Offer breakfast club and other resources	Children that have eaten before school will be able to concentrate To improve punctuality so that children are not missing out on the early morning work 1 family regularly used breakfast club – attendance high. 1 family initially used but tapered off summer term – push to use again to help with punctuality.	Continue to offer dependent on the individual needs of the pupil and families	£3550
Enriching learning	For every child to be given access to all areas of a rich curriculum	That pupils will feel part of the school community by attending all extra-curricular activity Raise self-esteem	Appropriate for certain pupils if the need arises.  Used Hertfordshire Educational Foundation as extra grant to support those children attending residential trip.	£1550

<p>Ensuring an accelerated programme of catch up is available for those children that enter the school with a lower baseline than their peers.</p>	<p>1:1 tuition Booster groups</p>	<p>Baseline established quickly to determine the level of support needed quickly Highly targeted support put into place dependent on a child's needs.</p>	<p>Regular meetings with SENCO and class teacher to take place to ascertain whether any support is having the desired impact and if not to quickly change approaches.</p> <p>Experience learning support assistants to assist within the classroom with clear guidance from both SENCO and class teacher. This will ensure that they are still getting high quality first teaching from the class teacher.</p> <p>We purchased Welcomm assessment tool for communication and language – use again in EYFS and provide baseline for targeting extra support either in school or referral to speech and language</p>	<p>£14500</p>
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**iii. Other approaches**

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
<p>Problem behaviour and lack of social skills addressed</p>	<p>Identify a targeted behaviour intervention for identified students. Use SENDCO and support staff to engage with parents during the intervention. Develop restorative approaches and focus on positive behaviours. To offer therapy and counselling to specific pupils 2 members of staff to attend STEPs training and disseminated to all staff</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.</p> <p>Less behaviour incidences recorded and more children ready for learning after a clear transition support put in place at the end of break and lunchtimes</p> <p>Clear nurture sessions led during the afternoon promoting positive behaviours</p>	<p>Use identified targets form PEPs to ensure that they are pupil specific.</p> <p>Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p> <p>Ensure that members of staff are released to attend key meetings and followed up with regular meetings regarding impact</p> <p>Regular 'roots and fruits' meetings with all staff members working with key children to ensure any barriers to behaviours are quickly identified and strategies put into place</p>	<p>£5275</p>

Increased attendance rates	Provide incentives to ensure all children are in school Use services of AIO to work with persistent absentees.	Attendance and late analysis monitored weekly NH has good overview of attendance and punctuality of all children across the school. And reports to FGB  When patterns start to appear plans are immediately put into place to ascertain any difficulty a family may be having	Attendance improvement officer only visits the school once a year now. Helpline available if needed.	£600
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