

Pupil premium strategy statement

1. Summary information					
School	Graveley School				
Academic Year	2017/18	Total PP budget	£27,820	Date of most recent PP Review	September 2017
Total number of pupils	102	Number of pupils eligible for PP	21	Date for next internal review of this strategy	Jan 2018

2. Current attainment - July 2017		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average based on 2016 data)</i>
% achieving ARE in reading, writing and maths	67%	53%
Progress score in reading	4.22	0.33
Progress score in writing	1.05	0.12
Progress score in maths	0.75	0.24

3. 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>)	
A.	Pupils that enter school in KS2 often have huge gaps in their learning or are not making as much progress as their peers.
B.	Early life traumas impact on a child's readiness for school.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	Not being prepared for school – poor hygiene, lacking breakfast, not having correct equipment.
D.	Lack of parental/carer understanding of children's additional needs.
E.	Late arrivals and poor attendance.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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.	Pupils make accelerated learning to close the gap on their peers.
B.	Additional adult/s assigned to support children with social or emotional difficulties. Small nurture groups developed. Play therapy and counselling given if needed dependant on the child's needs.	Pupils will settle quickly into the setting and routines of the school. Pupils will be able to work cooperatively with their peers. Pupils will make good

		progress from their baseline data.
C.	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.
D.	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.	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.
E.	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 2017/18	£27,820				
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?
Improved progress for higher attaining pupils	To develop a mastery approach to maths teaching enabling all children to gain a deeper understanding Use planning format from HfL. 3 teachers to attend training and then cascade to others	High ability pupils are making less progress than other pupils across Key Stage 2 in maths. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train all teachers in practices to provide stretch and encouragement for these pupils.	Ensure that those teachers attending training cascade information to others Use support from HfL to answer any questions Deliver a consistent approach to the delivery of the lessons through a discussion with all staff Monitor and reflect practise with all	NH/KA/JG	Nov 2017 – INSET for all staff to reflect on what is working so far
Total budgeted cost					£1820
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?
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	Attendance and punctuality improves More engagement within lessons – feedback from class teachers	NH/GB	½ termly
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	Pupils are attending activities Club lists show increased attendance	NH	½ termly

Ensuring an accelerated programme of catch is available for those children that enter the school with a lower baseline than their peers.	1:1 tuition Booster groups	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	NH/GB	Minimum ½ termly
Total budgeted cost					£13,000
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?
Problem behaviour and lack of social skills addressed	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	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.	Ensure identification of target pupils is fair, transparent and properly recorded. Use identified targets form PEPs to ensure that they are pupil specific. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Ensure that members of staff are released to attend key meetings	GB/KA/AH/CP	January 2018
Increased attendance rates	Provide incentives to ensure all children are in school Use services of AIO to work with persistent absentees.	Families feel supported Pupils have full access to all parts of the curriculum and any support given	Weekly attendance and late analysis NH 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	NH	Weekly reports to look for any improvements
Total budgeted cost					£13,000

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
To improve phonics teaching across the school	Small groups – 7-8 pupils in highly targeted approach	100% of year 2 retakes achieved pass mark 88% pass mark year 1 – all learners 75% (3 out of 4 children) PPG achieved phonics	Will continue to maintain standard and for all pupil premium children to achieve	£4000
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact:.	Lessons learned	Cost
To provide nurturing activities to ensure children can access the curriculum	1:1 nurture groups Bright stars programme Provide resources when necessary, including subsidising residential trips	Children have been able to access all parts of the curriculum by funding extra re4sources Breakfast club and after school clubs funded to support families in addressing punctuality and attendance	Continue to offer dependent on the individual needs of the pupil and families	£8,000
To develop greater confidence and to build self-esteem	Play therapy	Pupils able to talk about feelings and emotions Pupils more willing to engage in de-escalation techniques and return to lessons in a shorter time	Appropriate for certain pupils if the need arises.	£3,000
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
To close the gap between disadvantaged and disadvantaged pupils in reading, writing and maths	Reading Buddies Reading Club Friday Extension groups – Maths and English	See above	Friday groups will not occur during autumn term. More 1:1 sessions were deemed to be more suitable at this time due to the needs of the pupils.	£12,077
To ensure there is clear communication between all stakeholders	To release staff to attend key meetings To prepare reports for PEPs To review and amend provision for individual and groups.	Staff were able to attend meetings They felt fully prepared as given allocated time to write reports and gather information Time give to then disseminate information to relevant staff members as a result of any meetings	Must be planned in advance so cover can be arranged Will continue to offer	£720

