

# C.C.E PUPIL PREMIUM STRATEGY REVIEW

This review provides an opportunity to review whether PPG funding: raises the attainment of disadvantaged pupils of all abilities to reach their potential and whether funding supports children and young people with parents in the regular armed forces (conditions of grant). The review allows us to consider which aspects to continue, which to amend and which require improvement.

<b>CONTEXT</b>					
<b>School</b>	Grampound Road C of E Primary School			<b>Date of PP review</b>	1 <sup>st</sup> July 2019
				<b>Date of previous PP review</b>	Spring 2019
<b>Total number of pupils</b>	109	<b>Number of pupils eligible for PP</b>	15 (Rec-Y6)	<b>Total PP budget</b>	£25,380 Based on 14X£1320 and 3X£2300
<b>Person undertaking review</b>	Mr. S. Perfect Mrs. K. Holmes	<b>Name of PP Lead/Champion</b>	Sarah Kennedy & Sarah Hosking	<b>Name of PP S.M.C member</b>	Tracey George
<b>Context Commentary</b>					
<p>Predicted budget 2019/20: £20,780</p> <p>There are currently 109 children on roll. Last Ofsted inspection Sept 2016 – Good. There are 15 children currently eligible for Pupil Premium. There are 2 children adopted from care.</p> <p>Deprivation Quintile: Middle 20% (0.2) IDSR 2018  <small>A quintile is a statistical value of a data set that represents 20% of a given population, so the first quintile represents the lowest fifth of the data (1% to 20%); the second quintile represents the second fifth (21% to 40%) and so on.</small></p>					
<b>Data Commentary (see below)</b>					
<p>Does the school's data indicate that attainment and progress for disadvantaged pupils are improving, and that gaps are closing, both within the school and compared to the national average?</p>					

**CURRENT DATA (PP v NON-PP)**

<b>PP Attendance (since September):</b>	<b>96.09%</b>	<b>No of exclusions (since September):</b>	<b>0</b>
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Data as of 28.06.19 based on 14 P.P pupils in Y1-Y6

	Expected+ points progress since September 2018 for children in Y1-Y6	Expected+ points progress since last KS for children in Y1-Y6	National Expected Progress	Accelerated progress (more than expected since September 2018) for children in Y1-Y6	Accelerated points progress since last Key Stage	National Accelerated progress
Reading	57%	86%	85%	36%	71%	25%
Writing	57%	57%		21%	43%	
Maths	36%	50%		36%	29%	

Pupil Premium pupils have made accelerated in year progress in reading and maths compared to national  
 Pupil Premium pupils have made less than expected in year expected+ progress in reading, writing and maths compared to national  
 Expected+ progress in reading since the last Key Stage is above national  
 Pupil Premium pupils have made accelerated progress in reading, writing and maths since the last Key Stage compared to national

<b>REVIEW OF EXPENDITURE (based upon current school website PP strategy)</b>				
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b> <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</a>	<b>Evidence and rationale for this choice?</b>	<b>Impact</b> (qualitative and quantitative evidence) <b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Reduce the attainment gap of pupils deemed to be disadvantaged in Reading, Writing and Maths so that 50% reach age related expectations in Maths, 56% in writing and 68% in reading.  Social, emotional and behavioural needs are identified and action planned to best support outcomes of children  Attendance of small core of persistent	Y3 and Y6 additional maths booster clubs Nov-May		This was run by CG and DS in the mornings. Should not be in the PP plan as no cost.	£0
	Focus on PP pupils in termly Pupil Progress Meetings		PP meetings take place in the school day with TA cover costs.	£150
	Transition from Thrive approach to TIS. All staff to receive whole MAT training		Should not be in the PP plan as no cost.	£0
	PSA to work closely with persistent absentee families. Continue with current practice Ensure half termly letters are issued to all families		School feedback required from PSA	£2221

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Evidence and rationale for this choice?</b>	<b>Impact</b> (qualitative and quantitative evidence) <b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Reduce the attainment gap of pupils deemed to be disadvantaged in Reading, Writing and Maths.	Targeted intervention planned for and carried out. Pupil conferencing to be used more rigorously with PP children.	More PP pupils are not achieving age related expectations of attainment when compared with 'other' pupils. We want to ensure that all PP pupils achieve age related expectation of attainment by the end of KS2. We want to use our expertise within school to improve teacher practices to provide stretch and encouragement for these pupils. Targeted intervention on a needs basis will support children in plugging gaps in skills and knowledge.	TA's typically used for up to 1 hr per day intervention x 190 days X £12.50 per hr = £2375 x 5 TA's = £11,875  School to investigate what else has come from 2PUP (staffing)  Other possible spends that could come from PP:  Accelerated Reader £1899, Education City £833, TT Rockstars £60 , Letter joins £180	£11,875
Social, emotional and behavioural needs are identified and action planned to best support outcomes of children.	Action planning and support from appropriate internal/external agencies. TIS to be rolled out across the school PSA to work alongside families Use of funds for trips/clubs/breakfast and after school club. Alternative provision planned for vulnerable pupils	Multiple barriers faced by children and families are supported and addressed by school-external agency partnership, allowing children to better access the curriculum. TIS has demonstrated that improving social and emotional delays or interruptions leads to academic progress. Assistance with fees helps to enrich pupils' curriculum coverage and removes potential cost barriers. School club support ensures improved attendance, punctuality, and aids social development, supporting families dealing with financial/emotional difficulties.	Out of the box play creative arts  CLEAR counselling (not yet come out of PP)  Storage books/TIS (check it is here)  Music lessons  Drums Drums	£720  £1100  £47  £108  £275.44 £198

<p>Arithmetic and reasoning in Maths improves through targeted exposure in Early Morning Maths, 'pick up' and 'preteach' interventions</p>	<p>Targeted children attend Early Morning Maths daily. PP children are identified on teacher's planning. Maths interventions focus on keeping up and moving children on in their learning. Maths homework completed by all targeted children.</p> <p>Y3 and Y6 booster maths sessions to take place weekly Nov-May.</p>	<p>Morning Maths helps children develop their arithmetic skills throughout the year, whilst accessing other areas of the Maths curriculum in lessons. All adults know who targeted children are to support appropriately. Using intervention as a 'keep up' solution rather than a 'catch up' to keep children working alongside their peers whilst closing the gaps. Parental involvement models the importance of learning to children and encourages them to strive for the best.</p>	<p>See above.</p> <p>TOTAL</p>	<p><b>£16,776</b> <b>Total.</b></p>
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**iii. Other approaches**

Desired outcome	Chosen action / approach	Evidence and rationale for this choice?	Impact (qualitative and quantitative evidence) <b>Lessons learned</b> (and whether you will continue with this approach)	Cost
<b>Other approaches or uses of PP funding not included in current plan</b>				

AUDIT	EVIDENCE																								
<p>1. What specific outcomes does the school aim to achieve with PP funding in relation to raising attainment, accelerating progress, improving attendance, reducing gaps and increasing opportunities?</p>	<p><i>National attendance 95.9% and 9.6% P.A</i></p> <p>School vision: reduce the attainment gap of pupils deemed to be disadvantaged in reading, writing and maths. Social, emotional and behavioural needs will be identified and actioned to best support outcomes of children.</p> <table border="1" data-bbox="1106 539 2051 735"> <thead> <tr> <th></th> <th>(111 pupils)</th> <th>(2018/19)</th> <th>(Spring)</th> <th>(Autumn)</th> <th>&lt;= 90%</th> </tr> </thead> <tbody> <tr> <td>All Pupils</td> <td>111</td> <td>96.88%</td> <td>96.07%</td> <td>97.48%</td> <td>2.70%</td> </tr> <tr> <td>PP</td> <td>16</td> <td>97.52%</td> <td>97.28%</td> <td>97.90%</td> <td>0%</td> </tr> <tr> <td>Not PP</td> <td>95</td> <td>96.77%</td> <td>95.86%</td> <td>97.41%</td> <td>3.16%</td> </tr> </tbody> </table> <p>The audit challenged the attendance of BC, JT, EB, TT – school needs to monitor these children and provide evidence of what has been done to improve attendance.</p>		(111 pupils)	(2018/19)	(Spring)	(Autumn)	<= 90%	All Pupils	111	96.88%	96.07%	97.48%	2.70%	PP	16	97.52%	97.28%	97.90%	0%	Not PP	95	96.77%	95.86%	97.41%	3.16%
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<p>2. Are all staff aware of which pupils are eligible for the PPG, their barriers to learning and the strategies they should be using to support these pupils?</p>	<p>PP children are identified on all planning for teachers and TA's. Action: Support staff might not know barriers if not having specific interventions.</p>																								
<p>3.What do class teachers do to invisibly target pupil premium pupils within the classroom? Are PP pupils and specialist provision identified on lesson plans/seating plans?</p>	<p>Cover sheet for Power Maths and RWI.....(this is good practice)</p>																								
<p>4. Is the school using its best teaching and support staff with PP-eligible pupils?</p>	<p>Yes, and evidence was provided. There is good practice of TA's moving around to needs of the children. Teachers Q.A folders of interventions. This is good practice. Intervention plans are QA by SENCo.</p>																								

5. What evidence has the school used to learn about the most effective strategies in the context in which it works?	Current staff are aware of EEF research....and this will influence new plan 2019/20 going forward.
6. How does the school promote awareness of eligibility among the parents so that all eligible pupils claim and are supported?	New Reception parents info is provided Secretary Emma talks to key parents too School will send additional letter to parents as a reminder
7. On the school website, how good is the account of the PPG, how much is being received and how well it is used?	Compliant. This will be updated in the autumn.
8. Is the school using the PPG to improve the engagement of parents with the educational progress of their children; if so how and is it effective?	New Collective worship for parents on a Friday. Key messages could be delivered e.g. reading karate. Maths workshops SATs data workshops
9. Because high expectations of pupils are so important, what is the school doing to raise expectations for what PP-eligible pupils can achieve among the children themselves, their parents and the school staff?	Sending positive text messages Parents coming to collective worship DoJo App Consider theraplay, Hugs – for future Consider wider aspirations for key children - action – nurture.. Dog in school – support dog....
10. Is the school checking the impact it is making with the PP funding against impact in successful schools in the country?	Not at present comparing EEF studies
11. How does the school provide its PP pupils with wider opportunities and how many take them up? Are breakfast clubs and lunchtime and/or after school clubs targeted at pupil premium pupils? What proportion of PP pupils access these wider opportunities?	Play therapy/counselling Sports club – who is attending? School needs to monitor this SEND PP trackers in place Decide how much to ring-fence in future Currently reduced PP rate for breakfast and reduce PP rate for after school club Need after-school club
12. How well is the school using PP funding to support pupils to develop positive attitudes to learning and a thirst for knowledge across all learning contexts?	Send letter from Darren to HoS Send PP policy to Tracey (SMC) Positive mind-set

13. Do the SMC understand PP funding? Is there a named SMC who takes lead responsibility for championing pupil premium pupils? Is there evidence of regular SMC impact reports linked to PP?	No, don't fully understand PP funding Limited impact of SMC reports so far.
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<b>Grampound Road– EXECUTIVE SUMMARY FOR DIRECTORS</b>
<b>SUMMARY OF FINDINGS AND ACTIONS TO CONSIDER (School Improvement Team)</b>
<ol style="list-style-type: none"> <li>1. Ensure new Heads have data support to ensure accuracy of Pupil Asset PP progress data</li> <li>2. S.I.T team to provide website model example to Heads of School</li> <li>3. If there are expectations from CCE for Aspirants, leadership training etc, are schools provided with money to back-fill supply costs? Can be expensive.</li> <li>4. PSF training for Heads of Schools and access to key budget lines</li> <li>5. Do Directors understand how the PP budget is allocated to schools?</li> </ol>

<b>SUMMARY OF FINDINGS AND ACTIONS TO CONSIDER FOR HEAD OF SCHOOL/PP CHAMPION</b>
<ol style="list-style-type: none"> <li>1. Check that two siblings in school are eligible for ever 6. <b>EW spoken to mum on phone and printed out form to give it to mum tonight 23/07/19.</b></li> <li>2. Signpost FSM eligibility in newsletter. Newsletter needs to signpost eligibility per half-term. A separate letter can also be sent (see Marhamchurch model). <b>Email with letter attached sent to EW 23/07/19 – will resend at the end of August and check that it is attached to the first newsletter back in September 2019.</b></li> <li>3. Ensure attendance tracking is in place that is reviewed monthly, especially for PP children. (SIT can support with this) <b>SK and EW have set up a folder for Attendance following the guidelines sent by SP. It includes half-termly data focused specifically on the PP children. SH will monitor this on a half termly basis. SK and EW meet regularly to review attendance reports and contact parents and EWO as appropriate.</b></li> <li>4. Ensure all staff, especially TA's are aware of the barriers for learning for the PP children that are not receiving interventions. <b>SH to resend tracking sheets for teachers to update with their current children. To be returned by email to SH to set up new classes for September 2019. SH to meet and monitor trackers with class teachers once every half term after each data drop (1 X afternoon once every half term). Sheets to be kept in the Class Planning Folder in each classroom and TAs directed to read the information as appropriate.</b></li> <li>5. Consider hardship fund in 2019/20 for all pupils' e.g. uniform, water bottles, breakfast. <b>Recycle and add to spare PE kit, purchase spare water bottles. PP children have access to free fruit at breakfast. Reduced rate for breakfast club for PP children.</b></li> <li>6. Possibly ring fence money for specialist provision e.g. therapy/Hugs/aspiration provision etc <b>Only £1000 in the budget for PP so will be allocated depending on needs and at the HoS's discretion.</b></li> </ol>



7. Possible consideration of support dog. Discussions underway with Tracey George (SMC governor) regarding training her Labrador as a support dog. Email sent by SK to Emeline Goodall 23/07/19 regarding support dog guidelines and advice.
8. Review PP tab on website – use parent friendly language. Possibly approach parent that has expertise. SK has access to the school account – to be updated during the summer holiday. Include link to Pupil Premium funding forms etc. and photos of activities funded by PP.
9. Agree a PP approach/rationale for: music lessons, after-school club, swimming, breakfast club- can the school fund it all? Breakfast club for PP children (£1.75 for PP children (£3.50 non PP). After school club prices: 3.15 – 4.15 p.m. £1.75 for PP children (£3.50 non PP): 3.15 – 5 p.m. £2.75 for PP children (£5.50 for non PP). 50% reduction. Music and swimming – parental contribution suggested if costs are prohibitive – at discretion of HoS.
10. Consider autumn term trips/visits – less cost . Parental contribution suggested if costs are prohibitive – at discretion of HoS.
11. Consider payment scheme in advance for trips/visit. Agree a plan of visits well in advance for parents so they can budget. Trips to be announced in September 2019 for the following Summer Term 2020 – there is already a facility on ParentPay for parents to budget costs.
12. The benefits of a breakfast club. Schools should consider breakfast clubs as a cost effective way to raise pupil attainment. Schools wishing to achieve an impact equivalent to two months' additional progress should aim to deliver a breakfast club similar to the model tested by the EEF: free, universal, and before school [https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF\\_Improving\\_behaviour\\_in\\_schools\\_Report.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf) SH to monitor breakfast club take up – encourage one particular family to participate or buy in provisions to ensure they have eaten before they come into class.
13. Consider tracking participation of PP children in extra-curriculum clubs Yes – SH to monitor this from September 2019 in liaison with EW when the club lists have been generated. Encourage PP children to participate in clubs – class teachers to engage with parents to encourage/suggest clubs.
14. HoS can only see 4PUP on PSF not the other 2PUP, 6PUP. This needs changing. SK says this is up and running.
15. Needs to be a monthly/half-termly site visit from finance team regarding budget and virements to support HoS/Secretaries Finance team are arranging to visit half termly to support.
16. Consider the impact and lessons learned of the interventions provided this year. Pupil progress is above national, however attainment is below, especially in Maths and Writing. SH to monitor with class teachers on a half termly basis and weekly in staff meetings.
17. Ensure evaluations/reports are received from the P.S.A and that her costs are in the budget Costs are budgeted for. SH to contact Kathy Marris to chase up evaluations and reports for PP pupils.
18. Ensure PP meetings take place that are evidenced and have impact esp for PP children (SIT can support with this) Update from SH during weekly staff meetings. Once a half term meeting with class teachers to discuss tracking, interventions and barriers to learning etc.
19. When writing 2019/20 plan – have less in the plan but make it more focused underpinned by EEF research. SH to research during the Summer 2019 and discuss ideas with SK during the Summer holidays before finalising plan. SH to ask SP for support as necessary.
20. Secretary to keep local log of PP spend to cross-reference to PSF EW will keep this log.

## SUMMARY OF FINDINGS AND ACTIONS TO CONSIDER FOR SMC MEMBERS

1. A consistent approach/clarity regarding ASC provision/rationale/costs across Trust
2. Effectiveness of Pupil Premium (training session provided by SIT)
3. Why are HoS held to account for PP spend when they have no autonomy on most of its allocation?
4. Does the overspend for the school include the money that is coming back from the Local Authority for SEN/interventions?
5. Is there enough Q.F.T taking place when there is a lot of external training e.g. TIS/Aspirants/leadership which regularly takes teachers away from school? How much training is expected when 5 INSET days are already allocated?

**RAG RATING LINKED TO CURRENT OFSTED SCHOOL INSPECTION FRAMEWORK**

How leaders and governors have spent the pupil premium, their rationale for this spending and its intended impact

Any differences made to the learning and progress of disadvantaged pupils as shown by outcomes data and inspection evidence.