

Pupil Premium Grant 2019 –20 Planning

Planned expenditure in 2018-19

The school is allocated, by the government a sum of money each year to address the current underlying inequalities between children eligible for free school meals (FSM), or have been eligible for Free School Meals within the last 6 years, and their peers. In the current 2018-19 financial year this amount is £1320 for each pupil ever eligible for FSM, £1900 for those in the care of the Local Authority (LAC) or £300 with a parent in the Armed Forces (Service Pupil Premium). At Grange View CE First school this sum comes to £32905. In January 2018, 21% of pupils were entitled to Pupil Premium funding. Schools are free to spend the Pupil Premium as they see fit, but are accountable for the success and outcomes of the strategies they choose

Principles :

- We strive to ensure that teaching and learning opportunities meet the needs of all of our pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals, these children still need support.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- Providing small group work with experienced teaching assistant focused on overcoming gaps in learning, eg booster groups
- Intervention strategies eg Talk Boost RWI, precision teaching, Numericon, Clever Fingers, Social stories, 1-1 / 1-2 / 1-3 support, ELSA
- Additional support opportunities at Breakfast club and other after school provision
- Teaching assistant support to raise attainment in Y1/2/3/4 in phonics and reading – creating smaller ability based groups in RWI.
- All our work through the pupil premium will be aimed at accelerating expected progress.

The total amount we receive as grants in the current academic year in respect of our disadvantaged pupils (FSM, ever6, CLA and forces pupils) was £32905. We have targeted the attainment of this group.

We have targeted the attainment of this group in the following ways and spent our funding as described in the table below. We have used the Sutton Trust/ EEF toolkit to inform our decisions about the evidence that supports each approach.

Amount	What we plan to do	EEF Toolkit summary	Why we plan to use the allocation in this way	The desired impact on our disadvantaged pupils
Staffing				
£19,262 £14448	We fund teaching assistants who implement small group teaching interventions to close gaps in literacy using the focused programmes such as Read Write Inc.	Small group tuition + 4 Months. Moderate impact for moderate cost, based on limited evidence.	Evidence demonstrates that intensive tuition in small groups is very effective, particularly when pupils are grouped according to current level of attainment or specific need.	The small group interventions have the impact we intend and close gaps in attainment for most of the identified pupils. There are no significant patterns of attainment gaps between disadvantaged pupils and their peers across the school reaching age related expectations and overall attainment of disadvantaged pupils is broadly in line with that of their peers.
£7175 £6000	Additional teaching assistant apprentice staff is directed towards providing small group early intervention.	Small group tuition+ 4 Months Moderate impact for moderate cost, based on limited evidence.	Intensive tuition in small groups is very effective, particularly when pupils are grouped according to current level of attainment or specific need.	In early years small group interventions are used to develop skills in CLL and Maths to allow pupils to use across the EYFS curriculum Disadvantaged pupils achieved greater GLD results in 2019
£1970	We fund additional teaching assistant time to support pupils before and during lunchtime.	Early years intervention +5 months High impact for very high costs, based on extensive evidence.	Most of our children have lunch in school and many require additional support in learning to use cutlery, serve themselves and try different foods from our salad bar.	Pupils will have increased opportunities for positive social interactions at mealtimes and have increased awareness and opportunities to eat healthily. More pupils will be able to use cutlery appropriately. Pupils became more able to use cutlery and table manners improved
£1010	We will provide additional hours for our Emotional Literacy Support Assistant (ELSA) to provide support /advice/counselling for children who require this	Social and Emotional Learning. +4 months. Moderate impact for very low cost, based on extensive evidence.	Many of our most vulnerable children need additional time to speak with an adult following unsettled times at home, often before coming to school. Our ELSA supports a range of pupil needs such as bereavement and home issues.	Pupils who are disadvantaged by a range of circumstances will have minimal disruption to their learning because of these circumstances. These pupils will show improved attendance or continued good attendance despite their circumstances. No low level disruption in any observed lessons .

Training and support				
£800	KS1 Talk Boost and RWI resources to support interventions that target groups of pupils including those entitled to Pupil Premium. In addition Ambition leadership training for our mastery maths leader who is focussing on developing the progress of PP	Meta-cognition and self-regulation + 8 Months. High impact for low cost, based on extensive evidence.	Teachers will identify barriers to learning for particular groups of pupils and implement strategies to reduce and remove these barriers. In particular year groups across the school there are identifiable gaps in achievement between pupils in receipt of pupil premium and those who are not.	Reduced gaps in achievement between pupils entitled to Pupil Premium and those that are not. Disadvantaged pupils without SEND achieved expected results
Activities				
£855 £1365- 18-19	We subsidise the weekly swimming lessons and educational visits that enrich the curriculum to make these accessible to every child by ensuring that a proportionate but affordable contribution is requested from families with children eligible for the PPG.	Sports participation. + 2 Months. Moderate impact for moderate cost based on moderate evidence.	We want children to understand that we value and promote their physical as well as social and emotional wellbeing. Living close to the sea and a river, we place considerable value on ensuring that all children can swim by the time they leave school. We also acknowledge that being involved in extra-curricular sporting activities may increase attendance and retention and that participation in sports does not always transfer to academic learning.	Children look forward to and value the opportunities to excel in school in non-academic as well as academic contexts. 100% of pupils leave the school with the accomplishment of being able to swim 25m. Children learn the transferrable skills of communication, teamwork, coordination, concentration and rehearsal or practice. Participation would not be available to some of the pupils if school did not offer it as enrichment. By the end of the 2018/19 academic year the vast majority of children leaving Year 4 could swim at least 25 metres.
£603 £315	The annual Y3/4 residential to Kielder, Calvert Trust is attended by every pupil in the year group. This is made possible by having funding available to offer subsidies to families in receipt of the PPG grant.	Social and emotional learning + 4 Months. Moderate impact for very low cost, based on extensive evidence. Outdoor adventure learning + 3 Months.	Although the centre is an opportunity for outdoor adventure learning, experience also shows that the visit is a valuable opportunity for children to develop social and emotional skills with regard to independence and autonomy, risk taking, teamwork,	Children's autonomy, self-awareness and sense of independence are developed, articulated and celebrated in school. Participation contributes to our commitment to ensuring that children are well prepared, both socially and emotionally to make the transition from first school to the middle school

		Moderate impact for moderate cost, based on limited evidence.	collaboration and self-evaluation.	environment, and the academic challenges some will face. All Y4 pupils attended the residential visit in 2019.
£585 £100	Breakfast club We subsidise breakfast club provision as we understand that pupils perform better when they have had a healthy breakfast before school	Moderate impact for moderate cost based on moderate evidence.	In order to ensure a good start to the school day and that the pupils are in school on time ready to start work we provide this provision.	Participation would not available to some of the pupils if we did not offer this facility. Breakfast Club continues to attract high numbers of pupils attending during the last academic year. This has been reflected in improved attendance target being reached.
Resources				
£500	Access to online resources and the LA's e-learning platform has been subsidised.	Digital technology + 4 Months. Moderate impact for high cost, based on extensive evidence.	Different technology has the potential to enable changes in teaching and learning interactions, such as by providing more effective feedback for example, or enabling more helpful representations to be used or simply by motivating students to practice more.	We expect that this technology will support pupils to work harder, for longer or more efficiently to improve their learning. All pupils able to access online learning in school or access resources at home

£120 -We hold a small contingency that allows us to purchase additional items including uniform, PE Kit, Swimming Kit as well as other resources that children may require and may not have easy access to.

Additional amounts can be allocated to enhancing curriculum topics through additional resources at the request of teachers.

Funding may also be used to provide rewards and incentives to support pupils' learning.