



Grateley Primary School



Realising your children potential

Respect Friendship Peace

Pupil premium strategy statement 2017-18 PLAN

The Government allocates funding to support:

- students in receipt of free school meals or who have claimed FSM in the last six years
- students who are looked after by the Local Authority,
- Children adopted from care under Adoption and Children Act 2002 and
- the children of Armed Service families

1. Summary information					
Financial year	April 17 - March 18	Total budget	£23,902.00	Date of most recent PP review	April 2017
Total number of pupils	95	Number of eligible PP pupils	FSM 10 Service 29 LAC 1	Date of next internal review of this strategy	October 2017 and January 2018

2. Current attainment			National by the end of KS 2 (2016)
Whole school	Pupils eligible for PP	Pupils not eligible for PP	Pupils eligible for PP
% very close to and achieving ARE in RWM	92%	94%	60%
% very close to and achieving ARE in reading	87%	92%	72%
% very close to and achieving ARE in writing	90%	92%	79%
% very close to and achieving ARE in Maths	90%	90%	76%

3. Barriers to future attainment	
In-school barriers (issues to be addressed in school such as poor oral language skills)	
A.	Some children have poor language skills
B.	Some children have poor reading skills
C.	Some children have poor emotional resilience /well-being which hinders their learning experiences
External barriers (issues which also require action outside of school such as low attendance rate)	
D.	Attendance rates for pupils eligible for PP are 82% (below the target for all children of 96% This reduces their hours and causes them to fall behind.
E.	Home support around home learning and children's lack of experiences in the wider world

4. Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Our TAs support children with poor reading skills	A rich curriculum to stimulate enjoyment whilst learning RW and M Outcomes at the end of the year are in line with peers and National expectations
B.	Our TAs support children with language ie speaking and listening skills	A rich curriculum to stimulate enjoyment whilst learning RW and M outcomes at the end of the year are in line with peers and National expectations
C.	ELSA support emotionally vulnerable children so they are more secure and happy being in school	Children feel happy, secure, valued whilst in school and demonstrate effective learning behaviours within the classroom
D.	All children to attend school regularly	Attendance figures for this group are in line with National expectations
E.	All children to complete home learning and are included in all out of school learning experiences	Attendance at after school clubs improves Where appropriate, FSM children are given access to extra -curricular above and beyond the daily learning experiences Parents attend after school training held by the school to improve their knowledge of learning expectations

5. Planned expenditure					
Academic year	2017-18				
The thee 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 teaching for all and targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rational for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review implementation
A. TAs to support learning in class for reading	TA to support all learning in class with well-planned intervention activities	TA can support some children who need extra support in school	Intervention timetables and monitoring	CT and LMT	Half termly

B. Interventions for children 'not' and 'close to' for language skills	TA's conduct interventions in the afternoon with key groups	Pupil progress – children makes rapid progress	Intervention timetables and monitoring	CT and LMT	Half termly
C. ELSA training and practice	Nurture groups – identified children	Emotional well-being currently a barrier to learning – impact of ELSA intervention evident across many schools	Monitoring by HT and ELSA – training and supported by Hampshire network	HT and ELSA	Half termly
D. Attendance	Attendance strategy good and outstanding attendance celebrated weekly and reported to parents via the website	Poor attendance equals poor attainment outcomes	Monitored and managed by HT	HT	Weekly
E. Out of school experiences and home learning	All children and parents are encouraged to participate in broad balanced and inspirational opportunities	FSM children currently unable to afford these experiences, so financial support given to ensure all children take part	Monitored by HT and AO	HT	As and when necessary and signposted to FSM parents well before an out of school experience happens
ELSA work for one afternoon a week Mrs Baysting (training to commence Sept 2017)	Specific children to receive ELSA weekly	Following Profile from SENDCO, ELSA children with a thrive approach will settle and calm quickly to a task and feel emotionally resilient and strong	weekly ELSA time specifically timetabled to support this group of identified children	LMT	Termly
TA funded 5 afternoons a week to develop learning skills.	three afternoon interventions <ul style="list-style-type: none"> • spelling • speech and language • precision teaching • Maths 	Particularly in Yr 1 and Yr 2 where we can catch children when they are young so they are secure in the basic phonics reading writing	working closely with staff /teachers to ensure progress is made	Miss Knights HT	Termly

Resources Happy to be me programme £200 WSQCTM resources	Listening systems to support vulnerable learners	Circle time specific training and resources wellbeing	Staff are confident and competent to carry out circle time in class to support children's emotional and social wellbeing	HT	Termly
Thrive Training	Whole school Thrive Training; Training of identified teacher as school Thrive practitioner; Subscription to Thrive diagnostic toolkit; Six half day release time for Thrive practitioner to work; alongside class teachers.	Teachers and Support Staff are able to work diagnostically to plan for the needs of vulnerable children through quality first teaching - action still pending Notes Whole school training took place Autumn 2015 – 7 members of staff are currently trained.	Nominated member of staff/ Thrive Practitioner to be trained - costs need to go into 2016/17 school budget at budget revision - £2.5k to be used from 2017 budget. This is an ongoing focus into 2017-18 PP budget and action plan.	HT/ nominated Thrive Teacher	
				Total budgeted cost	£23,902.00

6. Review of expenditure in previous year 2016-2017				
Previous academic year				
i. Quality first teaching				
Desired outcome	Chosen action/approach	Estimated impact	Lessons learning	Cost
ELSA - provision of ELSA	ELSA supervision/advice by Hampshire Educational Psychology Team.	2 service pupils and one Ever 6 pupil benefitted from either full interventions or light brush support focusing on social, emotional and learning skills.	Had a limited impact but as needs increased more targeted support will be required in the year 2017/18	£2,400
Thrive Training	Whole school Thrive Training; Training of identified teacher as school Thrive practitioner; Subscription to Thrive diagnostic toolkit; Six half day release time for Thrive	Teachers and Support Staff are able to work diagnostically to plan for the needs of vulnerable children through quality first teaching - action still pending Notes	Nominated member of staff/ Thrive Practitioner to be trained - costs need to go into 2016/17 school budget at budget	Whole school training £400

	practitioner to work; alongside class teachers.	Whole school training took place Autumn 2015 – 7 members of staff are currently trained.	revision - £2.5k to be used from 2017 budget. This is an ongoing focus into 2017-18 PP budget and action plan.	
Social skills activities for targeted children.	Additional Lunchtime supervisor to release LSA from lunchtime duty to run social skills activities for targeted children.	Targeted children are better able to manage at playtime; Improvements in their social play skills and relationships with peers.	Improvements noted consistency to be monitored.	2.5 hours per week For two terms £400
Phonics Training	Whole school training in phonics provided by Hampshire English Team.	100% of children passed phonics screen; All new staff trained and able to meet needs of pupils for phonics.	Notable impact and this training and CPD to continue into 2017-18	£329 April 2016
Additional intervention TA	Additional LSAs for KS1 and KS2 for spring and summer term 2016	92% of PP children very close to and achieving ARE in RWM	Notable impact-continue 2017-18	
Additional MDSA at lunchtime	Additional LSA time at lunchtime to provide additional reading support for pupils who need increased practice.	Identified children read more fluently and have greater opportunities to share books with adults. See Data statement	Behaviour log and incident report evidences calmer lunchtimes.	5 hours per week £1000
SENDCo work	Remaining funding to be allocated for LSA and teacher tuition according to pupil need to include 2 half days release per half term Spring to Summer 2016 to allow the teacher to carry out diagnostics and work alongside LSA in planning intervention	See data report 92% very close to and achieving ARE in RWM 87% very close to and achieving ARE in reading 90% very close to and achieving ARE in writing 90% very close to and achieving ARE in Maths	Screening programmes allow for teachers to better plan for closing the gap	£635

7. Additional detail

Total cost of expenditure