



Pupil Premium Strategy 2019 - 2020

School overview

| Metric | Data |
|---|---|
| School name | Grange Community Nursery and Primary School |
| Pupils in school | 159 |
| Proportion of disadvantaged pupils | 52% |
| Pupil premium allocation this academic year | £92,400 |
| Academic year or years covered by statement | Sept '19 – Aug '20 |
| Publish date | December 2019 |
| Review date | July 2020 |
| Statement authorised by | Sara Albiston |
| Pupil premium lead | Harriet McGilloway / Jessica Walsh |
| Governor lead | Hilary Berry |

Disadvantaged pupil progress scores for last academic year

| Measure | Score |
|---------|-------|
| Reading | +7.4 |
| Writing | +7.2 |
| Maths | +6.9 |

Strategy aims for disadvantaged pupils

| Measure | Score |
|----------------------------------|---|
| Meeting expected standard at KS2 | 75% |
| Achieving high standard at KS2 | 8% |
| Measure | Activity |
| Priority 1 | The percentage of pupils eligible for pupil premium reaching expected standard and making expected or better progress in KS1 and KS2 in reading, writing and maths will increase in all year groups, with a particular focus identified for Years 4, 5 and 6. |
| Priority 2 | To ensure that PP children in Y1&2 are well-equipped to pass the Phonics Screening Check and KS1 SATs. |

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| Barriers to learning these priorities address | <ul style="list-style-type: none"> Year 3 has a significant gap in attainment between PP and non-PP children in reading and maths. There is an overarching low attainment in Year 4, 5 and 6 in reading, writing and maths. This is particularly evident in writing. Although the attainment gaps between PP and non-PP children are not significant, the whole class attainment is low with high proportions of PP children in these cohorts. Y4: 67%, Y5: 60%, Y6: 82%. There needs to be an increase focus on more children attaining Greater Depth by the end of KS2. A barrier has been that historical evidence indicates a lack of ambition and high expectations for some children to reach the highest standards across Key Stage 2. |
| Projected spending | £19,800 |

Teaching priorities for current academic year

| Aim | Target | Target date |
|-------------------------|---|-------------|
| Progress in Reading | Continue to achieve above average progress for PP children from KS1-KS2. | July 2020 |
| Progress in Writing | Continue to achieve above average progress for PP children from KS1-KS2. | July 2020 |
| Progress in Mathematics | Continue to achieve above average progress for PP children from KS1-KS2. | July 2020 |
| Phonics | To secure an increase in 2020 compared to 2019's Y1 data of 67% PP children passed the Phonics Screening Check. | June 2020 |
| KS1 Attainment | To ensure that 70% of PP children achieve ARE in R/W/M at KS1. | June 2020 |
| GLD Attainment | To ensure that 60% of PP children achieve GLD. | June 2020 |

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

| Measure | Activity |
|---|---|
| To ensure that all staff have the appropriate training for teaching Reading into Writing, Maths Mastery and quality Shared Reading sessions . | Ensure that all staff receive the appropriate CPD to enable them to teach quality reading, writing and maths sessions. Continue this support through the involvement of mentoring staff. |
| Make learning resources readily available to aid the teaching and learning of Reading, Writing and Maths. | Purchase Mathletics, Purple Mash and TTRockstars to support learning at home and within class. Ensure that Maths for Mastery books, Digging Deeper for Greater Depth and other teaching resources are readily available for staff. |
| Barriers to learning these priorities address | Quality First Teaching for all Staff Training Mastery Approach Engagement Resources to support learning |
| Projected Spending | £20,600 |

Wider strategies for current academic year

| Measure | Activity |
|------------|---|
| Priority 1 | Embedding a Magic Breakfast club, with a focus on targeting PP children and children who struggle with attendance and persistent lateness. To improve attendance and readiness to learn for the most disadvantaged pupils. |
| Priority 2 | To implement strategies to support emotional wellbeing in children, including those that are most vulnerable: <ul style="list-style-type: none"> • Staff trained in ELSA • Next Steps • Mental Health First Aid • Mini-Me Yoga • Mindfulness • Attachment Friendly School • Full Time Pastoral Manager To develop resilience and raise aspirations for all children, with a particular focus on the disadvantaged children and to ensure that all children take part in a wide variety of enrichment opportunities: |

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| | <ul style="list-style-type: none"> • Breakfast Club • Fun Club • Daily extra-curricular activities • Forest Schools • Mersey Forest Allotment Clubs, including Lunchtime • Careers and Aspirations Lead for the local cluster to raise awareness of careers • Visitors • Subsidise residential trips from Y1-Y6 • Pay for all Y5 children to learn to play a musical instrument • Half termly trips • Passion for Learning • Uniform, shoes and PE kits |
| Barriers to learning these priorities address | <ul style="list-style-type: none"> - Attendance - Lateness - Resilience - Emotional Wellbeing - Aspirations - Support from Home - Living in Poverty - Access to resources - Life Experiences - Readiness to Learn - Hunger - Opportunities - Parental Engagement |
| Projected Spending | £52,000 |

Monitoring and Implementation

| Area | Challenge | Mitigating action |
|------------------|---|---|
| Teaching | To ensure that all teaching is consistently good. | Quality CPD and support for staff. |
| Targeted support | Focussed pre-teaching sessions and a culture of 'keep up catch up' is embedded. | Ensure that staff are trained to identify gaps in learning and know the appropriate resources to use to support progress. |
| Wider strategies | Engaging the families facing the most challenges. | <ul style="list-style-type: none"> • Pastoral Manager to engage families and offer relevant support in order to work together: • TAF Lead |

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| | | <ul style="list-style-type: none"> • Liaise with other services such as School Health • Attendance of all core groups (100% record) • Offer support with parenting • Run 1,2,3 Magic • Foodbank Voucher provider • Next Step Cards • Mentally Health School • Attachment Friendly Schooling • Advanced TAF training • Multi-agency training • New Ways of Working Ambassador • Careers and Aspirations Lead • Emotionally Based Non-School Attendance • SCIE Networking • Family Learning courses • Daily conversations with parents. |
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Review: last year's aims and outcomes

| Aim | Outcome |
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| To raise the attainment of PP children at the end of KS2 in R/W/M. | The attainment of PP children will continue to be above the national average for the end of KS2. |
| To ensure that all children make at least good progress from KS1-KS2. | The progression of all children will be above national average for R/W/M. |
| To ensure that the % of children passing the Phonics Screening Check is closer to national than previous years. | The Y1 2019 cohort was only 10 children. With each child at a high percentage, 70%. |