

Pupil Premium strategy 2017 – 2018

Academic Year	2017-2018	Total PP budget	£88,500
Total number of pupils	229	Number of pupils eligible for PP	63
Lead member of staff	Louise Chappell		
		Deprivation Index	0.39 (national 0.21)

1. 2016-17 Outcomes attainment (end of last academic year)					
% of PP children achieving in Y2 (25/45 pupils-55%)		Pupils eligible for PP	2015-16 Comparison	Other Pupils at GLIA	Gap between other Pupils nationally
	Maths	76% at ARE 24% Greater depth	+32% ARE +18% GD	85% at ARE 40% GD	All-75
	Reading	72 % ARE 32 % Greater depth	+25% ARE + 16% GD	75% at ARE 38% GD	All-76
	Writing	68% ARE 16% Greater depth	+24% ARE +10% GD	75% at ARE 25% GD	All-68
	Y1 Phonics	73%	-13%	73%	All-81
	Y2 Phonics cumulative	96%	+15%	95%	All -92

2. Barriers to future attainment for pupils entitled to PPG	
Context	Y2 (40 % PPP) 27% of PPP are also SEN Y1 (41% PPP) 26% of PPP are also SEN F2 (39% of PPP) 12.5 % of PP are also SEN F1 EYPP
In-school barriers	
A. Poor oral language skills	Speech and language support - the majority of pupils enter FS1 below ARE and have done consistently over time. 10-20% enter GLIA at ARE in F1 Target-to improve communication and language, through liaison with SALT and in school provision so that the majority of pupils (80%) leave FS2 at expected levels

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<p>B. Behaviours for Learning</p>	<p>As identified in the last inspection, pupils often lack positive learning behaviours such as resilience, motivation, independence. Target: To improve pupils' learning behaviours to have a significant impact on pupils' attainment across the academy</p>
<p>C. Rising attainment levels</p>	<p>Pupils enter school at levels below and significantly below ARE. Improved Quality First Teaching and targeted intervention – teaching across the academy has improved to ensure increased attainment for all children. Staff now to have more awareness of disadvantaged pupils and have strategies in place to support their needs. Targets: C1 improve the % of pupils leaving F1 at ARE C2 Improve % of pupils achieving GLD to be in line with national C3 Improve % of pupils achieving Y1 phonics screening pass to be in line with national C4 Improve % of pupils achieving Y2 phonics cumulative screening pass to be in line with national C5 To maintain the % of pupils achieving NS to be at least in line with national C6 To maintain the % of pupils achieving GD to be at least in line with national</p>
<p>External barriers</p>	
<p>D. Low attendance rates – including persistent absentee</p>	<p>Attendance rates are below and PA rates are still above national but are improving rapidly Target: To improve attendance levels to be in line with national To decrease the number of PA pupils to be in line with national To narrow the gap between PP and other pupils End of Autumn term-Attendance 95.4% and gaps minimal between vulnerable groups-notably PP(95.3%) and other pupils(95.5%)-N.B 37.5 % of PAs are PP</p>
<p>E. Pupils involved with children and social care services</p>	<p>Many pupils live in vulnerable circumstances that impact on attendance, attitudes to learning and attendance 79% of children entitled to PP have had support from the pastoral team in school 59% of children entitled to PP have had involvement with services Target: To support vulnerable pupils across the academy to improve attendance, engagement and attainment</p>

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<p>F. Pupils on the medical register including serious illness and ongoing medical conditions</p>	<p>A significant proportion of pupils have medical conditions which may affect attendance and therefore progress and attainment PP pupils on the medical register (46%) Target: To support pupils with medical conditions across the academy to improve attendance, engagement and attainment</p>
<p>G. Inconsistent support from parents/carers</p>	<p>Due to the vulnerable circumstances families are in pupils often lack the necessary support and this can lead to poor attendance and attainment Target: To identify pupils lacking support and ensure they have personalised support from both the pastoral team and targeted academic support</p>

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3. Outcomes																																																																																														
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1. Quality of teaching for all																																																																																														
To improve outcomes for all pupils (C)	<p>YEAR 2</p> <p>To at least maintain the % of children attaining NS and GD at KS1 in reading, writing and maths to be in line with national expectations</p> <p>Ensure all pupils make at least expected progress from EYFS</p>	<p>Additional fulltime support from HLTA and TA 2</p> <p>HLTA Cost to the academy this year 26.25hrs = £16,973.</p> <p>TA 2 from February half term 26.25hrs cost to the academy = £6,636</p> <p>Total £23,609</p>	All pupils	Y2 teachers KS1 leader Principal	<p>Weekly RAG meetings</p> <p>Data checks</p> <p>Book scrutiny</p> <p>Drop ins/lesson observations</p> <p>SLT</p>	<p>21/53 PP children- each PP child is worth 4.8% RAG 1 or 2.1 PP against national standard</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">Read</th> <th colspan="2">Write</th> <th colspan="2">Maths</th> </tr> <tr> <th></th> <th>PP</th> <th>other</th> <th>PP</th> <th>other</th> <th>PP</th> <th>other</th> </tr> </thead> <tbody> <tr> <td>Sept</td> <td>33</td> <td>41</td> <td>38</td> <td>31</td> <td>38</td> <td>38</td> </tr> <tr> <td>Dec</td> <td>67</td> <td>63</td> <td>71</td> <td>53</td> <td>76</td> <td>53</td> </tr> </tbody> </table> <p>Scaled score DEC 2017 (2016 SAT)</p> <table border="1"> <thead> <tr> <th colspan="2">Reading +90</th> <th colspan="2">Reading +100</th> <th colspan="2">Maths +90</th> <th colspan="2">Maths +100</th> </tr> <tr> <th>ALL</th> <th>PP</th> <th>ALL</th> <th>PP</th> <th>ALL</th> <th>PP</th> <th>ALL</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>67%</td> <td>71%</td> <td>41%</td> <td>33%</td> <td>65%</td> <td>62%</td> <td>19%</td> <td>14%</td> </tr> </tbody> </table> <p>Predictions NS</p> <table border="1"> <thead> <tr> <th colspan="2">Reading</th> <th colspan="2">Maths</th> <th colspan="2">Writing</th> </tr> <tr> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>68%</td> <td>71%</td> <td>70%</td> <td>76%</td> <td>68%</td> <td>71%</td> </tr> </tbody> </table> <p>Predictions GD</p> <table border="1"> <thead> <tr> <th colspan="2">Reading</th> <th colspan="2">Maths</th> <th colspan="2">Writing</th> </tr> <tr> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>26%</td> <td>29%</td> <td>17%</td> <td>14%</td> <td>13%</td> <td>19%</td> </tr> </tbody> </table>		Read		Write		Maths			PP	other	PP	other	PP	other	Sept	33	41	38	31	38	38	Dec	67	63	71	53	76	53	Reading +90		Reading +100		Maths +90		Maths +100		ALL	PP	ALL	PP	ALL	PP	ALL	PP	67%	71%	41%	33%	65%	62%	19%	14%	Reading		Maths		Writing		All	PP	All	PP	All	PP	68%	71%	70%	76%	68%	71%	Reading		Maths		Writing		All	PP	All	PP	All	PP	26%	29%	17%	14%	13%	19%
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<p>To improve outcomes for all pupils C</p>	<p>Maintain % pupils achieving phonics screening pass by the end of Y2 to be at least in line with national</p> <p>YEAR 1</p> <p>Increase % pupils achieving phonics screening pass by the end of Y1 to be at least in line with national</p>	<p>1:1 support for Targeted pupils (RWInc) who did not pass phonics screening HLTA 5x 40 minutes daily- cost £15.29 p/hr cost to the academy = £10.24 per 40 mins session HLTA 1x 40 minutes weekly x 39 wks = £399</p> <p>1:1 support for Targeted pupils (RWInc) who are borderline</p>	<p>Targetted support for pupils at risk of not passing phonics screening</p>	<p>Y2 teachers Reading leader Principal</p> <p>Y1 teachers Reading leader Principal</p>	<p>Weekly RAG meetings</p> <p>Data checks</p> <p>Drop ins/lesson observations</p> <p>SLT</p>	<p>Phonics Screening(Y2 retakes-15 ch)</p> <table border="1" data-bbox="1525 229 2136 363"> <tr> <td colspan="2">32+ September</td> <td colspan="2">20+ September</td> <td colspan="2">32+ December</td> <td colspan="2">20+ December</td> </tr> <tr> <td>ALL</td><td>PP</td> <td>ALL</td><td>PP</td> <td>ALL</td><td>PP</td> <td>ALL</td><td>PP</td> </tr> <tr> <td>0</td><td>0</td> <td>47%</td><td>40%</td> <td>33%</td><td>40%</td> <td>60%</td><td>0</td> </tr> </table> <p>Phonics Screening(Y1)</p> <table border="1" data-bbox="1525 464 2136 598"> <tr> <td colspan="2">32+ September</td> <td colspan="2">20+ September</td> <td colspan="2">32+ December</td> <td colspan="2">20+ December</td> </tr> <tr> <td>ALL</td><td>PP</td> <td>ALL</td><td>PP</td> <td>ALL</td><td>PP</td> <td>ALL</td><td>PP</td> </tr> <tr> <td>7%</td><td>12.5%</td> <td>41%</td><td>31%</td> <td>36%</td><td>31%</td> <td>75%</td><td>63%</td> </tr> </table> <p>Each PP child equals 6%</p> <p>Predictions: Y2 culmulative-90% PP 92% Y1-86% PP 81%</p>	32+ September		20+ September		32+ December		20+ December		ALL	PP	ALL	PP	ALL	PP	ALL	PP	0	0	47%	40%	33%	40%	60%	0	32+ September		20+ September		32+ December		20+ December		ALL	PP	ALL	PP	ALL	PP	ALL	PP	7%	12.5%	41%	31%	36%	31%	75%	63%
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		<p>to pass phonics screening TA 2 5x 20 minutes daily-cost</p> <p>£12.193 p/hr cost to the academy = £4.14 per 20 mins session x 5 = £20.70</p>																
To improve outcomes for all pupils C	F2 Improve % of PP children attaining ARE in F2 (GLD)	<p>Additional support TA1</p> <p>Cost £9256 - 22.5hrs per week support</p>	All Pupils	F2 teachers NNEB/TA2s FS leader Principal	Half termly progress meetings	<p>F2 ARE: Based on Lowest % across All areas</p> <table border="1"> <thead> <tr> <th colspan="2">SEPT</th> <th colspan="2">DEC</th> </tr> <tr> <th>ALL</th> <th>PP</th> <th>ALL</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>45%</td> <td>50%</td> <td>69%</td> <td>60%</td> </tr> </tbody> </table> <p>N.B-21/49 pupils Each child worth 4.8% Predictions All:69% PP:71%</p>	SEPT		DEC		ALL	PP	ALL	PP	45%	50%	69%	60%
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To improve outcomes for all pupils C	F1 Improve % of EYPP children attaining ARE in F1	<p>Additional support TA1 TA 1 21.5hrs Point 16 x £11.753 cost to the academy for the year = £11028.12</p>	All Pupils	F1 teachers TA2s FS leader Principal	Half termly progress meetings	<p>F1 ARE: Based on Lowest % across All areas EYPP pupils</p> <table border="1"> <thead> <tr> <th colspan="2">SEPT</th> <th colspan="2">DEC</th> </tr> <tr> <th>ALL</th> <th>PP</th> <th>ALL</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>12%</td> <td>0%</td> <td>17%</td> <td>25%</td> </tr> </tbody> </table>	SEPT		DEC		ALL	PP	ALL	PP	12%	0%	17%	25%
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2. Targeted support						
What is the intended outcome?	What will we do?	How much will it cost?	How many pupil premium pupils will benefit?	Who will be responsible?	Who and how will this be checked?	What is the impact?
To improve attitudes to learning, attendance, attainment and progress of targeted pupils-(BCDEFG)	Pastoral Manager to provide support for children with emotional issues which are impacting on their attitudes to learning, confidence, and to improve attendance, progress and attainment	£21,000	Any of the PP pupils this effects(at present 79% supported at by Pastoral team)	Pastoral Manager	Principal-in supervision and data meetings	<p>This is monitored half termly to show impact:</p> <ul style="list-style-type: none"> evidenced by pupils Mental Health questionnaire: <p>My school wants me to be happy-100% agreed</p> <p>My school knows if I am unhappy-97% agreed</p> <p>My school knows how to help me with problems-100% agreed</p> <p>I can tell someone in my school if I have a problem with how I feel 100% agreed</p> <p>In my school it is okay to have days when I feel unhappy-91% agreed</p> <ul style="list-style-type: none"> individual case studies attendance data(see below) <p>The reward system has been adjusted to promote reading so all rewards are linked to reading-very successful and pupils included have improved already by 20%</p>
	Regular timetabled small group nurture provision led by Minikicks to support in an active way linked to health and wellbeing-% PP	£3675		SENCo		
	Motoron to add to this support form Spring 1-40% PP. Support from Bentley ARC for 25% pupils	£4000		Inclusion Lead		
	Lego therapy 50%PP	5 times per week with HLTA for 30 minute sessions £298				
	Reward schemes to encourage attendance and positive learning behaviours	£400				

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Improve attendance and reduce the persistent absence of disadvantaged children (DEFG)	<p>Improve attendance and punctuality for pupils through rewards, same day calls, home visits, EWO</p> <p>Improve the partnership with parents and provide additional pastoral support for pupils. Narrow the attendance gap between PP and other pupils</p> <p>Funding of a breakfast club at no cost to parents (charity funded to some extent), open to everyone with a targeted approach to ensure children entitled to PP attend.</p>	£16,000	All PP children	<p>Pastoral Manager Office admin staff</p> <p>Principal</p>	Principal	<p>A range of incentives and rewards have been used and attendance has improved. The gap between PP and other pupils has narrowed. Individual pupils are tracked closely and they are discussed weekly at RAG/progress meetings.</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">Dec 16</th> <th colspan="2">Dec 17</th> <th colspan="2">Difference</th> </tr> <tr> <th></th> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>94.3</td> <td>92.7</td> <td>95.4</td> <td>95.3</td> <td>+1.1</td> <td>+3.4</td> </tr> <tr> <td>PAs</td> <td>11</td> <td>9</td> <td>9</td> <td>6</td> <td>-2</td> <td>-3</td> </tr> </tbody> </table> <p>N.B Pas have fallen from 22.7% to 10.7% Dec 2016-17</p> <p>Access for all children plus a bagel run daily for those children not attending-68% of PP uptake</p>		Dec 16		Dec 17		Difference			All	PP	All	PP	All	PP	Attendance	94.3	92.7	95.4	95.3	+1.1	+3.4	PAs	11	9	9	6	-2	-3
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Speech and language support (A)	Support PP pupils who have a speech, language or communication delay (EALIP/Black Sheep/Time to Talk) Elkan trained staff	£1,120	All PP children needing support (4x 30 minutes weekly) 60%PP	Inclusion lead	Principal FS/KS1 lead	excellent progress-continue intervention with 50% Y1 and introduce with targeted F2 pupils																												
To provide support programmes for SEN/ PP children (C)	RWInc 1:1 support in KS1/FS2 -35% PP	£2,800	All SEN/ PP children	SENCO Inclusion support	Principal FS/KS1 lead	All staff have had training on 1:1 RWInc training – impact: now 90% Y2 predicted phonics pass 86% Y1(see phonics data above)																												

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3. Other approaches						
What is the intended outcome?	What will we do?	How much will it cost?	How many pupil premium pupils will benefit?	Who will be responsible?	Who and how will this be checked?	What was the impact?
Raise awareness of PP pupils so staff are aware of them and their needs within the class both as individuals and as a group	Principal to share information and data during staff and RAG meetings	Directed time	ALL	Principal	Key stage leaders during RAG and progress meetings- challenge and evidence of impact	Staff now aware of PP children as a group as well as individuals. Prior attainment at EYFS is monitored to target progress
Ensure children have wider curricular opportunities to broaden experiences	To ensure children broaden life experiences which supports understanding of the wider curriculum Subsidise educational visits to: Yorkshire Wildlife Park Forest schools Cast Young voices	£5000	Every child entitled to PP -	Finance manager Principal	Finance EAB Principal	All school visits are subsidised and this has improved pupils enjoyment and engagement
Ensure children have access to extra-curricular activities	Provide opportunities for children to participate in extra-curricular activities and clubs Plus: Cre8tiv workshops DARTs Poet in school Artist in school Minikicks Animals in school	£6500	175	HOA VP SLT		A wide range of clubs are provided by the academy now PP attendance to the clubs has been tracked effectively and we ensure all pupils are targeted to attend at least one club per school year

