

# Pupil premium strategy statement (primary)

**PLEASE NOTE: this plan is to be further amended February 2019.**

1. Summary information					
<b>School</b>	Grindon Hall Christian School				
<b>Academic Year</b>	2018-2019	<b>Total PP budget</b>	£ 76 780	<b>Date of most recent PP Review</b>	-
<b>Total number of pupils</b>	320	<b>Number of pupils eligible for PP</b>	53 (65 – increase due to student mobility)	<b>Date for next review of this strategy</b>	11-02-2019

2. Current attainment KS1		
All Pupils 51	<i>Pupils eligible for PP (9)</i>	<i>Pupils not eligible for PP (48)</i>
<b>% achieving in reading, writing and maths</b>	0%	7%
<b>% achieving in reading</b>	33%	45%
<b>% achieving in writing</b>	0%	7%
<b>% achieving in maths</b>	44%	50%
<b>% making progress in reading</b>	-54%	-45%
<b>% making progress in writing</b>	-82%	-80%
<b>% making progress in maths</b>	-47%	-42%

Current attainment KS2		
All Pupils 45	<i>Pupils eligible for PP (10)</i>	<i>Pupils not eligible for PP (35)</i>
<b>% achieving in reading, writing and maths</b>	50%	57%
<b>% achieving in reading</b>	50%	89%
<b>% achieving in writing</b>	40%	69%
<b>% achieving in maths</b>	50%	74%
<b>% making progress in reading</b>	-8%	11%

% making progress in writing	-22%	-12%
% making progress in maths	-8%	-3%

### 1. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	The quality of teaching remains a key focus for the school as in a number of areas it remains variable which impacts on outcomes for pupils.
B.	Under achievement in Mathematics.
C.	Under achievement in English
D.	Oral language skills on entry into EYFS are lower, especially for pupils eligible for PP. This slows reading and writing progress in subsequent years
E.	Behaviour and emotional issues for a small group of pupils eligible for PP are having detrimental effect on their academic progress and that of their peers.

#### External barriers *(issues which also require action outside school, such as low attendance rates)*

F.	Social issues for families including finance and family literacy. Aspirations at home for some pupils are low and therefore there is a lack of family engagement. Practice of key skills at home is not consistently reinforced and supported by all parents, increasing the gap between different groups of pupils, including those eligible for PP. This slows reading, writing and maths progress.
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### 2. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	A curriculum which is broad, relevant and enriched, that develops age appropriate core knowledge and skills, which all pupils can apply in a variety of contexts.	<ul style="list-style-type: none"> <li>Increased % of children receiving PP achieve the expected standard of attainment in Reading, Writing and Mathematics at end of KS1 and KS2.</li> <li>The gap between PP pupils and Non PP pupils is closing, evident in curriculum assessments in all year groups.</li> <li>Higher % of pupils in receipt of PP to attain higher standard in Reading, Writing and Mathematics at the end of KS2.</li> <li>All PP pupils access quality and inspiring learning experiences both within the classroom and beyond.</li> </ul>

		<ul style="list-style-type: none"> <li>• Improve the % of PP pupils access after school learning opportunities, including visits and clubs.</li> </ul>
<b>B.</b>	Rapid rates of progress and increased number of pupils meeting ARE across KS2 for underperforming pupils in Mathematics.	<ul style="list-style-type: none"> <li>• Assessment for learning criteria for each year group demonstrates that PP pupils are becoming more fluent in mathematics with increased application of reasoning.</li> <li>• Termly PUMA maths tests in all cohorts in KS2 evidences that all targeted PP pupils attain the standardised score of at least 100.</li> <li>• Pupil Progress meetings and data clearly evidence impact of targeted mathematics interventions.</li> <li>• Maths lead engaged with maths hub mastery project with Great North Maths Hub.</li> </ul>
<b>C.</b>	Rapid rates of progress and increased number of pupils meeting across the whole school for underperforming pupils in all areas of Literacy.	<ul style="list-style-type: none"> <li>• Assessment for learning criteria for each age group demonstrates that PP pupils are becoming more fluent in Reading and increased application of grammatical skills in writing across all subjects.</li> <li>• NGRT/PIRA termly reading tests in all cohorts in KS2 evidences that all targeted PP pupils attain age related expectations.</li> <li>• Pupil Progress meetings and half termly data clearly evidence impact of targeted reading and writing interventions.</li> <li>• EYFS focus on language and phonics RWI evident in assessments of progress</li> <li>•</li> </ul>
<b>D.</b>	Improved oral language skills so that language and vocabulary acquisition is improved within EYFS and that PP pupils are ready for Year 1 curriculum.	<ul style="list-style-type: none"> <li>• % of PP pupils achieving GLD is at least in line with National Average.</li> <li>• % of PP pupils achieving the expected standard in Communication and Language, Listening and Attention, Understanding and Speaking is in line with non PP ensuring the gap between non Pp is closing.</li> <li>• Pupils are able to access reading more readily improving reading comprehension skills in Years 1 and 2.</li> </ul>

<p><b>E.</b></p>	<p>Number of behaviour incidents reduced during lesson time, and at playtime/ lunchtime – reducing the number of lost break/lunchtimes and exclusions.</p>	<ul style="list-style-type: none"> <li>• Good pupil attitudes demonstrated across school during all observations. Learning to learn behaviours/improved levels of independence exhibited in all pupils.</li> <li>• Improved environment during indoor sessions and break times. Less incidents recorded on Behaviour Watch</li> <li>• Nurture provision in place for vulnerable pupils with emotional/behavioural issues who need to close the gap in attainment</li> <li>• Breakfast Club Free</li> </ul>
<p><b>F.</b></p>	<p>PP families who require support and advice are engaged and support their child's learning with interest in their child's ambitions.</p>	<ul style="list-style-type: none"> <li>• Provide and introduce family learning activities and target PP families.</li> <li>• Parents are encouraged and given skills to support home learning.</li> </ul>

### 3. Planned expenditure

#### Academic year

The three 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 of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>A</b> A curriculum which is broad, relevant and enriched, that develops age appropriate core knowledge and skills, which all pupils can apply in a variety of contexts.</p>	<p>Enabling learning environments and hooks for learning are planned for using Cornerstones Curriculum.</p> <p>Enhancement fo reading provision through Love to Read scheme and Power Reading, Talk for Writing Training</p>	<p>In addition to learning inside the classroom, children learn a great deal through exposure to external learning experiences. It is important that all children have equal access to these opportunities. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/</a></p> <p>Research highlights that children from disadvantaged homes can have limited access to hands on experiences, which limits knowledge of personal experiences to draw upon. Our intention is to ensure this is not the case and our disadvantaged pupils are able to access high quality provision within school and beyond.</p>	<p>Monitor and evaluate termly pupil outcomes via pupil progress meetings to ensure gap is closing.</p> <p>Regular monitoring activities e.g. Book scrutiny, learning walks, planning scrutiny etc. Pupil questionnaires/Pupil voice</p> <p>Monitoring by Leads to assess % of pupils access High quality Reading Assessments (NGRT/PIRA)</p>	HT/PP Champion	Summer 2019
<p><b>B</b> Improved progress and pupils meeting ARE across school for underperforming</p>	<p>CPD to improve the quality of written and verbal feedback given by all adults so that it enables pupils to improve their work</p>	<p>EEF evidences that quality feedback has high impact for very low cost.</p>	<p>Planning highlights specific activities to raise attainment for PP pupils, these are monitored through appraisal and pupil progress meetings.</p>	HT PP Champion English Lead	Spring 2019

<p>pupils in Mathematics.</p>	<p>and make the best possible progress</p> <p>TA training lead by LA and HT on development of diagnostic assessment and intervention in KS1 and KS2 and effective questioning to improve reasoning and explanation.</p> <p>Use of White Rose Maths Hub and NCETM materials to support use of reasoning</p> <p>Use of Times Tables Rock Stars</p> <p>Interventions and small group work for identified PP pupils within Mathematics</p> <p>PP pupils access to home learning resources improved (Times Tables Rock Stars, Lexia) Interventions and small group work for identified PP pupils</p>	<p>Children Together 'Every Child Counts' Well established programme with proven results.</p> <p>Government funded hubs have allowed schools to develop their expertise in providing materials which have been trialled and proven.</p> <p>Proven progress of arithmetic and speed in other schools. Motivation of pupils evident through analysis of access out of school by schools who use it.</p> <p>EEF toolkit evidences impact (+5 months) of small group/1:1 tuition</p> <p>Research highlights that children from disadvantaged homes have limited access to books but most have access to the internet.</p>	<p>Book scrutiny by HT and primary SLT to evaluate quality feedback</p> <p>Other monitoring activities e.g. observations, pupil voice</p> <p>Monitoring of Maths lead including access.</p> <ul style="list-style-type: none"> <li>• Pupil Questionnaire</li> <li>• Assessments</li> </ul> <p>Analysis of end of each half term data drop</p> <ul style="list-style-type: none"> <li>• Monitor Planning Pupil Progress Meetings</li> </ul>		<p>Ongoing</p>
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	within Reading and Writing.				
<p><b>C</b> Increased rates of progress and pupils meeting ARE across the school for underperforming pupils in English.</p>	<p>CPD to improve the quality of written and verbal feedback given by all adults so that it enables pupils to recognise what they have done well and what they need to do to improve their work and make progress.</p> <p>Enhancement of reading and writing provision through Power of Reading programme (Seven Stories)</p> <p>Whole Class Reading to be embedded across the school (Love to Read KS2)</p> <p>PP pupils access to home learning resources improved (Lexia)</p> <p>Interventions and small group work for identified PP pupils within Reading and Writing.</p> <p>Small group phonics teaching/booster</p>	<p>EEF evidences that quality feedback has high impact for very low cost.</p> <p>Evidence shows that the programme improves engagement and attainment in Reading and Writing</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</a></p> <p>Research shows that on average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above). Successful reading comprehension approaches carefully select activities for pupils according to their reading capabilities, and ensure that texts provide an effective, but not overwhelming, challenge.</p> <p>Research into whole class reading approach suggests that this will enhance acquisition of language and vocabulary, this will aid reading for meaning/ comprehension.</p>	<p>Analysis of termly Teacher Assessment Planning shows evidence of specific activities to raise attainment for PP pupils, these are monitored through appraisal and pupil progress meetings. Book scrutinies by SLT to evaluate quality feedback</p> <p>Other monitoring activities e.g. lesson observations, pupil voice</p> <p>Analysis of end of each half term data drop</p> <ul style="list-style-type: none"> <li>• Monitor Planning</li> <li>• Pupil Progress Meetings</li> </ul>	<p>HT</p> <p>PP Champion Maths Lead</p>	<p>April 2019</p> <p>Throughout each term</p> <p>Throughout each term</p>

		<p>Research highlights that children from disadvantaged homes have limited access to books but most have access to the internet.</p> <p>EEF toolkit evidences impact (+5 months) of small group/1:1 tuition</p> <p>Increased number of pupils passing phonics screening.</p>			
<p><b>D</b> Oral language skills on entry into EYFS are lower, especially for pupils eligible for PP. This slows reading and writing progress in subsequent years</p>	<p>Early identification of need</p> <p>Early implementation of intervention across the school</p> <p>Embed tracking for ARE across school and reading ages shared with parents with advice as to what they can do at home.</p> <p>More resources to enhance learning areas to ensure language rich environment to support the development of prime and specific area of learning: role play,</p>	<p>Early identification will allow for professional services to be deployed and reduce negative impact.</p> <p><a href="http://onlinelibrary.wiley.com/doi/10.1002/bin.1418/abstract">http://onlinelibrary.wiley.com/doi/10.1002/bin.1418/abstract</a></p> <p>Research shows that Precision Teaching demonstrates an impact on reading fluency. In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</a></p> <p>Research shows the importance of Communication and Language acquisition on the development of</p>	<ul style="list-style-type: none"> <li>• SEN reviews planned termly with all staff</li> <li>• School monitoring calendar with regular planning and book scrutiny and book scrutiny</li> <li>• Monitoring of Home/School communication</li> <li>• Stay and Play events well attended</li> <li>• SEND register highlights specific needs including communication needs.</li> <li>• Parental questionnaires</li> <li>• Lesson observations</li> <li>• % achieving GLD</li> </ul>	<p>HT EYFS staff SENDCo</p>	<p>Termly</p>

	<p>small world, outside play</p> <p>Increase the selection of phonics based reading books for EYFS</p>	<p>Reading and Writing later in school education. For this reason it is important to ensure that PP children access high quality provision from an early age.</p> <p>EEF Early years toolkit highlights this can be in excess of 6 months.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence.../teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/evidence.../teaching-learning-toolkit</a></p> <p>In the EEF Attainment Gap 2017 report, it states that professional support and training for early years workers is key. Areas with potential include communication and language approaches; self-regulation strategies; and parental involvement</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</a></p>			
<p><b>E</b> Behaviour and emotional issues for a small group of pupils eligible for PP are having detrimental effect on their academic progress and that of their peers.</p>	<p>SENDCO and Pastoral team responsibility for behaviour, mental health and emotional well-being, including SEND</p> <p>Further assessment of pupils needs from emotional attachment team, Ed psych, counselling service to identify barriers and</p>	<p>This approach is in line with research that demonstrates that Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself, which produces +4 months of progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a></p> <p>The EEF Toolkit suggests that targeted interventions matched to</p>	<p>Regular SEN reviews</p> <p>Termly evaluation of provision</p> <p>Recommendations from staff and parents re who is high priority for support</p> <p>Termly designated SLT time to evaluate provision</p>	<p>HT SENDCO Pastoral Team Class Teachers</p>	<p>Termly</p>

	ways to overcome these  New Pupil Progress meetings in place reviewed termly to increase T+L to 85% good or better consistently  Initiate small focused nurture group	specific students with particular needs or behavioural issues can be effective, especially for older pupils. <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a> - In line with the research, providing pupils with access to a full range of educational experiences can decrease outcome gaps.			
<b>Total budgeted cost</b>					£29,203
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>D</b> PP families who require support and advice are engaged and support their child's learning with interest in their child's ambitions.	Positively engage parents of PP families through targeted school events linked to reading, writing and Maths in order to support and provide parents with a skillset to support core subjects effectively at home	<a href="http://www.education.gov.uk/publications/eOrderingDownload/DfES0645200MIG2533.rtf">http://www.education.gov.uk/publications/eOrderingDownload/DfES0645200MIG2533.rtf</a> Overall, research has shown conclusively that parental involvement does make a difference to pupils' engagement and their achievement and the evidence indicates that parental involvement benefits students, parents teachers and schools.	Increased parental participation  Evidence of improvement in progress and attainment.	HT Class Teachers	Termly

<p><b>B,C</b> Ensure all PP pupils are making expected or better progress and to increase numbers meeting ARE. Targeted English support</p>	<p>1:1 Teacher support Breakfast club provision to improve attendance and reduce lateness.</p>	<p>Class teachers/TAs are the professionals that know the children best and understand the steps needed in order to make progress. This is equally important for all children: those who are not yet at ARE and those who are exceeding. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</a></p> <p>Evidence for the EEF found positive impact in the provision of breakfast for primary-age pupils and it is felt that given the context and background of disadvantaged pupils: <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast#closeNav">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast#closeNav</a></p>	<p>HT and Primary SLT will ensure that there is time planned in each week for teachers/TAs to work 1:1 with PP children in order to focus on particular English targets. Teachers plan these sessions based on needs through the plan-teach-assess cycle.</p>	<p>HT/ Primary SLT/Class Teachers</p>	<p>At each half termly pupil progress meeting.</p>
<b>Total budgeted cost</b>					£23,232
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To access opportunities related to the curriculum	Educational and Residential visits	In addition to learning inside the classroom, children learn a great deal through exposure to external learning experiences. It is important that all children have equal access to these opportunities. <a href="https://educationendowmentfoundation.org.uk/evidence-">https://educationendowmentfoundati</a>	PP children are able to access the same curriculum opportunities as their peers.	HT Class teachers	Summer 2018 During the planning of educational visits and at the end of each academic year.

		<a href="#">summaries/teaching-learning-toolkit/outdoor-adventure-learning/</a>			
A, B, C, D	Pupil Premium Champion to drive forward all initiatives and evaluate impact	We believe having a skilled leader to drive improvements is beneficial to the delivery of this strategy. It will support the	Appraisal Process Outcomes monitored by SLT	HT/Principal PP Champion	April 2019 July 2019
A, B, C, D	To help fund additional hours of teacher assistant support across all year groups	EEF highlights that deployment of TAs is high cost for low impact however we highly skilled TAs allow us to maximise the quality of teaching through the effective deployment and development of teaching assistants. (including for small group intervention as shown to have impact EEF)  Research shows that Precision Teaching demonstrates an impact on reading fluency. In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</a>	Implement TAs Support and Team Meetings Implement a version of TAs Appraisal in readiness for formal appraisal in future.  Lesson/Intervention/1:1 observations	HT	Ongoing
<b>Total budgeted cost</b>					10,068

4. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
5. Additional detail				
<ul style="list-style-type: none"> <li>• Improve overall attainment and achievement of PP pupils through developing Quality First Teaching and expectations – linked to appraisal of all staff.</li> <li>• To help fund the school structure seen as being most desirable for teaching and learning- smaller classes in identified year groups</li> <li>• Vulnerable pupils have access to Pastoral Support – bereavement, absence, some mindfulness, emotional need etc.</li> <li>• To help fund additional hours of teacher assistant support.</li> <li>• To offer financial support in purchase of school uniform and any other relevant resources based on need.</li> <li>• To support funding of educational visits to enhance learning.</li> <li>• To support funding of Year 6 residential at Derwent Hill</li> <li>• Rewards for attendance and behaviour to motivate pupils.</li> </ul>				£4,762.00