

PUPIL PREMIUM STRATEGY 2019-2022

Statement of Pupil Premium income:

Financial Year	Allocated funding
2012-2013	£17, 444
2013-2014	£23,172
2014-2015	£39,500
2015-2016	£44,600
2016-2017	£39,600
2017-2018	£41,800
2018-2019	£39,900
2019-2020	£39,900

What is the Pupil Premium?

The Pupil Premium is additional funding to help schools close the attainment gap between children from low-income and other 'disadvantaged families' and their peers. If a child has been eligible for free school meals (FSM) at any point over the past 6 years (Ever6) or has been continuously looked after for at least 6 months (LAC) they are considered 'disadvantaged' and the school receives an amount per head within their budget. A smaller provision is also made for children who have a parent in the armed services.

The aim of the funding is to target the attainment gap between pupils from deprived backgrounds and their more affluent peers. This gap persists through all stages of education, including entry into higher education.

Research shows that:

- The highest early achievers from deprived backgrounds are overtaken by lower achieving children from advantaged backgrounds by age seven.
- The gap widens further during secondary education and persists into higher education.
- The likelihood of a pupil eligible for Free School Meals achieving five or more GCSEs at A*-C including English and mathematics is less than one third of a non-Free School Meals pupil.
- A pupil from a non-deprived background is more than twice as likely to go on to study at university as their deprived peer.

This funding is spent strategically by the school to meet its aim of ensuring maximum progress and access to provision for all groups of children and to close any gaps.

Grimsdyke School has adopted a policy explaining our approach to spending and managing pupil premium funds. Parents were consulted in the process of developing this policy and it is available on our school website. We have a clear, strategic approach to the use of specific Pupil Premium funding and plans are integrated into wider school support and improvement

systems. These are monitored and evaluated regularly and in depth data analysis ensures that the correct support and strategies are identified to maximize progress.

Identified barriers to learning at Grimsdyke School:

Barrier to learning	Provision to address this barrier	Intended outcome
<p>The school needs to ensure that pupil premium pupils make the expected standard for their starting point and that more pupil premium students are reaching the higher standard at the end of EYFS, Key Stage 1 and Key Stage 2.</p>	<ul style="list-style-type: none"> • Specialist teacher and teaching support • Tuition and Easter School programmes for Year 6 • Curriculum enrichment opportunities at 'greater depth' e.g. able writers courses • Quality first teaching experiences, provision of challenge and feedback to students in classes 	<ul style="list-style-type: none"> • All pupil premium students attain at least the levels expected based on their prior attainment • Increasing numbers of pupil premium students attain greater depth in end of Key Stage assessments
<p>The demographics of the local area and school are changing. There is increased mobility as some families are leaving the local area due to increases in rent and changes to benefits. There are also an increasing number of pupils joining the school with English as an Additional Language; this includes an increasing number of children with little or no English and in some instances, little or no schooling and there are gaps in prior learning.</p>	<ul style="list-style-type: none"> • Specialist teacher and teaching support • Tuition and Easter School programmes for Year 6 • Pre-teaching groups for English and Maths • Phased introduction to school and support for new arrivals through our new arrivals programme 	<ul style="list-style-type: none"> • Pupil premium students have the language skills to access the academic and social aspects of school life • Pupil premium students make good progress from their academic starting points
<p>There are increasing numbers of pupil premium students who come from households where English is not spoken or used infrequently/ in an adapted form so that the only experience the students have of English as a means of communication and study is in school. Whilst this could be a strength long term as they will be bilingual adults, it is currently a barrier to their learning the primary curriculum at the same pace as their peers.</p>	<ul style="list-style-type: none"> • Specialist teacher and teaching support • Pre-teaching of vocabulary across the curriculum • Provision of enrichment activities such as Crew, school trips and visits 	<ul style="list-style-type: none"> • The attainment gap between pupil premium students with an EAL profile and their peers narrows over time • Pupil premium students with an EAL profile are able to meet the Key Performance Indicators for English in their year group
<p>Students are not always 'ready to learn' in school because of factors beyond the school. This can mean that pupils are not in a</p>	<ul style="list-style-type: none"> • Learning mentor support to individuals and groups • Therapeutic support as appropriate through art therapy, music therapy 	<ul style="list-style-type: none"> • Attendance and engagement for this group of students improves over time • Students in this group

secure place mentally/emotionally or that they demonstrate poor learning skills such as difficulties with organisation, commitment and resilience. Some students have experienced traumatic events in their prior life history which they need support to process and are having an impact on their relationships and engagement in school.	<p>etc.</p> <ul style="list-style-type: none"> • Provision of holiday and extra-curricular experiences • Development of mental health and well-being strategy for the school 	<p>are not being managed as under the sanctions of the school Behaviour Policy disproportionately</p> <ul style="list-style-type: none"> • Students in this group with complex needs are supported to access support beyond school where appropriate e.g. CAMHS, Harrow Horizons
There are a group of pupil premium students who show the aptitude and motivation to be able to extend their learning in ways that their families cannot facilitate e.g. music lessons	<ul style="list-style-type: none"> • Provision of part or whole funding for enrichment activities in school • Provision of part or whole funding for access to appropriate provision outside of school e.g. membership of sports club 	<ul style="list-style-type: none"> • Pupil premium students who are motivated to do so are able to learn a musical instrument or attend extra-curricular provision offered on site • Pupil premium students with particular talents are able to access provision within the local community

What are the outcomes for disadvantaged students at Grimsdyke School?

National data (provisional) 2018-2019

EYFS outcomes: (Taken from ASP Autumn 2019)

Curriculum area	All students	% Ever 6 students (3)	National %	%Not Ever 6 students (87)	National %
Good level of development	79%	67%	74%	79%	74%
Maths(Number)	94%	100%	82%	94%	82%
Reading	82%	87%	79%	83%	79%
Writing	79%	67%	76%	79%	76%

Key Stage One outcomes: Not currently available on ASP- provisional school data from FFT

Curriculum area	All students	%Disadvantaged students (1)	National %	%Not Disadvantaged students (89)	National %
Maths	87%	100%		87%	
Reading	84%	100%		84%	
Writing	80%	100%		80%	
Science	82%	100%		82%	

Key stage Two outcomes: Not currently available on ASP – provisional school data from FFT

Curriculum area	All Students	%Disadvantaged students (8)	National %	%Not Disadvantaged students (81)	National %
Maths	91%	75%		93%	
Reading	90%	88%		90%	
Writing	91%	88%		93%	

School Assessment Data 2018 – 2019

Year	Reading Average Point Scores			Writing Average Point Scores			Maths Average Point Scores		
	Yr	PP	Gap	Yr	PP	Gap	Yr	PP	Gap
1	33	26	7	42	28	14	53	40	13
2	33	33	0	43	46	-3	54	55	-1
3	32	30	2	42	34	8	52	43	9
4	34	34	0	44	42	2	57	54	3
5	34	35	-1	45	45	0	57	52	5
6	34	31	3	45	41	4	57	53	4

PUPIL PREMIUM SUMMARY: How was the money spent 2018-2019?

Description/ Aim	Cost	Impact
Key stage One specialist teacher input for English, Maths and Phonics (Part time support teacher)	£10,590	<ul style="list-style-type: none"> Improved maths outcomes for Y1 and Y2 Increased numbers of KS1 students met expected standards in phonics, KS1 tests and school teacher assessment
Teaching assistant support for literacy in Y3/4	£3640	<ul style="list-style-type: none"> Increased numbers of Y3/4 students achieved expected levels and continue to narrow the gaps to peer group levels of attainment in teacher assessment and summative tracking tests
Year 6 specialist teacher support for Maths and English	£11,098	<ul style="list-style-type: none"> Increased numbers of Y6 students attained scaled scores in line with their prior attainment group nationally
Writing Enrichment Day for Y3/4 students	£300	<ul style="list-style-type: none"> Y3/4 students achieved writing teacher assessments in line with their peer group and prior attainment
Learning mentor support for students with emotional barriers to learning	£5303	<ul style="list-style-type: none"> Students were able to engage with classroom learning to achieve expected levels Attendance improved for students with below expected attendance
Tuition programme for year 6 students	£661	<ul style="list-style-type: none"> Y6 students attained scaled scores in line with their prior attainment group nationally

Easter school provision for Year 6 students	£3448.40	<ul style="list-style-type: none"> Increased numbers of Y6 students achieved expected levels and are secondary ready on leaving Grimsdyke School
Extended hours provision at breakfast club or after school club	£0	<ul style="list-style-type: none"> Student engagement and attendance maintained
Holiday club provision	£549	<ul style="list-style-type: none"> Inclusion for disadvantaged students in enrichment provision
Extracurricular activities e.g. music lessons, dance, gym, drama	£386	<ul style="list-style-type: none"> Inclusion for disadvantaged students in enrichment provision Student engagement maintained
Support for school trips and residential visits	£390.29	<ul style="list-style-type: none"> Inclusion for disadvantaged students in enrichment provision Student engagement maintained
Therapeutic services for students with emotional barriers to learning – through Music SLA	£1350	<ul style="list-style-type: none"> Support for well-being of students identified as needing opportunity to process life experiences in therapeutic setting – positive feedback from parents and students
Total	£37,716.03	

What are our priorities and how do we plan to spend our pupil premium budget in 2019-2020?

Description/ Aim	Cost	Outcomes
Key stage One specialist teacher input for English, Maths and Phonics (Part time support teacher)	£12,000	<ul style="list-style-type: none"> Improved maths outcomes for Y1 and Y2 KS1 students meet expected standards
Teaching assistant support for literacy in Y3/4	£4000	<ul style="list-style-type: none"> Y3/4 students achieve expected levels and continue to have small gaps or exceed peer group levels of attainment
Year 6 specialist teacher support for Maths and English	£10,000	<ul style="list-style-type: none"> Y6 students attain scaled scores in line with their prior attainment group nationally
Learning mentor support for students with emotional barriers to learning	£4000	<ul style="list-style-type: none"> Students are able to engage with classroom learning to achieve expected levels Attendance improves for students with below expected attendance
Tuition programme for year 6 students	£1300	<ul style="list-style-type: none"> Y6 students attain scaled scores in line with their prior attainment group nationally
Easter school provision for Year 6 students	£3,000	<ul style="list-style-type: none"> Y6 students achieve expected levels and are secondary ready on leaving Grimsdyke School
Holiday club provision	£300	<ul style="list-style-type: none"> Inclusion for disadvantaged students in enrichment provision

Extracurricular activities e.g. music lessons, dance, gym, drama	£700	<ul style="list-style-type: none"> • Inclusion for disadvantaged students in enrichment provision • Student engagement maintained
Support for school trips and residential visits	£300	<ul style="list-style-type: none"> • Inclusion for disadvantaged students in enrichment provision • Student engagement maintained
Therapeutic services for students with emotional barriers to learning – through Music SLA	£1350	<ul style="list-style-type: none"> • Support for well-being of students identified as needing opportunity to process life experiences in therapeutic setting
Implementation of the school Mental Health and Well-being strategy	£3000	<ul style="list-style-type: none"> • Improved pastoral care provision translates into improved attendance and attainment outcomes for vulnerable pupils
Total	£39,950	

Please note that since the money for pupil premium support is allocated in each financial year but planned for and spent in an academic year cycle, the amounts listed do not correspond exactly. However, on balance the school spends more than the funding allocated on its planned provision and subsidises these services with funding from the main school budget.