

## Pupil Premium Review Form

### Self-evaluation Gramppound Road Primary School

#### Pupil Premium Profile 2016/7

<b>Head</b>	Miss Marie Cameron	
<b>Date:</b>	09/06/2017	

#### 1. Summary information

<b>School</b>	Gramppound Road CE Primary School	
<b>Academic Year</b>	2016 - 17	<b>Total PP budget</b>
<b>Total number of pupils</b>	127	<b>Number of pupils eligible for PP</b>
		20 (15.38%)

<b>Attendance levels</b>	95.79%	<b>Attendance level of PP pupils</b>	BOYS: 96.28%
<b>All pupils</b>	BOYS: 95.61%		GIRLS: 97.36%
	GIRLS: 96.63%		

#### 2. Current attainment (end of KS2)

	<i>Pupils eligible for PP (your school)</i> (2015-2016)	<i>Pupils not eligible for PP (national average)</i>
% achieving at or above ARE in reading, writing & maths (or equivalent)	50% (3 of 6 children)	60%
<b>Progress score in reading (or equivalent)</b>	-5.72	
<b>Progress score in writing (or equivalent)</b>	-3.25	
<b>Progress score in maths (or equivalent)</b>	-5.27	

### Coasting School

Taking into consideration of the KS2 SATS test from 2017 as the expectations were so high due to their KS1 results I feel that not enough progress will be made by pupils from KS1 to KS2. This will result in Grampond Road Primary School being placed with a coasting label for this year. Unfortunately this will be the third year running so next year we will be reviewed as a coasting school. It is important that we only received a coasting label last year due to one pupil with an EHCP with significant need. In KS1 this pupil was teacher assessed as level 1 yet at the end of KS2 was accurately assessed on p-scales. This meant a massive negative progress score. If we calculate the progress without this child then the school wouldn't have been given this label last year meaning we wouldn't have 3 consecutive years so wouldn't be coasting. This will mean for 2017 the school will receive a visit from the Regional School Commissioner who will look at our action plans, data and how we are working on accelerating progress and attainment.

### **3. Barriers to future attainment (for pupils eligible for PP)**

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

<b>A.</b>	Low aspirations Low expectations (of themselves) Lack of confidence and self-esteem.	Low expectations (of them outside school) Lack of positive role-models
<b>B.</b>	SEND and Mental Health Needs Thrive is used to support children's mental health needs.	
<b>C.</b>	Behavioural Needs Thrive is used to support children's gaps in their emotional and behavioural needs.	
<b>External barriers (issues which also require action outside school, such as low attendance rates)</b>		
<b>D.</b>	Repeated School Moves	
<b>E.</b>	Split Families and Low Income Families/JAM (Just about managing)	

## 5. Planned expenditure

Academic year

2016 - 2017

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?
Teachers have clear data (that can be used to support better than expected outcomes) and achieve better than expected outcomes through the use of this data. Class teachers take responsibility of data to inform teaching of PP children.	Pupil Progress meetings with teachers each half term.	Progress of all children in previous years cohort was not as strong as it should be been. Data tracking and use could have improved this.	Pupil Progress meeting with class teachers. Termly.	MC, HOS	Termly
Teachers have clear data (that can be used to support better than expected outcomes) and achieve better than expected outcomes through the use of this data. Class teachers take responsibility of data to inform teaching of PP children.	Working with Saints' Way MAT to implement a new tracking system data.	Progress of all children in previous years cohort was not as strong as it should be been. Data tracking and use could have improved this.	Pupil Progress meeting with class teachers. Termly.	MC, AC, HOS	Termly
The behaviour of individual children or small groups of children does not have a negative impact on the PP children within a cohort.	Support class teachers in implementing 'Thrive' behaviour and emotional wellbeing system.	Behaviour concerns reported by some class teachers during the academic year. Concerns noted from school staff (for example, during lunch times and break times).	Tracking of pupil behaviour plans and individual thrive plans. Discussion with class teachers to ensure individual thrive plans are being taught effectively.	MC, HOS	Half Termly
<b>Total budgeted cost</b>					£0

## ii. Targeted support

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?
Use of a PSA will ensure a reduced need for SLT to support and meet family needs. Pupils will be 'ready to learn' to ensure good progress.	PSA Contribution Weekly meet and greet.	Pupils who attend the school have been subject to repeated school moves, split families and are from low incomes families that have been found to need additional support.	Parent feedback and questionnaires. Parent governor feedback. Impact in school observed by all staff.	MC	Yearly
Pupils in class will be given daily intervention to ensure they are ready for subsequent learning – in this way they are following a 'mastery curriculum'.	TAs intervention – Classroom Based. Pre-teach Recap session	Pupils falling behind over time shows daily interventions have now been adequate.	Raised in staff meetings. TA's trained on how to deliver the daily interventions. Teachers have intervention time with their class TA's.	AC MC	Half termly.
Pupils who are unable to grasp learning in the daily, class-based interventions, will meet learning objectives when given weekly support.	TAs interventions – Outside class based. Pre-teach Recap session	Pupils, in Y4/5, still have gaps in their learning from previous year groups. These children need support to ensure they are ready for subsequent, more challenging learning.	Discussion with intervention TA. Raised in staff meetings. Tracking and progress logs of weekly interventions with TA reflections.	MC AC	Half Termly
PP children will understand the prerequisites of a good learner. They will set weekly targets that challenge them and push them on in their learning.	TA Cover T release time for 1:1 target setting and taught sessions on character / L2L.	Children do not show a great deal of 'grit and resilience' to learning. Children do not reflect well on the learning they have completed and do not consider how they could challenge themselves further.	AC to lead. Clear tracking of 1:1 targets – shared with class teachers. Class teachers to discuss on 1:1 basis with AC.	AC	Bimonthly.
All PP children have the same opportunities to experience a wide variety of activities, including outdoor learning, sport, clubs and visits	Track the engagement of PP children in the activity offered by the academy and ensure that there are no barriers to this e.g. cost	To ensure that PP children have the same chances in life, we need to ensure that they have a love of school and learning and that they experience a wide range of activities. This is aimed to finding activities that they can excel at, take pride in and develop a sense of achievement.	Gather data from school clubs, sports coach and class teachers. Follow up any children who are not accessing these opportunities with meetings with the families to see how the academy can help.	MC AC	On going
<b>Total budgeted cost</b>					£32320

<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>	
Pupils who are PP gain confidence and self-esteem.	Musical Lessons Stick at it drumming Flute lessons	It has been observed that some children who are PP are less confident and have a lack of self-esteem.	Tracking of who attends music lessons.	MC	Termly.	
Pupils who are unable to afford residential and trips will be supported.	Trips and Residential	Not all children pay the voluntary contribution for trips.	Monitoring who has not paid for trips and checking if they are on the PP register.	Office Staff	Ongoing.	
Children will have an emotional toolkit to support them in building confidence and understanding relationships and attachment issues.	Draw and Talk Thrive approach	Children have been measured (Thrive) to have an emotional age less than it should be for their age.	Class teachers to monitor. School lead to have conversations with teachers.	MC	Ongoing.	
Strategies to support PP children are shared and developed on a Trust level.	Appoint a PP champion/lead who will meet and work with other trust PP champions to develop best practice.	Pupil premium review during the summer term and share examples of best practice. This is a way to share that practice and improve the academies own interventions.	SLT meetings Monitoring of academy systems and data tracking.	AC MC	Ongoing	
<b>Total budgeted cost</b>						£2000

During school visit we will look at PP pupils in lessons, undertake book looks for PP pupils and talk to a small group of Year 5 and 6 PP pupils.