

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%	
Y2 Phonics cumulative	96%	+15%	95%	

2. Barriers to future attainment for pupils entitled to PPG	
In-school barriers	
<p>A. 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</p>	<p>Personalised learning and tailored Intervention – see provision maps for detail Y2 additional adults (HLTA 50% and 2 x.6 teachers) to deliver personalised targeted support within class, small group work and 1:1 work related to children’s individual needs. EP liaison and support from ASSETs team. Y1 small group work , 1:1 according to individual need for basic skills in reading, writing and mathematics F2 additional support from 0.5 TA to support 2 PP children with additional needs (one with EIA) both as advised by EP to support language acquisition and social skills</p>

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B. Poor oral language skills	Speech and language support - liaison with SALT to continue therapy at school. Use of Time to Talk, EALIP and Black Sheep speech programmes with trained HLTA
C. Behaviours for Learning	Regular timetabled nurture provision – behaviour across the academy improved but it still has an impact on the attainment of all children. Minikicks to deliver empathy groups to 30% disadvantaged pupils in Y1 and Y2. Relaunch learning behaviours with an artist in school
D. Rising attainment levels	Improved Quality First Teaching and targeted intervention – teaching across the academy has improved to ensure increased attainment for all children. Staff now have more awareness of disadvantaged pupils and have strategies in place to support their needs.
External barriers	
E. Low attendance rates – including persistent absentee	Targeted support from EWO Principal and Pastoral Manager– tracking absence, monitored daily within school, Home visits, daily contact with parents/guardians, revised reward system for attendance – attendance has increased during the year but PAs are still an issue for some PP children and a significant barrier. Access to free breakfast club-attendance Of PP pupils is 68%
F. Support PP pupils involved with children and social care services (59% of children entitled to PP have had involvement with services)	Targeted support from the Pastoral Manger and Principal
G. Support PP pupils on the medical register (46%); serious illness, ongoing medical conditions	Targeted support from the Pastoral Manger and Principal
H Inconsistent support from parents/carers	Targeted support from the Pastoral manager– Maintaining parent support is always a focus for the academy.

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3. Outcomes						
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?
1. Quality of teaching for all						
Improve outcomes for all pupils	<p>Part time deployed in KS1 classrooms x 3 days to reduce group sizes to allow for tailored support.</p> <p>Additional targeted support each-day for children working below ARE/ SEND in Y2 classes</p>	<p>1X Part time teacher for 3 days £19,500</p> <p>4x HLTA sessions £4056</p>	All PP	<p>Part time teacher/VP</p> <p>Class teacher HLTA</p>	<p>Weekly RAG meetings</p> <p>Data checks</p> <p>Book scrutiny</p> <p>SLT</p>	<p>The RAG meeting in Y1 needs to have more focus on PP children as a group as well as individuals. Prior attainment at EYFS needs monitoring to target progress</p>
Maintain % of children attaining greater depth at KS1 in reading, writing and maths	Focussed Interventions and deeper level questioning for all whatever the level to allow all children to deepen their learning	NA	All PP pupils targeted for GD		<p>Data</p> <p>Pupil progress meetings</p> <p>Monitored by Principal</p>	<p>There was a vast improvement on the % of pupils achieving GD. A higher priority is needed through the school and in RAG meetings to ensure this is maintained. Prior attainment at EYFS needs monitoring to target progress more accurately</p>

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<p>Maintain % of children attaining expected standard and or ensure expected progress for pupils at KS1 (given prior EYFS achievement) especially given the high % of SEND pupils in the cohort (30%-50% of which are PP)</p>	<p>Interventions delivered by teaching assistants / teachers</p>	<p>4 x 30 minutes reading sessions weekly at lunch £1,120</p>	<p>All PP pupils targeted for expected</p>	<p>VP/ Y2 teachers/ TAs</p>	<p>Pupil progress meetings Data checks Book scrutiny Monitored by Principal and SLT</p>	<p>Prior attainment at EYFS needs monitoring to target progress more accurately</p>
<p>Improve % of PP children attaining ARE in F1 (EYPP), F2 (GLD), and Y1 in reading, writing, maths</p>	<p>Support of VP x 1 days a week to work with Y1 teachers with focus on improving teaching and learning Support from Principal (EYFS moderator) Targeted Intervention groups Targeted SALT support for all EYPP pupils Sensory room time to support PSED</p>	<p>£8931</p>	<p>All F1 EYPP pupils All F2/ Y1 PP pupils</p>	<p>All Teachers and teaching Assistants FS lead</p>	<p>Data Pupil progress meetings Monitored by FS lead and Principal</p>	<p>The gap between disadvantaged and other pupils is very large at the end of FS so it is important that F2 staff are aware of these pupils and track them both individually and as a group The gap between PP and other pupils (as evidenced by the phonics screening) narrows considerably but again it is vital these children are known to staff and tracked closely and interventions put in place as necessary. Work needs to be done with Y1 staff re the RAG EYPP These pupils need highlighting to F1 team and as above tracked appropriately</p>

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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?
Provide support for vulnerable families in developing positive learning attitudes and emotional needs	Pastoral Manager to provide support for children with emotional issues which are impacting on their progress. Also to develop self-confidence and self-esteem in children who need to develop in these areas.	£21,000	Any of the PP pupils	Pastoral Manager	Principal	This needs monitoring half termly to show impact in terms of engagement, confidence and attitudes to learning
	Regular timetabled small group nurture provision led by Minikicks to support in an active way linked to health and wellbeing	£3675	16 PP per half term	SENCo Inclusion Lead		
Improve attendance and reduce the persistent absence of disadvantaged children	Improve attendance and punctuality for pupils through rewards, same day calls, home visits, EWO Improve the partnership with parents and provide additional pastoral support for pupils in receipt of PP.	£16,000	All PP children	Pastoral Manager Office admin staff Principal	Principal	A range of incentives have been used and attendance has improved but not at a rapid enough rate. The gap between PP and other pupils still exists but is narrowing. Individual pupils need tracking closely and they need to be discussed weekly at RAG.
Speech and language support	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)	SENCO Inclusion lead	Principal	

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To provide support programmes for SEN/ PP children	RWInc 1:1 support in KS1/FS2	£2,800	All SEN/ PP children	SENCO Inclusion support	Principal	All staff have had training on precision teaching but it is not used widely enough across the academy and the impact has not been tracked effectively.
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?
Ensure children have wider curricular opportunities to broaden experiences	To ensure children broaden life experiences which supports understanding of the wider curriculum and to impact on writing standards. Subsidise educational visits to: Yorkshire Wildlife Park York Chocolate story Forest schools	£5000	Every child entitled to PP - 71	Finance manager VP	Finance EAB HoA	All school visits were subsidised however the impact on writing standards has not evidenced in books. A change to the way PP children received subsidies is required.
Ensure children have access to extra-curricular activities	Provide opportunities for children to participate in extra-curricular activities and clubs 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 but PP attendance to the clubs has not been tracked effectively.

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Ensure children are ready to learn daily	Funding of a breakfast club at no cost to parents (charity funded), open to everyone with a targeted approach to ensure children entitled to PP attend.	£8000	All PP children	HLTA Admin team	Principal	Access for all children plus a bagel run daily for those children not attending-68% of PP uptake
To build positive behaviours for learning	Adjusting the pupil reward scheme- I it to win it to link attendance, positive behaviours and uniform	£4000	All PP children	All staff Behaviour AP	Principal	The reward system has been adjusted to promote reading so all rewards are linked to reading