

Pupil Premium Strategy Statement (Primary)

1. Summary information					
School	Grampian Primary Academy				
Academic Year	2019-2020	Total PP budget	£143,200	Date of most recent PP Review	June 19
Total number of pupils	Rec-Y6: 203 Y1-6: 173	Number of pupils eligible for PP	Rec-Y6: 92 Y1-6: 85	Date for next internal review of this strategy	Spring Term

2. Current attainment	Year 6 Data 18-19		Year 2 Data 18-19	
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (National)</i>	<i>Pupils eligible for PP (Your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	37%	64%	46%	
% making progress in reading	47%	73%	46%	78%
% making progress in writing	79%	78%	46%	70%
% making progress in maths	68%	79%	54%	77%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor vocabulary, understanding and oral skills, linked to limited experiences (Reading and Writing)
B.	A significant number of children enter school with social, emotional and developmental needs which require support
C.	Low levels of self-esteem and confidence for some children
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Low-parental engagement and confidence, and a lack of understanding around what their child is entitled to
E.	Attendance and punctuality is higher for our PP children

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children will have first-hand, enriching learning experiences which will engage them in their learning and develop their vocabulary as a result. Teachers will front-load the explicit teaching of vocabulary (across all subjects), and, through this, children will access a wider range of language during reading. As a result of this, writing will be improved as this deeper understanding of broader vocabulary will	Focusing on oracy skills will be prioritised within quality first teaching, with a specific focus on new vocabulary through strong teacher modelling and shared pedagogy across the classes. This teaching being front-loaded will make challenging, age-appropriate texts more

	transfer across subjects. There will be a noticeable increase in the children's confidence in the language they use and how they experiment with its use.	accessible to all children and, will therefore, lead to higher engagement levels. PP children will make rapid progress due to their engagement with their learning and their vocabulary being developed. This enables the children to begin to make links between prior and new learning experience and this will be applied across a variety of core subjects.
B.	Children will make use of the morning's breakfast club offer, as a chance to discuss any big feelings or worries before being ready to learn. Through the trusting relationships that are built with adults and pupils, children are able to co-regulate, and are beginning to self-regulate to ensure they are ready for the day. KS1 teachers are available on the playground for handovers to happen between parents and staff. KS2 classrooms are open from 8:45, enabling children to settle into a calm learning environment with their teachers and peers. Timetables are shared with the children at the start of each day, and questions are answered to alleviate any anxiety about what the day entails.	Key members of staff are proactive in their approach to providing support and ensuring students are ready to learn. This will then result in the first part of the day being accessed at the same time as their peers, ensuring a smoother transition into their first lesson. Increased and consistent communication between adults results in a more consistent approach. A Trauma and Attached informed approach allows us to create the necessary steps to support children in their social and emotional development, and reduce behavioural challenges for our most vulnerable learners throughout the school day. Every classroom has sensory boxes within their regulation stations to offer the opportunity of self or co-regulation depending on the child, or circumstance.
C.	Children will have success within their classes and during free play, which will improve their levels of self-esteem and confidence for some children. All children will show confidence and resilience due to their improved self-esteem.	The self-esteem and motivation of Pupil Premium pupils in learning contexts will be improved by their needs being carefully planned for by teachers. Due to the provision plans, whole-school pedagogies, and consistent approaches being rolled out across the school, children feel successful and capable of achieving. The proportion of children making expected progress will increase by 15% and better than expected progress for PP pupils will increase by 8%.
D.	Parents, carers and families will engage willingly, confidently and positively with all members of the staff team. Parents and carers are active members of the child's learning journey and are keen to take opportunities to engage.	Home learning will be a supported and shared part of the school experience for parents and children- clear, consistent information packs will be shared at parent-teacher meetings so that families are equipped with appropriately pitched questions and tasks their child can practise at home to support school learning. Parents and families will feel confident in how to support their children's learning. Attendance of parents evening and extra workshops, drop-ins, curriculum afternoons is high. Relationships are built and maintained for our most vulnerable pupils so that communication can be consistent and regular.
E.	PP children will want to come to school and enjoy the learning offer they are receiving. School incentives will encourage and reward attendance and punctuality.	Children's attendance and punctuality will be consistently good and, as a result, learning opportunities are accessed and optimised.

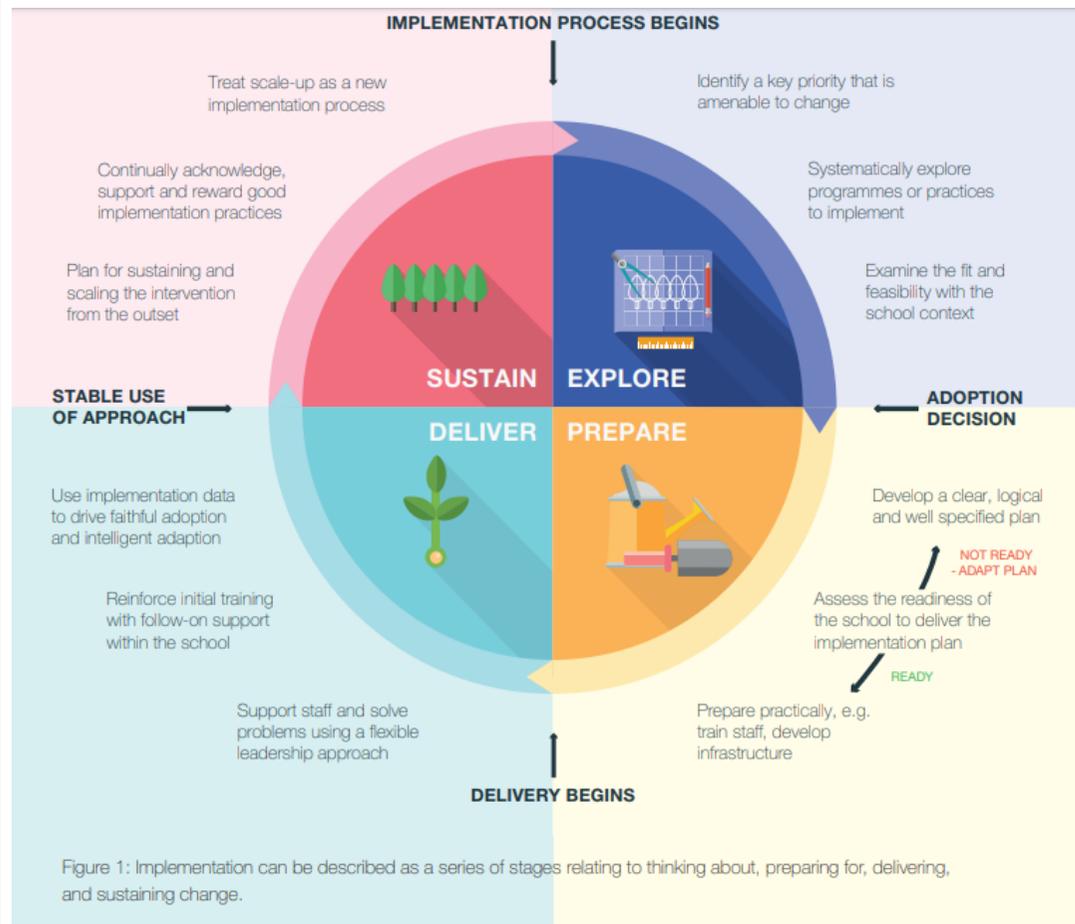
School Development Plan 2019-2020

Rationale and Evidence

Putting Evidence to Work: A School's Guide to Implementation (2016)

This model has been used to develop this strategy, which encompasses the shared exploration amongst the leadership and staff team beginning the process of implementation.

School Development Plan Key Areas for this Academic Year: Reading, Phonics and The Wider Curriculum



5. Planned expenditure

Academic year

2019-2020

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>A) Children will have first-hand, enriching learning experiences which will engage them in their learning and develop their vocabulary as a result. Teachers will front-load the explicit teaching of vocabulary (across all subjects), and, through this, children will access a wider range of language during reading. As a result of this, writing will be improved as this deeper understanding of broader vocabulary will transfer across subjects. There will be a noticeable increase in the children's confidence in the language they use and how they experiment with its use.</p>	<p>Using PP money to offer an increased teaching capacity</p> <p>Consistency of vocabulary teaching practice throughout the school</p> <p>All children will experience engaging and enriching lessons as part of the daily curriculum offer</p> <p>Interventions will be planned for, and given to children in fluid groupings as and when they are needed. This is across all core subjects.</p>	<p>By having an increased ratio of teacher to child, children will have more frequent access to guided teaching which is responsive to their individual needs. As a result, learning experiences are tailored to children's interests which increases attention and concentration thus improving retention over time. Additional teaching capacity can be used in a variety of ways to ensure that needs are being met responsively and flexibly.</p> <p><u>EEF Teaching and Learning Toolkit Strands</u></p> <p>Feedback +8m Impact Metacognition +7m Impact Co-operative Learning +5m Impact Interventions through 1:1 tuition +5m Impact Small group tuition +4m Impact Oral Language Intervention +5m Impact Within-class groupings +3m Impact</p>	<p>Prepare</p> <ul style="list-style-type: none"> -Clear vision from the Teaching and Learning Lead, Lead Practitioner and Subject Leaders is established -Plan for staff meetings to offer training / follow-ups from training -Subject leaders established and clearly defined in their roles to share the responsibility of monitoring and training <p>Deliver</p> <ul style="list-style-type: none"> -Coaching support for staff through open door ethos -Model lessons offered to teachers by subject leaders -Planning support offered by subject leaders -Interventions are available as part of all children's daily offer -Regular staff training to make expectations clear for subject content, and pedagogies, across the curriculum <p>Sustain</p> <ul style="list-style-type: none"> -Leadership and monitoring of provision through <ul style="list-style-type: none"> o timetable monitoring 	<p>SLT</p>	<p>Half-Termly</p>

			<ul style="list-style-type: none"> ○ book scrutinies ○ lesson observations / drop-ins ○ data analysis and reviews <p>-Staff training to develop and maintain messages consistently across the school, ensuring standards and expectations are high</p> <p>-Bitesize meetings to refresh and discuss ongoing areas of priority within teaching, pedagogy and inclusion</p>		
<p>B) Children will have first-hand, enriching learning experiences which will engage them in their learning and develop their vocabulary as a result. Teachers will front-load the explicit teaching of vocabulary (across all subjects), and, through this, children will access a wider range of language during reading. As a result of this, writing will be improved as this deeper understanding of broader vocabulary will transfer across subjects. There will be a noticeable increase in the children's confidence in the language they use and how they experiment with its use.</p>	<p>Whole-school curriculum development within Reading</p> <p>Consistency of vocabulary teaching practice throughout the school</p> <p>Post and pre teaching</p> <p>Interventions</p> <p>Whole-school vocabulary teaching is consistent</p> <p>Accelerated Reader Programme for Y2-6</p>	<p>Having whole school standardised approaches to children learning to read will increase fluency of reading, and enable progression through comprehension and vocabulary understanding. Front-loading vocabulary will supportively expose all children to new and unfamiliar vocabulary with the opportunity to explore its meaning in and out of context. Consistent and clear Key Questions from carefully-selected texts will support teachers in their delivery of reading across all year groups.</p> <p>Priority: Data drop of 17% between Reading and Maths, and 20% between Reading and Writing from last year's data.</p> <p><u>EEF Teaching and Learning Toolkit Strands</u></p> <p>Comprehension Strategies +6m Metacognition +7m Impact Co-operative Learning +5m Impact Small group tuition +4m Impact Oral Language Intervention +5m Impact Within-class aroupinas +3m</p>	<p>Prepare</p> <p>-Clear vision from the Lead Practitioner, and Teaching and Learning Lead</p> <p>-Use staff meetings to share the thinking, research and concepts behind the new Reading Frameworks</p> <p>Deliver</p> <p>-Model lessons for all KS2 staff to show the framework in practice</p> <p>-Lead Practitioner to teach model lessons across KS2 classes to show their framework in context</p> <p>-Team Teaching opportunities to be made available</p> <p>Sustain</p> <p>-Learning walks/drop-ins to reading lessons to get a clear picture of consistency and to share best practice</p> <p>-Iris to be used to capture best practice</p> <p>-Staff hitesize to be used to</p>	<p>JB, JBr, LH, MM</p>	<p>Half-Termly</p>

<p>C) Children will make use of the morning's breakfast club offer, as a chance to discuss any big feelings or worries before being ready to learn. Through the trusting relationships that are built with adults and pupils, children are able to co-regulate, and are beginning to self-regulate to ensure they are ready for the day. KS1 teachers are available on the playground for handovers to happen between parents and staff. KS2 classrooms are open from 8:45, enabling children to settle into a calm learning environment with their teachers and peers. Timetables are shared with the children at the start of each day, and questions are answered to alleviate any anxiety about what the day entails.</p>	<p>Whole-school approach to co and self-regulation</p> <p>Staff Training on Regulation, states of emotion, zones of regulation</p>	<p><u>EEF Teaching and Learning Toolkit Strands</u></p> <p>Metacognition and Self-Regulation +7m Impact Social and Emotional Learning +4m Impact</p> <p>Trauma-Informed and Attachment Aware Practice – Attachment Leads in School</p>	<p>Prepare -Inclusion team are clear in their vision of co-regulation strategies -Inclusion Action Plan to be continued from last year</p> <p>Deliver -Staff meetings and bitesize slots to be utilised so that messages are consistent from last year and methods are followed</p> <p>Sustain Staff and pupil voice gathered by SR</p>	<p>LH, CS, SR</p>	
Total budgeted cost:					£110,035
ii. Targeted support					
Desired outcome (Refer above)	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>A) Children will make use of the morning's breakfast club offer, as a chance to discuss any big feelings or worries before being ready to learn. Through the trusting relationships that are built with adults and pupils, children are able to co-regulate, and are beginning to self-regulate to ensure they are ready for the day. KS1 teachers are available on the playground for handovers to happen between parents and staff. KS2 classrooms are open from 8:45, enabling children to settle into a calm learning environment with their teachers and peers. Timetables are shared with the children at the start of each day, and questions are answered to alleviate any anxiety about what the day entails.</p>	<p>Breakfast Club</p>	<p>This breakfast club is invite-only, and works as a safe place for PP children to arrive on time for school, have breakfast and settle into learning ready for the day. Having this inside time will also ensure a smooth transition to classrooms from 8:45.</p>	<p>Prepare -Children identified who will benefit from this additional provision each day Deliver SR and ZM to monitor attendance, be available during this time and support the transitions to classrooms Sustain -follow-up conversations with parents around attendance of breakfast club -On-going reflections around the attendees -New invitations to be provided for children when identified with a need, with the Inclusion team</p>	<p>SR, ZM, AW and LH</p>	
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<p>B) Children will make use of the morning's breakfast club offer, as a chance to discuss any big feelings or worries before being ready to learn. Through the trusting relationships that are built with adults and pupils, children are able to co-regulate, and are beginning to self-regulate to ensure they are ready for the day. KS1 teachers are available on the playground for handovers to happen between parents and staff. KS2 classrooms are open from 8:45, enabling children to settle into a calm learning environment with their teachers and peers. Timetables are shared with the children at the start of each day, and questions are answered to alleviate any anxiety about what the day entails.</p> <p>C) Children will have success within their classes and during free play, which will improve their levels of self-esteem and confidence for some children. All children will show confidence and resilience due to their improved self-esteem.</p>	<p>Pastoral support for individuals in a Learning Mentor role.</p> <p>An Inclusion team has been developed and established over the last year and will continue to ensure appropriate provision for our PP children</p>	<p><u>EEF Teaching and Learning Toolkit Strands</u></p> <p>Social and Emotional Learning +4m Impact Small group tuition +4m Impact</p> <p>Additional capacity available to provide an extra layer of support for our PP children across the school day and during unstructured time (Learning Mentor, LSA, Provision Lead).</p> <p>In addition to this, those children with social, emotional and mental health needs, will receive 1:1 or small group interventions regularly.</p>	<p>Prepare -Identification of children who need pastoral support -Clear timetabling of ZM's time -Sensory breaks to be planned for by ZM, SR and JG</p> <p>Deliver -PP children to be familiar with the 5-point scale and reviews of this with the children will be completed. -Breaks to be consistently provided -Afternoon provision to be consistent and responsive to needs</p> <p>Sustain -Monitoring of this additional provision will be done through provision mapping which is reviewed termly</p>	<p>ZM, SR, JG, AW, CS</p>	
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Total budgeted cost:					£45, 082
iii. Other approaches					
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?
More parents/carers are aware of the PP funding available and what their child is entitled to	Parent/carer information sessions to be offered Incentive for parents to attend		Gather ideas to implement and monitor this across the PLN	AW	
Total budgeted cost					