# Pupil premium strategy statement

## School overview

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| **Metric** | **Data** |
|  School name | Grappenhall Heys C P School |
| Pupils in school | 227 |
| Proportion of disadvantaged pupils | 12 (5.2%) |
| Pupil premium allocation this academic year | £17,420 |
| Academic year or years covered by statement | 2019-2020 |
| Publish date | **Autumn 19** |
| Review date | **Autumn 20** |
| Statement authorised by | Ms K Jackson |
| Pupil premium lead | Ms K Jackson |
| Governor lead | Ms L O’Callaghan  |

## Disadvantaged pupil progress scores for last academic year

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| **Measure** | **Score** |
| Reading | +0.9 |
| Writing | +4.76 |
| Maths | +1.49 |

## Disadvantaged pupil performance overview for last academic year

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| **Measure** | **Score** |
| Meeting expected standard at KS2 | 100% Expected  |
| Achieving high standard at KS2 | 50% High Standard |

## Strategy aims for disadvantaged pupils

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| **Measure** | **Activity** |
| Priority 1 | Ensure all relevant staff (EYFS, KS1, TAs) have received effective CPD for the implementation of TALKBOOST |
| Priority 2 | Ensure all relevant staff have received effective CPD to raise the profile of Science across school |
| Priority 3 | Maximise the potential of all children of all abilities, taking into account their starting point |
| Barriers to learning these priorities address | Ensuring all stakeholders are clear in their role for delivering the desired outcomes Reduced capacity to deliver bespoke interventions Ensuring all staff receive CPD for consistency and approach |
| Projected spending  | £1,600 |

## Teaching priorities for current academic year

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| **Aim** | **Target** | **Target date**  |
| Progress in Reading | Make at least good or better progress scores in KS2  | July 2020 |
| Progress in Writing | Make at least good or better progress scores in KS2 | July 2020 |
| Progress in Mathematics | Make at least good or better progress scores in KS2 | July 2020 |
| Phonics | Achieve National Standard in phonics screening check in Y1 | July 2020 |
| Attendance  | Ensure attendance of disadvantaged pupils remains above school target of 96.7% | July 2020 |

## Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

## Targeted academic support for current academic year

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| **Measure** | **Activity** |
| Priority 1 | Deploy quality TA support through effective Provision Management (individual or group) for disadvantaged pupils as appropriate to ensure good progress is made regardless of starting point |
| Priority 2 | Purchase specialist assessments as required for disadvantage pupils with SEND (e.g. Pyramid) |
| Priority 3 | Ensure individual programmes of work (e.g. Cogmed) are purchased and delivered by appropriately trained staff |
| Barriers to learning these priorities address | Reduced capacityAttendance of pupilsComplex needs of individual pupils, particularly those with SENDImpact of individual family circumstances |
| Projected spending | £13,322 |

## Wider strategies for current academic year

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| **Measure** | **Activity** |
| Priority 1 | To ensure all emotional and mental health needs are met through a range of strategies including play therapy, lego therapy and accessing provision through external agencies |
| Priority 2 | Ensure disadvantaged pupils have access to and are encouraged to engage with enrichment activities and the wider curriculum offer, including visits, residentials and after school provision  |
| Priority 3 | Ensure all transition points are robust, rigorous and smooth both in year admissions and at transfer points to other key stages to meet individual needs emotionally and academically |
| Barriers to learning these priorities address | Parental support engagementRange of accessible provision available Ability and capacity of other agencies to engage with school and families Resilience of individuals |
| Projected spending | £2,498 |

## Monitoring and Implementation

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| **Area** | **Challenge** | **Mitigating action** |
| Teaching | Ensuring enough time is given over to allow for staff CPD | Use of INSET days and staff meetings for effective CPD |
| Targeted support | Effective planning and deployment in light of reduced capacity in line with effective provision management | Support of Governors in protecting the maximum amount of support to meet the needs of pupils |
| Wider strategies | Supporting families with their own personal circumstances | Working with parents and other agencies to achieve shared outcomes |

## Review: last year’s aims and outcomes

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| **Aim** | **Outcome** |
| Improve basic skills of all through QFT in all curriculum areas | Pupils met targets set through effective teaching and an appropriate curriculum |
| Meet needs identified in Provision Management | 100% of pupils who access small or individual targeted support made at least expected progress from their starting point |
| Raise self-esteem (encourage social interaction, health and well-being) | 100% pupil engaged with the wider curriculum offer |