

# Grafton Pupil Premium Grant Expenditure: Report to Governors: 2018/19

## CONTEXT

Grafton is a diverse four form entry primary school with over 40 additional languages spoken by our children. Of our 891 children currently on roll, over 30% are eligible for EverFSM. Grafton is a good school, striving to be outstanding. Our children are confident, enthusiastic and motivated learners who are proud of their school.

We believe that if all members of our school community work together, we can deliver educational excellence for all our children. Through inspirational and challenging teaching, we aim to equip each child with the skills for life-long learning, to be aware of their rights and have the courage to stand up for them and the rights of others. Our curriculum is designed to take into consideration our children's varied backgrounds and cultural experiences; so we believe our children deserve a curriculum that does not narrow their life chances but expands them, enabling social equity and mobility.

We are committed to helping every pupil achieve their very best and that all children have high aspirations for their future. We value the contribution of parents and carers as well as the wider community. The children achieve good outcomes at the end of each Key Stage. We track the progress and attainment of all children, including those who are disadvantaged.

## OBJECTIVES OF PUPIL PREMIUM SPENDING

Nationally, pupils eligible for Pupil Premium achieve less well than others at school. The vast majority of Pupil Premium funding we get is for children who have been eligible for free school meals, meaning that the 'disadvantage' we are referring to is an economic one. Research shows that economic disadvantage is a problem for children's development before they even get to school, so that on average pupils living in poverty are nine months behind others by the age of three. Why is this? What barriers to learning might children from lower income families face?

- **Access to resources for learning** – less money means less access to resources such as books, toys, holidays and quality times with their families.
- **Access to resources for well-being** – less money reduces family's access to resources and choices around key things like diet and housing.
- **Aspiration** – children from disadvantaged families can lack aspiration for themselves and their future if they do not grow up with the role models who have been successful at school and in work.
- **Stress and executive function skills** – executive function skills are higher-order thinking skills such as controlling impulses and managing emotions, concentrating, prioritising tasks, reflecting on your own performance and the remembrance of what is seen as more abstract knowledge and ideas. Children who are disadvantaged can be living with day-to-day insecurities around housing, food, health and well-being – this causes stress. Regular exposure to stress can cause both academic difficulties and behavioural problems.
- **Sense of agency** – children who grow up in poverty may experience life as a series of volatile situations over which they nor their caregivers have no control. Children can fail to identify the role that they can have in making choices and how these choices can shape their future.
- **Rich exposure to language** – the range and volume of vocabulary a child is exposed to at a young age impacts on their academic achievement. Research has demonstrated a strong link between economic disadvantage and the low exposure to rich and varied vocabulary.
- **Attendance** – Many of our children with poor attendance or punctuality are eligible for Pupil Premium. Poor attendance is a significant barrier to achievement at school.

Whilst the above factors impact on the achievement of some of our disadvantaged children at Grafton Primary, they do not apply to all. Eligibility to Pupil Premium is broad and covers a wide range of economic disadvantage. When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced. Pupil Premium funding is additional funding for publicly funded schools in England. It's designed to help disadvantaged pupils of all abilities perform better and close the achievement gap between them

and their peers. Schools are free to spend the Pupil Premium money as they see appropriate, however they are held accountable for how they have used additional funding to support pupils from low-income families. Our aim is to ensure that all children (especially those from disadvantaged backgrounds) make accelerated progress in order to reach age expectations or beyond as they move through our school. When we drill down into our data, what we see is that most 'disadvantaged' pupils do well. However, there are a few cases where children whom we know suffer such significant disadvantage that this does impact on their educational outcomes.

We have analysed our data thoroughly, examined the impact of the current interventions and have made use of a range of research to inform our decision making. This year our school priorities are:

Sept 2017 – 2018:

- Create and maintain a respectful and secure learning environment throughout the school, which ensures high achievement for all.
- Improve the outcome for phonics in Year 1
- Improve the outcome for children working at Greater Depth in Reading and Writing by the end of KS1 and KS2.
- Reduce the number of children who are persistent absentees.

Sept 2018 – 2019:

- Planning in all subjects/year groups is set with a Greater Depth benchmark for learning and differentiated down.
- implement revised marking and feedback strategies to reflect the new 'Grafton Way'.
- To achieve Rights Respecting Gold Level Award.
- To continue to reduce the percentage of Persistent Absentees.

In addition, we will continue to strengthen parental engagement in learning, through increasing the support on offer for parents (skills sessions, training in the curriculum and targeted parents' meetings).

## PUPILS ON ROLL

Total number of pupils on roll

891

## NUMBER OF PUPILS AND PUPIL PREMIUM GRANT (PPG) RECEIVED

Total number of pupils on roll

891

Total number of pupils eligible for PPG

354

Amount of PPG received per pupil

£1,320

**Total amount of PPG received**

£467,280

## NATURE OF SUPPORT 2016/17

Focus on Learning in the curriculum

73%

Focus on social, emotional and behaviour

7%

Focus on enrichment beyond the curriculum

13%

Focus on families / Community

5%

CPD / Training

2%

### **Curriculum Focus 2017-2018:**

Increase % of children passing the phonics screening test in Year 1 – up to or above the national level.

Increase % of Greater Depth in Reading and Writing at the end of KS1/KS2 – up to or above the national level.

### **Curriculum Focus 2018 – 2019:**

Planning in all subjects/year groups is set with a Greater Depth benchmark for learning and differentiated down.

To achieve Rights Respecting Gold Level Award.

Attainment for 2016-2017 End of KS2	Expected		Above	
	Pupils eligible for PP (78)	Pupils not eligible for PP (71)	Pupils eligible for PP (78)	Pupils not eligible for PP (71)
% achieving expected standard in Reading	74%	77%	15%	24%
% achieving expected standard in Writing	76%	87%	6%	18%
% achieving expected standard in Maths	78%	85%	23%	30%
% achieving expected standard in reading, writing and maths combined.	60%	75%		
% Reading progress score	0.49	0.97		
% Writing progress score	0.05	0.7		
% Maths progress score	1.41	2.09		

Attainment for 2017-2018 End of KS2	Expected		Above	
	Pupils eligible for PP (54)	Pupils not eligible for PP (64)	Pupils eligible for PP (54)	Pupils not eligible for PP (64)
% achieving expected standard in Reading	80%	81%	24%	45%
% achieving expected standard in Writing	65%	83%	6%	25%
% achieving expected standard in Maths	78%	91%	22%	42%
% achieving expected standard in Reading, Writing and Maths.	54%	73%	4%	19%
% Reading progress score	2.12	1.36		
% Writing progress score	-1.45	-0.32		
% Maths progress score	1.96	2.08		

### Key issues from data:

#### KS2 2017 – 2018:

Greater progress has been made by our children who are disadvantaged in Reading and Mathematics compared to those children who are not disadvantaged (nationally).

Attainment in Reading for children who are disadvantaged at expected is in line with national for all pupils  
52% of disadvantaged children achieved the higher standard in English grammar, spelling and punctuation – which was significantly above national.

Progress in writing from KS1 to KS2 is below national.

#### KS1 2017 – 2018:

Attainment in Reading, Writing and Science for disadvantaged pupils is in line with or above national at expected or above.

Achievement at expected or above in Mathematics for disadvantaged pupils is below national.

#### Phonics 2017 – 2018:

We saw an increase of 8% of pupils achieving the Phonic Screening Check pass mark in 2018 (82%)

79% of disadvantaged pupils achieved the Phonic Screening Check pass mark, compared to 85% nationally.

**EYFS 2017-2018:**

Attainment of the Early learning Goals (ELGs) in the Prime Areas of learning (Communication and Language, Physical and Personal, Social and Emotional Development) is above national for all pupils and all disadvantaged pupils.

Attainment of ELGs in Literacy and Mathematics of disadvantaged pupils is above national for all disadvantaged, but below that of all other pupils.

**RECORD OF PUPIL PREMIUM GRANT SPENDING BY ITEM/PROJECT 2017/18**

FOCUS	Item/project	Cost	Evidence/ Rationale	Objective	Outcome
Academic	Year 6 small group interventions to enhance Greater Depth writing	£34,547	Previous data analysis of both reading and writing interventions plus SATs boosters has shown very good rates of progress for children in Year 6.	Raise attainment in Greater Depth Reading, Writing and Maths in year 6	Attainment of year 6 children is in line with or above national
Academic	Year 6 Easter School	£4000		Raise attainment in reading, writing and maths in year 6	Attainment of year 6 children is in line with or above national
Academic	Reading Intervention Teachers/Specialist trained Teaching Assistants (whole school)	£100,345		To improve attainment in reading	Attainment in reading is in line with national Children make expected or more than expected progress in reading.
Academic	Reading Resources including author visits to the school.	£5,000	To encourage greater reading for pleasure.		
Academic	Beanstalk	£1,000	1:1 support for struggling readers		
Academic	EAL Support (Whole school)	£17,855		To induct children who are new to English, support language development and access to the curriculum	EAL pupils make good or better progress
Academic	Year 1-6 interventions in Greater Depth writing	£12,022	Previous data analysis of both reading and writing interventions plus More Able boosters has shown very good rates of progress for children across the school.	Raise attainment in reading, writing and maths in year 2	Attainment of targeted year 2 children is in line with or above national.
Academic	Phonics boosters	£5,000		To increase attainment of more able children in reading, writing and math's.	Increased percentage of children working above national in year 6 and year 2.
Academic	Building aspirations trips (whole school)	£5,000	Raising aspirations is believed to be an effective way to motivate pupils to work harder so as to achieve the steps necessary for later success. (EEF toolkit)	To raise the aspirations of children by giving them a taste of higher education, encouraging them to consider possible career choices and the academic qualifications they would need to pursue them.	Children can talk confidently about a range of possible careers and why they would choose them. Children feel inspired and encouraged to go and achieve the steps they need for later success.

**RECORD OF PUPIL PREMIUM GRANT SPENDING BY ITEM/PROJECT 2017/18**

FOCUS	Item/project	Cost	Evidence/ Rationale	Objective	Outcome
Academic	Learning equipment / resources (whole school)	£3,000		To ensure children have the necessary equipment / resources to learn effectively	Children feel more confident in themselves. They are equipped with the correct stationary and school bags.
Academic	Purchase of new reading books for Nursery	£3,500		To develop children's early literacy skills.	Children have increased access to reading materials to extend their reading.
Academic	Phonics interventions (year 1,2 and 3)	£15,142	Previous data analysis of phonics interventions plus targeted year 3 interventions has shown very good rates of progress for children in KS1 and lower KS2.	To improve attainment in phonics	Phonics attainment is in line with or above national.
Academic	Targeted 1:1 and small group interventions - provided by teaching assistants (Whole school)	£103,559		Boost confidence / self-esteem. Teach to the gaps. Raise attainment in reading, writing and maths	Targeted children make good / better progress and are more confident in their learning.
Academic	Educational Visits – whole school	£30,400	Outdoor learning experiences, especially those involving collaborative learning experiences are shown to have a positive impact on learning (EEF toolkit)	To provide children with extended opportunities and experiences so they are better able to apply this knowledge to academic learning. To boost self-esteem, increase engagement, stimulate interest in topics and develop more positive attitudes to learning.	Children's writing reflects their experiences, an increased understanding and enjoyment of the topic.  Classroom environments reflect the exciting learning that has taken place on these visits.
Academic	1:1 / small group support for children to become more effective learners – whole school	£12,638	Previous data analysis of small group support has shown good progress across the whole school and has a high impact on our pupil premium children.	To boost self esteem, increase motivation and develop more positive attitudes to learning	Children demonstrate positive attitudes to learning, high levels of motivation and participation.
Enrichment	Now Press Play – whole school	£5,000	This has been chosen to support children's language as well as to broaden their experiences.	To bring the curriculum to life by making learning exciting, engaging and relevant and to ignite children's imaginations and support improved standards in writing	Increased attainment in speaking and listening and writing.
Enrichment	Yoga and Pilates for Year 5-6	£3,800		After school provision for year 5 and 6 children.	Children are more confident and better able to socialise and work both independently and in a team.
Enrichment	Residential Trips for targeted children	£12,820	Outdoor learning experiences,	To provide children with an extended	They know how to keep themselves safe in

**RECORD OF PUPIL PREMIUM GRANT SPENDING BY ITEM/PROJECT 2017/18**

FOCUS	Item/project	Cost	Evidence/ Rationale	Objective	Outcome
	(Year 6) including Bushcraft, Junior Citizen Award and Brentwood Prep Challenge Days		especially those involving collaborative learning experiences are shown to have a positive impact on learning (EEF toolkit)	experience in a different environment allowing them to build their confidence, team working, social and survival and safety skills.	different environments.
Enrichment	ARTIS - Integrating the arts in learning (Year 3)	£10,455	This has been chosen to support children's positive attitudes to learning, their well-being and to broaden their experiences as well as to build vocabulary and language skills.	To provide inspirational curriculum enrichment to better engage children in their learning through engaging them in dance, drama and music activities	Children demonstrate improved speaking and listening and writing skills, greater self-confidence and develop improved performing skills.
Enrichment	Extended School Activities (E.g. sports / arts / gardening / social/nurture) Whole school	£29,995		To increase children's participation in extended school activities and support children in trying out new experiences	Increased numbers of children participate in extended school activities.
Enrichment	Caring for caterpillars (Nursery/EYFS)	£122		Provide targeted children with an opportunity to care for a living creature at home	To develop children's ability to care for an animal, building their knowledge and understand of its life cycle and enabling them to develop their empathy skills.
Social / Emotional	1:1 / small group support for children to build better social and emotional skills – whole school Learning Mentors	£17,904	Evidence suggests that social and emotional learning and support can produce large improvements in academic performance along with a decrease in problematic behaviours. (EEF toolkit)	To provide children with strategies to manage themselves socially and emotional and to support them in building a better sense of self	Children are more confident in themselves and better able to manage their emotions.
Social / Emotional	Counselling / Nurture sessions	£9,591			
Social / Emotional	KS2 Fruit	£5,528		To ensure children eat more healthily and do not go hungry	Children are more focused in lessons
Family / Attendance	Attendance / Family support	£23,057		To improve children's attendance and support families to cope with life stresses Attendance officer to work with parents/carers of	Children's attendance improves. Evidence shows that the school has been able to support parents in managing life stresses.

RECORD OF PUPIL PREMIUM GRANT SPENDING BY ITEM/PROJECT 2017/18					
FOCUS	Item/project	Cost	Evidence/ Rationale	Objective	Outcome
				our FSM and PA children. To provide children with rewards for good attendance.	
Family	Provide parent curriculum workshops	£2,648		To support parents to understand how to help children at home	Parents feel confident to support their children with their learning at home in a range of subjects
CPD / Training	External Curriculum Advice – Phonics	£2,000		Teachers are more confident and better able to teach phonics	Attainment in phonics improves
CPD / Training	Pupil Premium Training / Advice / Consultancy	£2,250		To be more strategic in managing pupil premium provision and ensure good outcomes for disadvantaged pupils	A more strategic spending document is developed. Staff are more confident in providing effective provision for disadvantaged pupils.
	TOTAL:	£478,280			

<b>TOTAL PPG RECEIVED</b>	£467,280
<b>TOTAL PPG EXPENDITURE</b>	£478,178
<b>PPG REMAINING</b>	-£10,898.00

### IMPACT OF PUPIL PREMIUM SPENDING 2017-2018

At Grafton our high proportions of FSM children have meant that our pupil premium money has represented a significant proportion of our budget and we have planned our spending carefully to ensure that it has been spent to maximum effect. This has meant making informed decisions about our spending such as ensuring that spending is directly linked to gaps in attainment from last year's data and making use of our own data to expand existing interventions.

Our key objective this year is to narrow this gap between pupil groups. As a result of last year's data, a lot of the successful interventions that were already in place will continue to run. We have, however put more interventions in place in order to narrow this gap and ensure that all children achieve their expected level. We have allocated more of our spending this year to support our pupil premium children with their phonics, by setting up phonics interventions in Year 1, along with additional support with children that are working below average. Alongside this, there are interventions running in each year group across the school for Greater Depth writing to ensure that this gap is closed. As well as academic interventions, the learning mentors are working heavily alongside all year groups, (along with the new school counsellor) to ensure that the necessary support is in place for children struggling with emotional needs.

The school's evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough, so we can quickly identify any dips and develop sensible strategies and interventions to promote improvement. The

impact of interventions is analysed termly as assessment data is gathered and input / follow up is put in place if an intervention is not having the desired impact.

In 2017-18, we will continue to use a range of data to analyse impact of spending:

- End of key stage data
- Phonics outcomes
- EYFS data
- Current Data
- Intervention monitoring of impact
- Outcomes of observations, book scrutinies, learning walks
- Stakeholder feedback