

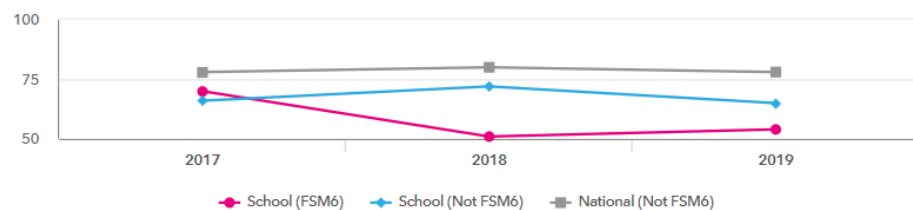
Evaluation of 2018-19

KS2 Data - Unvalidated

Outcomes for disadvantaged pupils was identified as a key area of development at Grange Primary School for 2018-19 after unacceptable outcomes in 2017-18. Although there is still a lot of work to be done, there was significant improvement in outcomes at the end of 2018-19, as demonstrated by the graphs and tables below.

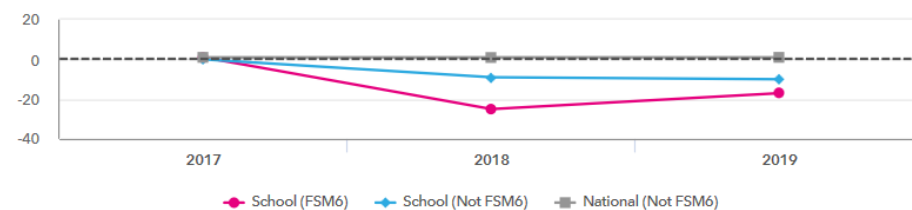
KS2 attainment for disadvantaged pupils 2019

% Expected standard+ Reading ✓



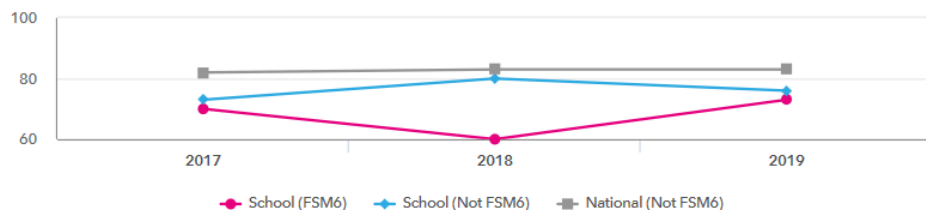
KS2 progress for disadvantaged pupils 2019

% Expected standard+ Reading ✓



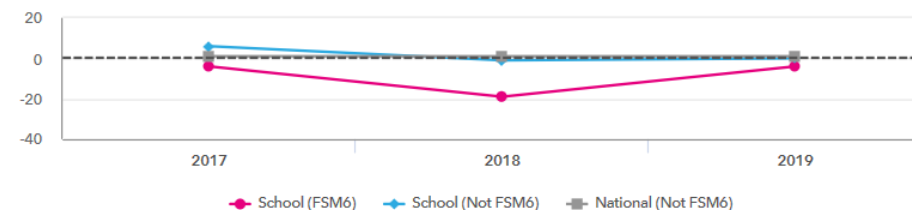
KS2 attainment for disadvantaged pupils 2019

% Expected standard+ Writing ✓



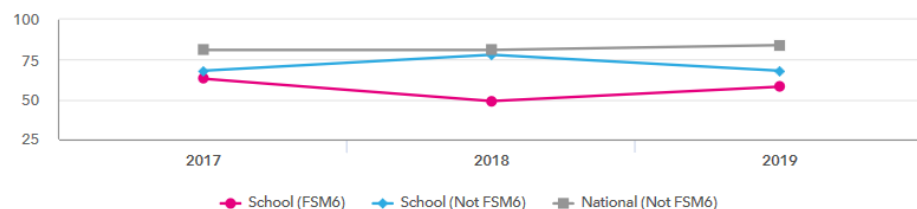
KS2 progress for disadvantaged pupils 2019

% Expected standard+ Writing ✓



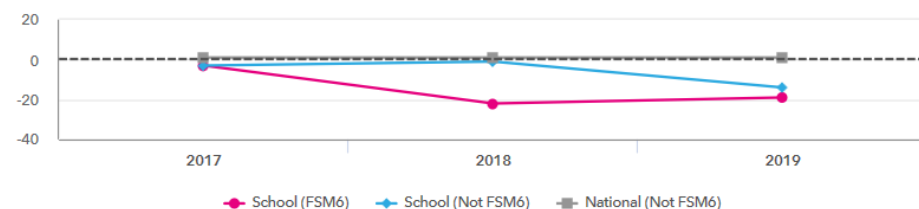
KS2 attainment for disadvantaged pupils 2019

% Expected standard+ Maths ✓



KS2 progress for disadvantaged pupils 2019

% Expected standard+ Maths ✓



Progress Scores Comparison		Reading	Writing	Maths
2017-18	PP (35)	-4.17	-2.96	-5.95
	All (81)	-2.31	-0.95	-3.01
	Difference	-1.86	-2.01	-2.94
2018-19	PP (26)	-2.37	-0.19	-2.53
	All (61)	-2.68	-0.16	-3.86
	Difference	+0.31	-0.03	+1.33

Attainment Comparison		Reading EXS+	Writing EXS+	Maths EXS+
2017-18	PP (35)	51%	60%	49%
	All (81)	63%	72%	65%
	Difference	-12	-12	-16
2018-19	PP (26)	54%	75%	58%
	All (61)	59%	74%	62%
	Difference	-5	+1	-4

Gaps in progress scores and attainment percentages have narrowed significantly this academic year. Pupil premium children made better progress in both reading and maths than non-pupil premium children. This is, in part, because outcomes for all are still lower than national however it does show the impact of the work we have done with pupil premium over the last academic year.

Attainment Comparison		Reading EXS+	Writing EXS+	Maths EXS+
2017-18	PP Girls (18)	56%	72%	39%
	PP Boys (17)	47%	47%	59%
	All (81)	63%	72%	65%
2018-19	PP Girls (13)	69%	85%	62%
	PP Boys (13)	38%	62%	54%
	All (61)	59%	74%	62%

Pupil Premium girls did particularly well, they exceeded attainment percentages for all pupils in reading and writing and were in line with maths. Pupil Premium girls were almost in line with national for reading and above national for writing. However, pupil premium boys have been identified as a focus area going forward as the gaps here are still far too large, particularly so in reading.

In the 2018-19 cycle (April 2018- March 2019), Grange Primary received £229,000 of Pupil Premium Funding.

Summary Information					
School	Grange Primary School				
Academic Year	2018-19	Total PP budget	£229k	Date of most recent PP Review	09.08.19
Total Number of pupils	596	Number of pupils eligible for PP	167	Date for next PP Strategy Review	Autumn 2019

Evaluation of expenditure				
Previous Academic Year	2018-2019			
Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria?	Lesson learned (and whether you will continue with this approach)	Cost (Staffing & Resources, rounded to nearest £)
<p>We have dedicated staff to: identify; track; plan and provide for the PP children</p> <p>Outcomes:</p> <p>We never lose focus and raised outcomes will demonstrate that -</p> <p>Gap narrowed with non-disadvantaged</p> <p>Pupil Premium children succeed academically and gain confidence and self-esteem</p>	<p>Staffing:</p> <p>Designate DHTs 2 days per week to Pupil Premium leadership</p> <p>Half day per week of HT to Pupil Premium</p> <p>1 day between Assistant Headteacher and Inclusion Lead for PP</p> <p>2 x HLTAs to cover teaching time to allow for continuity when absence (cover and PPA) and to allow for designated hour per week per</p>	<p>Designating SLT time to PP meant that there was an enhanced focus on identifying PP pupils – all staff are now aware of who these pupils are and what their individual barriers are.</p> <p>The time taken by the HT & DHT to meet each PP family developed a far greater understanding of the needs of our PP families and what could be done to support them.</p> <p>More detailed & regular tracking of PP pupils, particularly in Year 6, led to rapid progress for many PP pupils. This tracking was relatively time-consuming and therefore difficult to maintain over time without administrative support.</p>	<p>Continued SLT time to focus on PP would help to build on the progress made last year.</p> <p>HT & DHT will not have to meet with the same families again but it may be of benefit to meet with any families that we didn't meet last academic year and then continue this process with any new families (new to school or new to PP). In order to maintain and develop the tracking system for PP, administrative support would be beneficial. This would allow for more time for analysis & action planning at SLT level.</p> <p>The level of tracking used in Y6 this year should be used across the school moving forwards.</p>	<p>£209, 644</p>

	<p>class for small group class teacher PP children teaching</p> <p>1 x Teaching Assistant – designated across 3 classes</p> <p>Inclusion administrator 1 day per week to focus on Pupil Premium administration to facilitate provision and support Pupil Premium children</p> <p>3 days Attendance administrator</p>	<p>Teachers having allocated time to work with their PP children was effective. However, this time was sometimes not able to happen due to absence & cover issues. It was most effective where teaching was strong and teachers showed a good understanding of individual pupil's needs.</p> <p>The gap between disadvantaged & non-disadvantaged narrowed significantly, particularly in Year 2.</p>	<p>Dedicated time for teachers to work with PP pupils should continue and be prioritised (e.g. not taken away for sickness cover). Continued focus on developing quality first teaching to ensure consistency across the school would be of benefit to all pupils, particularly those who are disadvantaged.</p>	
<p>Introduce PP children to potential pathways of success through study</p> <p>Provide experiences & opportunities which they may not otherwise have</p> <p>Increase enjoyment of school</p>	<p>Clubs, trips & enrichment:</p> <p>The Brilliant Club</p> <p>DebateMate</p> <p>Grow experience and opportunities including a Farm at Grange, Wild animals touching session; Owls fly by; Author visits</p> <p>Trips paid for or subsidised for PP parents who require it</p>	<p>Pupils who took part in The Brilliant Club & DebateMate reported feeling more confident to consider university as a result of these programmes. The Brilliant Club continues to show great impact in terms of the % of pupils who take part who go to university compared with disadvantaged pupils who do not take part in the programme.</p> <p>There were many experiences for children within school this year (at no cost to parents) such as the farm, wild animals, owls, author visits and dance workshops.</p> <p>Some year groups had a good number of trips & experiences linked to their curriculum this academic year and PP families received support where needed. Some year groups did not plan many trips at all and therefore those pupils were at a</p>	<p>The Brilliant Club & DebateMate to continue next academic year.</p> <p>All year groups to plan at least 1 trip/experience per term linked to their curriculum with support offered to PP families where needed.</p> <p>Additional in-school experiences to continue for next academic year including: Farm animals, wild animals, dance workshops, author visits.</p> <p>Year 6 residential trip booked for 2020 – financial support offered to PP families.</p>	<p>Brilliant club: £1920</p> <p>Clubs & Trips: £2508</p> <p>Enrichment: £1152</p>

		<p>disadvantage in terms of experience and opportunity.</p> <p>The school currently does not have a residential trip.</p>		
<p>Pupil Premium children gain confidence and self-esteem</p> <p>Staff & parents provided with insight and pathways to develop children</p> <p>Development of behaviour for learning which in turn, impacts academic achievement</p>	<p>Emotional & Pastoral Support</p> <p>Play therapists working with individual pupils, staff & parents/carers</p> <p>Behaviour mentor – dealing with emotional and behavioural needs of PP children</p>	<p>This continues to be a vital aspect of our school and both play therapy & behaviour mentoring have been invaluable in supporting some of our most vulnerable pupils this year.</p> <p>Many pupils have gained confidence & self-esteem through the support of the play therapists and behaviour mentor which has allowed them to achieve academically as well.</p> <p>Parents & staff have reported feeling very grateful for the support.</p>	<p>Play therapy to continue for next year and selection to continue to be based on a discussion between the PP DHT & Inclusion Lead.</p> <p>Behaviour mentor role to continue & be developed to include a focus on PP pupils who require behaviour support.</p>	<p>£22, 510</p>