

Summary information					
School	Grazebrook Primary School				
Academic Year	2017-18	Total PP budget	£143,720	Date of most recent PP Review	July 17
Total number of pupils	461	Number of pupils eligible for PP	108 (23%)	Date for next internal review of this strategy	Dec 17

Current Attainment		
KS2 2017 Data	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving the expected standard or above in reading, writing and mathematics	81%	60%
average progress in reading, writing and mathematics	100%	
average scaled score in reading and maths	Reading: 108.5 Maths: 109.6	<i>Reading: 103.8 Maths:104.1</i>
% achieving a high level of attainment in reading, writing and mathematics	25%	7%

Barriers to future attainment (for pupils eligible for PP)		
In-School Barriers		
A.	<i>Non-disadvantaged pupils have much higher starting points; the gap is wide on entry and whilst PPG pupils at Grazebrook typically outperform 'Others' nationally, there is still a noticeable in-school gap.</i>	
B.	<i>Non-disadvantaged pupils at Grazebrook often have highly aspirational parents who are very motivated to support their children's learning. For a number of possible reasons, for example; due to working hours, childcare concerns, comparatively low proficiency in spoken and written English at home, insufficient space for homework and others, our PPG pupils may not have access to the same levels of support outside of school.</i>	
C.	<i>Comparatively low access to enrichment activities and resources compared to peers; many of our disadvantaged pupils come from low-income families who are not able to provide the access to opportunities our non-disadvantaged pupils are accessing outside of school.</i>	
External Barriers		
D.	<i>Higher levels of external agency intervention among some disadvantaged pupils.</i>	
Desired Outcomes		Success criteria
A.	To further reduce in-school gap between disadvantaged pupils and others where gaps occur.	<ul style="list-style-type: none"> • <i>Data will show gaps continuing to narrow and that PPG pupils at Grazebrook continue to perform well in comparison to National Other.</i>
B.	To build on previous successes with raising aspirations for disadvantaged pupils.	<ul style="list-style-type: none"> • <i>Parent and pupil voice will continue to demonstrate higher aspirations for PPG pupils.</i> • <i>Children will report higher expectations of themselves.</i> • <i>Higher levels of PPG participation in enrichment activities and additional provision.</i>

C.	To increase the number of disadvantaged pupils attaining at higher levels in all Key Stages.	<ul style="list-style-type: none"> • <i>Data will show increased % attaining Exceeding or Greater Depth at end of each Key Stage.</i>
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Planned Expenditure					
Academic Year		2017-2018			
1. 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?
<i>Teaching and learning opportunities meet the needs of all pupils.</i>	<i>CPD program Cross-federation collaboration Appraisal Teaching School Offer CPD</i>	<i>When Teaching and Learning is excellent, all pupils benefit and achievement is improved.</i>	<i>Lesson observations Learning walks Book monitoring Planning monitoring Pupil Attainment Reviews</i>	<i>JH SS MTS CW</i>	<i>Monthly</i>
<i>Quality first teaching drives progress for all pupils.</i>	<i>Coaching and mentoring SLT targeted support Appraisal Teaching School Offer CPD</i>	<i>When Teaching and Learning is excellent all pupils benefit and achievement is improved.</i>	<i>Lesson observations Learning walks Book monitoring Planning monitoring Coaching sessions</i>	<i>JH SS MTS CW</i>	<i>Monthly</i>
Total budgeted cost					£36,000
2. Targeted Support					
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?

<i>Narrowing in-school gaps in writing attainment especially at the end of KS2.</i>	<i>Quality-First Teaching Targeted Intervention Additional teacher in Year 6 English sessions Enrichment program</i>	<i>In 2017, at KS2 only 81% of PPG pupils attained expected standard compared with 97% of NPPG.</i>	<i>Lesson observations Pupil Attainment Tracking Learning walks Book monitoring Planning monitoring Pupil Attainment Reviews Intervention monitoring and analysis Cross school moderation and quality assurance Enrichment program impact analysis</i>	<i>JH SS MTS CW TD</i>	<i>Termly</i>
<i>Narrowing in-school gaps in combined RWM especially at the end of KS2.</i>	<i>Quality-First Teaching Targeted Intervention Additional teacher in Year 6 English and Maths sessions Enrichment program</i>	<i>In 2017, at KS2 only 81% of PPG pupils attained expected standard in all three subjects compared with 97% of NPPG.</i>	<i>Lesson observations Pupil Attainment Tracking Learning walks Book monitoring Planning monitoring Pupil Attainment Reviews Intervention monitoring and analysis Cross-school moderation and quality assurance Enrichment program impact analysis</i>	<i>JH SS MTS CW TD</i>	<i>Termly</i>
<i>Narrowing in-school gaps in phonic attainment.</i>	<i>High quality phonics provision Phonics interventions HLTA for phonics monitoring and intervention Parent phonic training events RWInc parent training programme</i>	<i>In 2017, at the end of Year 1, 78% of PPG Pupils achieved the expected standard in 2017 compared with 100% of NPPG.</i>	<i>Lesson observations Pupil Attainment Tracking Pupil Attainment Reviews Intervention monitoring and analysis RWInc Progress Reports RWInc Development Day Feedback Impact of RWInc Leader CPD Pathway</i>	<i>JH SS CW TD</i>	<i>Half-termly</i>
<i>Increase numbers of pupils achieving</i>	<i>Quality-First Teaching Targeted Intervention</i>	<i>In 2017, at KS2 only 25% of PPG pupils</i>	<i>Lesson observations Pupil Attainment Tracking</i>	<i>JH SS MTS CW TD</i>	<i>Half-termly in Year 6 and Year 2.</i>

<i>higher levels (especially at the end of KS2).</i>	<i>Additional teacher in Year 6 English and Maths Enrichment program Genius Hour</i>	<i>attained a higher standard in all three subjects compared with 38% of NPPG.</i>	<i>Learning walks Book monitoring Planning monitoring Pupil Attainment Reviews Intervention monitoring and analysis Cross-school moderation and quality assurance Enrichment program impact analysis</i>		<i>Termly in other year groups.</i>
<i>Raise number of PPG pupils achieving Exceeding GLD at the end of EYFS.</i>	<i>Quality-First Teaching Targeted Intervention Increased level of stretch and challenge in all key EYFS profile area Genius hour Maker Spaces</i>	<i>In 2017, at the end of EYFS no PPG pupils attained an Exceeded standard in at GLD compared with 13% of NPPG.</i>	<i>Pupil Attainment Tracking Book monitoring Planning monitoring Pupil Attainment Reviews Intervention monitoring and analysis Cross-school moderation and quality assurance of ILD profiles</i>	<i>JH SS CW TD</i>	<i>Half-termly</i>
Total budgeted cost					£74,250
3. 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?
<i>To narrow the gap between PPG and non-PPG pupils attendance and punctuality %.</i>	<i>Increased profile of attendance with parents Weekly attendance reviews Attendance parent workshop with HLT AO. Implementation of the revised Attendance Policy.</i>	<i>Attendance of PPG pupils is 1% behind cohort as a whole</i>	<i>Prompt identification and intervention with pupils vulnerable Weekly Attendance Review Meetings and analysis Half termly attendance overview monitoring and analysis for identified groups and individuals Attendance Officer impact analysis</i>	<i>JH, SS HLT AO</i>	<i>Monthly</i>

	<p><i>Clarification of communication documents regarding attendance.</i></p> <p><i>Frequent attendance meetings with targeted families.</i></p> <p><i>Attendance Officer Support</i></p> <p><i>Funded Breakfast Club places</i></p>		<p><i>Penalty Charge Notice impact review</i></p>		
<p><i>Ensure that all pupils have necessary access to external services from an early age.</i></p>	<p><i>Early identification of children new to the school and EYFS pupils vulnerable of underachievement.</i></p> <p><i>Appropriate intervention or external agency referrals</i></p> <p><i>Identified children receive additional support, e.g. one to one input from speech & language therapist.</i></p>	<p><i>Early access to additional services allows gaps to be diminished at earlier stages in pupils' lives.</i></p>	<p><i>Analysis of provision map for school-based and additional services.</i></p> <p><i>Review of impact of speech and language groups.</i></p> <p><i>Frequent monitoring of identified pupil progress (especially in CLL in EYFS).</i></p> <p><i>Focused pupil shadowing</i></p> <p><i>Regular learning walks and feedback on quality of interactions in EYFS.</i></p> <p><i>Intervention and external support quality assurance.</i></p>	<p><i>JH, SS, TD</i></p>	<p><i>Monthly</i></p>
<p><i>Wider access to Enrichment and Extended Services for PPG pupils.</i></p>	<p><i>Fully funded Enrichment opportunities</i></p> <p><i>Club subsidies</i></p> <p><i>Trip subsidies and Residential subsidies</i></p> <p><i>Saturday school</i></p> <p><i>Subsidised breakfast club and Our Space</i></p> <p><i>Sports coach provision</i></p>	<p><i>Pupils may feel socially isolated without access to enrichment opportunities.</i></p> <p><i>Higher aspirations motivate and encourage pupils to engage with learning and to build resilience.</i></p>	<p><i>Pupil and parent feedback shows increased aspirations</i></p> <p><i>Clubs sign up analysis</i></p> <p><i>Pupil event participation analysis</i></p> <p><i>Enrichment participation analysis</i></p>	<p><i>BD, SS</i></p>	<p><i>Half-termly</i></p>

Review of Expenditure				
Previous Academic Year		2016-2017		
1. Quality of Teaching for All				
Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost
Teaching and learning opportunities meet the needs of all pupils.	<p>CPD program</p> <p>Cross-federation collaboration</p> <p>Appraisal</p> <p>Coaching and mentoring</p> <p>SLT targeted support</p> <p>Appraisal</p>	<p>81% of PPG children achieved expected standards at KS1 compared to 95% NPPG combined in RWM. National comparators not available for RWM but indicators would suggest that the school has performed in excess of national Other.</p> <p>81% of PPG pupils achieved expected standards at KS2, this is 21% higher than national Other comparators.</p> <p>88% of pupils achieved a Good Level of Development; there is no gap between PPG and NPPG in EYFS for the 2017 cohort.</p>	<p>There are substantial successes for PPG in comparison to Others nationally at most assessment points.</p> <p>An in-school gap between PPG and NPPG pupils is still significant at some key points at the end of KS1 and KS2.</p> <p>Coaching and mentoring using leverage leadership techniques were successful with individual staff to ensure appraisal targets linked to pupils attainment were achieved.</p>	£34,240

<p><i>Quality first teaching drives progress for all pupils.</i></p>	<p><i>CPD program Cross-federation collaboration Appraisal Coaching and mentoring SLT targeted support</i></p>	<p><i>81% of PPG children achieved expected standards at KS1 compared to 95% NPPG combined in RWM. National comparators not available at this point but indicators would suggest that the school has performed in excess of National Other.</i></p> <p><i>81% of PPG pupils achieved expected standards at KS2 compared to 97% NPPG. This is 21% higher than national Other comparators.</i></p> <p><i>88% of pupils achieved a Good Level of Development, there is no gap between PPG and NPPG in EYFS for the 2017 cohort.</i></p>	<p><i>The Curiosity Project in the Summer Term received very positive feedback from parents and pupils. Teachers were successfully challenged and supported to engage pupils in critical thinking and reasoning skills throughout the project.</i></p> <p><i>Coaching and mentoring using leverage leadership techniques were successful with individual staff to ensure appraisal targets linked to pupils attainment were achieved.</i></p> <p><i>Successful mentoring of NQTs impacted on successful outcomes for pupils.</i></p> <p><i>The rigorous nature of the monitoring cycle has led to early identification of areas of development for staff and an improvement in the Teaching Profile of the school.</i></p> <p><i>An increased focus is needed on Pupil Attainment Reviews for PPG pupils aspiring to Greater Depth, especially at KS1.</i></p>	
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2. Targeted Support

Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost
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<p><i>Narrowing in-school gaps in phonic and reading attainment.</i></p>	<p><i>Daily supported reading RWInc interventions PPG children targeted in DEAR sessions 1-2-1 phonics catch-up</i></p>	<p><i>At KS1, in Reading, PPG pupils outperformed national Other by 10%.</i></p> <p><i>At KS2, in Reading, PPG pupils outperformed national Other by 24%.</i></p> <p><i>100% of NPPG pupils achieved the expected standards in the phonics screen compared to 78% of PPG pupils.</i></p>	<p><i>Whilst at KS2 progress and attainment for PPG pupils was high for reading, the in-school gap in phonics attainment still remained significant.</i></p> <p><i>All four PPG pupils who did not achieve the expected standard are also SEND. A SEND phonics programme would benefit from further development.</i></p>	<p>£8,800</p>
<p><i>Narrowing in-school gaps in writing attainment.</i></p>	<p><i>Small group interventions Boosters Additional teacher at end of KS2</i></p>	<p><i>At KS1, in Writing, PPG pupils outperformed national Other by 11%.</i></p> <p><i>At KS2, in Writing, PPG pupils outperformed national Other by 2%.</i></p>	<p><i>Writing at KS2 was area in which % PPG pupils achieving expected standard was lowest, bringing down RWM combined score. This was also the area in which the difference with national Others was negligible.</i></p> <p><i>Detailed feedback and marking with targeted steps for improvement ensured strong progress for pupils. For a few PPG pupils, although progress was good it was not sufficiently rapid to bring attainment up to expected levels.</i></p> <p><i>SPaG teaching and intervention was highly effective at KS2 with 94% of PPG pupils achieving expected standard and at Greater Depth with 63% of PPG pupils achieving the higher standard. The in-school gap was also small at both attainment levels.</i></p>	<p>£21,450</p>

<p><i>Narrowing in-school gaps in maths attainment.</i></p>	<p><i>Small group interventions Boosters Additional teacher at end of KS2</i></p>	<p><i>At KS1, in Maths, PPG pupils outperformed national Other by 11%.</i></p> <p><i>At KS2, in Maths, PPG pupils outperformed national Other by 18%.</i></p>	<p><i>Maths teaching and interventions were highly effective with 94% of PPG pupils achieving the expected standard and 57% attaining at Greater Depth.</i></p> <p><i>Stretch and challenge questions (Depth of Knowledge) and detailed reasoning responses to marking supported pupils to make that rapid progress to Greater Depth.</i></p>	<p>£21,450</p>
<p><i>Increase numbers of pupils achieving higher levels.</i></p>	<p><i>Small group interventions Brilliant Club Booster sessions</i></p>	<p><i>At KS1, PPG pupils achieving the higher standards were not as significantly above national Other at Greater Depth than was achieved at the expected standard.</i></p> <p><i>At KS2 PPG pupils significantly outperformed national Others in Reading (33%) and Maths (36%) but less significantly in Writing (13%).</i></p>	<p><i>Most able KS2 PPG pupils performed very successfully compared with Others nationally but the gap within the school remains significant.</i></p> <p><i>An additional focus on more able PPG pupils at KS1 would support greater numbers of pupils achieving higher standards.</i></p>	<p>£15,250</p>
<p><i>Narrow in school gaps in EYFS to give all pupils best possible start in education.</i></p>	<p><i>Early identification of pupils vulnerable of underachievement</i></p>	<p><i>There were no gaps between PPG and NPPG pupils achieving a GLD at the end of EYFS.</i></p>	<p><i>Due to effective identification and intervention, the gap between PPG and NPPG pupils in Reception closed at expected, there are still improvements to be made at Exceeding in EYFS as no PPG pupils attained the Exceeding standard across the strands that make up GLD.</i></p>	<p>£8,150</p>

3. Other Approaches

Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost
<p><i>Wider access to enrichment opportunities.</i></p>	<p><i>Club subsidies Trip subsidies Residential subsidies Saturday school Subsidised Breakfast and Our Space Specialist teachers Sports coaches</i></p>	<p><i>Access to enrichment opportunities contributed to the success of PPG attainment by reducing barriers to learning:</i></p> <p><i>81% of PPG children achieved expected standards at KS1 compared to 95% NPPG combined in RWM. National comparators not available at this point but indicators would suggest that the school has performed in excess of national Other.</i></p> <p><i>81% of PPG pupils achieved expected standards at KS2 compared to 97% NPPG. This is 21% higher than national Other comparators.</i></p> <p><i>88% of pupils achieved a Good Level of Development, there isn't a gap between PPG and NPPG in EYFS for the 2017 cohort.</i></p>	<p><i>Take up of extended opportunities was high in most areas. Demonstrating that pupils were engaging fully in the school's offer and the extended curriculum.</i></p> <p><i>Take up on Easter school was varied; earlier parental engagement and buy-in would be beneficial. Increasing the awareness of these families of the benefit of this offer to support pupils to be secondary-ready.</i></p>	<p><i>£17,075</i></p>
<p><i>Raising aspirations</i></p>	<p><i>Brilliant Club Stretch Academy Debate</i></p>	<p><i>100% of pupils accessing Enrichment programme achieved expected standards at the end of KS2.</i></p>	<p><i>Pupils and parents reported the value and success of the programme.</i></p> <p><i>Outcomes demonstrate the value of the programme and its impact. As a result the school are considering expanding the offer.</i></p>	<p><i>£11,650</i></p>

<p><i>Raising attainment for pupils by increasing engagement with learning</i></p>	<p><i>Social and communication groups</i></p> <p><i>In-school counselling service</i></p> <p><i>Close partnership with outside agencies</i></p> <p><i>Speech and Language Therapist</i></p> <p><i>Attendance Officer support</i></p> <p><i>Uniform subsidies</i></p>	<p><i>Increased engagement with learning contributed significantly to the success of PPG attainment by reducing barriers to learning:</i></p> <p><i>81% of PPG children achieved expected standards at KS1 compared to 95% NPPG combined in RWM. National comparators not available at this point but indicators would suggest that the school has performed in excess of national Other.</i></p> <p><i>81% of PPG pupils achieved expected standards at KS2 compared to 97% NPPG. This is 21% higher than national Other comparators.</i></p>	<p><i>Rigorous and consistent implementation of the key school policies (for example behaviour, uniform and attendance policies) have ensured pupils understand expectations and are settled and ready to learn.</i></p> <p><i>Close and effective partnerships with external agencies allowed a joint strategy for key pupils.</i></p> <p><i>Parental engagement in joint home school learning projects has been a particular success. A small group of hard-to-reach families would benefit from increased support from the school to access these events.</i></p>	<p><i>£13,125</i></p>
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