

The Grange School
2020 - 2021 Tactical Plan January 2021
Pupil Premium Version 2

Impacts milestones in red indicate those which impact universally
Impact milestones in blue indicate those which are targeted to impact on Pupil Premium Pupils

Intent	IMPLEMENTATION MILESTONES	IMPACT MILESTONES				
		Rationale/Baseline	Planned Expenditure PP £125, 400 Catch-up Funding £34,000	By December 2020	By March 2021	By July 2021
For all PP children to increase their levels of Academic Resilience; minimising their risk of underachievement	<p>Strategic Mental Health and Wellbeing Lead role created.</p> <p>Staff trained in Resilience Rainbow approaches (Academic Resilience) and associated interventions</p> <p>Provision Map of Resilience Rainbow interventions created</p> <p>Staff CPD-Implementing the revised Personal Development Curriculum Create whole school provision map so that all interventions (SEND, RR, EAL, Behaviour, Academic) are in one place and can be cross referenced against each other ensuring a cohesive approach</p>	<p>Poor mental Health and wellbeing, leading to a lack of Academic Resilience has been identified as the biggest barrier to learning in our school. To overcome this barrier we have reviewed our curriculum and have put Personal Development at the core-Our Golden Thread. This area of the curriculum and the wider areas involved is vast and involves many staff. The SLT identified that this would need leading strategically by a member of the SLT</p> <p>'Academic resilience means students achieving good educational outcomes despite adversity. For schools, promoting it involves strategic planning and detailed practice involving the whole school community to help vulnerable young people do better than their circumstances might have predicted' (Young Minds)</p>	<p>Wellbeing Lead costs £18,430</p> <p>Staff Training- Resilience Rainbow Approaches £250 £250</p>	<p>Monitoring evidences that all aspects of the Personal Development Curriculum are being taught in all year groups</p> <p>All high/medium risk PP pupils have been identified and Resilience Rainbow areas for intervention identified in Team Around the Child Meetings</p> <p>Jigsaw Resilience and Engagement Scale baseline scores established.</p> <p>All pupils that require escalation to Early Help Assessment (EHA) have been identified</p> <p>Staff voice evidences good knowledge and understanding of the Resilience Rainbow approach</p> <p>Monitoring evidences that the Resilience Rainbow is actively referred to in all English and Maths lessons</p> <p>The attainment gap between PP and Non-PP children has begun to reduce in all year groups in reading, writing, maths</p>	<p>Monitoring evidences high quality teaching of the new Personal Development Curriculum</p> <p>All high/medium risk pupils have been identified and Resilience Rainbow areas for intervention identified in Team Around the Child Meetings</p> <p>Interventions are in place for all high/medium risk PP pupils to address Resilience Rainbow deficiencies</p> <p>Jigsaw Resilience and Engagement Scale scores demonstrate increasing resilience levels across all groups of pupils compared to their Autumn baseline</p> <p>EHAs in place for all previously identified pupils.</p> <p>Further children that require escalation to EHA identified as part of wellbeing register reviews</p> <p>Monitoring evidences the Resilience Rainbow is an integral part of all classrooms</p>	<p>Monitoring evidences that high quality teaching and learning of the Personal Development Curriculum is impacting positively on attainment in other curriculum areas</p> <p>High-risk/medium risk pupils' Resilience Rainbow scores impacted on positively by good quality interventions</p> <p>Jigsaw Resilience and Engagement Scale scores demonstrate increasing resilience levels across all groups of pupils compared to their Spring assessments</p> <p>EHAs demonstrate positive pastoral and/or academic impact on the child</p> <p>Data targets (below) have been met/exceeded</p> <p>The attainment gap between PP and Non-PP children has reduced in all year groups in reading, writing, maths</p> <p>The % of PP children requiring SEMH/Behaviour support has reduced.</p>

					The attainment gap between PP and Non-PP children has continued to reduce from December levels in all year groups in reading, writing, maths	
For effective SEMH/ Behaviour provision to be in place for all identified PP pupils; minimising their risk of underachievement.	<p>All actions on TAHMS action plan complete and evaluated</p> <p>High quality interventions (wellbeing team) planned for all identified children -APDR cycle is in place for these interventions</p> <p>School Changemaker initiative to be implemented in school</p> <p>Sleuth behaviour tracking software to be implemented</p> <p>Attendance procedures in place for PP attendance causing concern</p>	<p>Our own research amongst our pupils shows that some PP children with SEMH needs are unable to access the curriculum because of this, and need to be taught the necessary SEMH skills alongside academic content</p> <p>EEF Teacher Toolkit</p> <p>-Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance (+ 3 months) along with a decrease in problematic behaviours.</p> <p>-On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p>REPORT on Research Into 'Closing the Gap': Raising Achievement for Disadvantaged Pupils 2016</p> <p>The research identified a number of common themes that need to be developed in schools to ensure that disadvantaged pupils are given the best opportunity to succeed. One of the themes was: Promote effective use of the student voice.</p> <p>Teacher voice in our school evidences that some pupils find it difficult to take responsibility for their own learning and lack engagement</p>	<p>Learning Mentor (ELSA) costs £20,276</p> <p>Behaviour Lead Costs £ 5,645</p> <p>Digital Leaders £500</p> <p>Sleuth Software- £ 2,500</p>	<p>Sleuth behaviour tracking system set up; teachers have started to use this to record behaviour incidents</p> <p>Behaviour Support Plans (APDR) in place for all identified PP pupils</p> <p>SDQ assessments have been carried out on all PP children identified as having SEMH/ Behaviour needs. A baseline has been established.</p> <p>School Changemaker groups established: Eco Changemakers Digital Changemakers (PP representation to be ensured in each group)</p> <p>jigsaw Resilience and Engagement Scale baseline scores established.</p> <p>Data targets (below) have been met/exceeded</p> <p>PP attendance has improved from 20-21 Baseline</p>	<p>Trends/ patterns in behaviour are identified more efficiently by the behaviour lead due to the implementation of Sleuth. This impacts positively on the effectiveness of interventions in place.</p> <p>Evaluations of Behaviour Support Plans and Individual Learning Plans for identified PP children show progress in terms of behaviour and self-regulation.</p> <p>Staff voice (TAHMS survey) demonstrates increased knowledge of supporting mental health in schools a result of TAHMS action plan and associated support</p> <p>jigsaw Resilience and Engagement Scale scores demonstrate increasing resilience levels across all groups of pupils compared to their Autumn baseline</p> <p>Data targets (below) have been met/exceeded</p> <p>PP attendance has improved from 20-21 Baseline and the gap is closing on Non-PP attendance.</p>	<p>The number of behaviour incidents recorded for PP children have reduced from the Spring term</p> <p>SDQ scores have increased for all identified SEMH/Behaviour PP pupils</p> <p>Evaluations of Behaviour Support Plans and Individual Learning Plans for identified PP children show progress in terms of behaviour and self-regulation and data indicates these children are making academic progress</p> <p>School Changemaker groups, with PP representation evidence impact in their area of focus as a result of pupil voice</p> <p>Teacher voice evidences attitudes to learning have improved.</p> <p>jigsaw Resilience and Engagement Scale scores demonstrate increasing resilience levels across all groups of pupils compared to their Spring assessments</p> <p>Data targets (below) have been met/exceeded</p> <p>PP attendance has improved further from Spring term levels and the gap between PP and Non-PP pupils has reduced</p>

To eliminate the attainment/progress gap between PP and Non-PP children in all year groups in Reading, Writing and Maths

To ensure that PP children are attaining inline/above PP children nationally in RWM

Improve Quality First Teach-Staff CPD
 - Assessment and Feedback
 - Literary Curriculum in house training
 - Essential Maths (Mastery Curriculum)-External CPD
 - Revised whole school curriculum-in house CPD
 -Early Years Maths training
 Karen Wilding

Adaptations made to medium term planning to facilitate rapid bounceback

1:1 and Small Group Tuition

- Tuition Teachers (KS2)
 - FFT Tuition Programme (Years 2/3)
 - Adaptive Technology (Years 2-6)

EEF Teacher Toolkit

Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.

Reading Targets V Baseline 2020

READING FFT 20	PP Target % Expected+	PP Sept 20 % Expected+
Year 6	85%	73%
Year 5	77%	52%
Year 4	97%	88%
Year 3	61%	31%
Year 2	77%	23%

READING FFT 20	PP Target % GD	PP Sept 20 % GD
Year 6	54%	27%
Year 5	33%	9%
Year 4	62%	50%
Year 3	29%	13%
Year 2	33%	0%

READING FFT 20	PP Target SS	PP Sept 20 SS
Year 6	110	103.5
Year 5	105	95.5
Year 4	112	106.9
Year 3	101	92.5

READING FFT 20	PP % at/above target Sept
Year 6	27%
Year 5	17%
Year 4	50%
Year 3	27%
Year 2	0%

Maths Targets V Baseline 2020

Maths FFT 50	PP Target % Expected+	PP Sept 20 % Expected+
Year 6	88%	80%
Year 5	77%	26%
Year 4	97%	100%
Year 3	64%	31%
Year 2	74%	23%

Maths FFT 50	PP Target % GD	PP Sept 20 % GD
Year 6	40%	0%
Year 5	20%	4%
Year 4	53%	13%
Year 3	21%	6%
Year 2	27%	8%

LA Funded 4 days Essential Maths training

LA funded School to School support plan

Early Years Maths CPD and mentoring by an advisor £999

In house training QFT no cost

UKS2 Tutor: Sept-July-£34,553+ £7580 from catch-up

LKS2 Tutor: £30, 286

Lexia (Adaptive Technology) English: £9150 (3 years)

FFT Tuition programme: £2,200

All children have bounced back to their pre-lockdown levels

40% of PP pupils are working at their FFT 50 estimates in W, M and GPS amd FFT20 in Reading

PP GD target children identified in reading (FFT 5)and maths(FFT 20) in all year groups. Interventions are in place for these children.

High quality monitoring evidences improvements in QFT. Where improvements have not been made, support plans are in place to accelerate progress

60% of PP pupils are working at their FFT 50 estimates in W, M and GPS amd FFT20 in Reading

PP/Non PP attainment gap has reduced in all year groups in reading and maths from December data drop

As a result of high quality intervention the gap between the PP GD target group and their revised estimates have closed from the Autumn term

High quality monitoring evidences further improvements in QFT. Where improvements have not been made, support plans are in place to accelerate progress

75% of PP pupils are working at their FFT 50 estimates in W, M and GPS amd FFT20 in Reading

All PP children estimated to be working at GD (FFT50 Maths, writing and GPS and FFT 20 for reading) are working at their estimated level.

As a result of high quality intervention the gap between the PP GD target group and their revised estimates have closed from the Spring term

Monitoring evidences the quality of teaching in KS2 has improved and 90%????? is good.

End of KS2 targets PP Targets from FFT (will be reviewed each year)

Maths 2021
 FFT 50 88% /37%
 SS 107.2

Reading 2021
 FFT 20 85%/54%
 SS 108

Writing 2021
 FFT 50 83%/45%

GPS 2021
 FFT 50 84%/55%
 SS 110

Combined 2021
 FFT 50 75%/25%

Maths FFT 50	PP Target SS	PP Sept 20 SS
Year 6	108	99.6
Year 5	104	94.4
Year 4	110	105.3
Year 3	101	90.4

Maths FFT 50	PP % at/above target Sept
Year 6	7%
Year 5	9%
Year 4	13%
Year 3	19%
Year 2	23%

Reading			
Year Group	Estimated FFT 50 Gap	Feb 2020 Gap	September 2020 Gap
6	1.2	-2.7	-1.7
5	-2.6	-7.9	-8.2
4	2.8	3.9	4
3	-5.9		-6
2	-4	-7.5	-7.2
Maths			
Year Group	Estimated FFT 50 Gap	Feb 2020 Gap	September 2020 Gap
6	-0.1	-5.9	-5.3
5	-2.1	-5.2	-8.7
4	3	5.6	3.8
3	-0.8		-9.3
2	-2.5	-7.6	-2.8

For PP children to have equality of opportunity, enabling them to become more Academically Resilient and in turn fulfilling their academic potential.

Year 1 Package
 - School to provide a uniform package or £75 individual music tuition for all PP children.
 - Every Child a Musician programme - All children to learn to play a musical instrument
 - School photo package provided for all PP children
 -Each PP child to receive a book a month
 -Each PP child to receive an annual magazine subscription
 Targeted phone calls to parents
 Regular communication from school to parents/carers about applying for pupil premium

1 in 8 of the nation's most disadvantaged children say they don't have a book of their own at home. Children who own a book are 15 times more likely to read above the level expected for their age and are four times less likely to read below the expected level. (Literacy Trust 2017)
 Reading Survey baseline - to be added
 Number of PP Pupils baseline - to be added
 -Children from low income families often miss out on events that most of us would take for granted. They miss school trips, can't invite friends round for tea, and can't afford a one-week holiday away from home.
 - The Millennium Cohort Study shows that poor children are four times more likely to develop mental health

Uniform/Music tuition - £10,000
 Every Child a Musician-£19,980
 Photos-£2640
 Magazine Subscription-£4800
 Book Club- £6, 600

All pupils in Year 3 have learned to play the violin
 Parent voice evidences increased confidence in Pupil Premium provision for their child/children.
 All PP children have been identified and are in receipt of the pupil premium package
 All high/medium risk PP pupils have been identified and Resilience Rainbow areas for intervention identified in Team Around the Child Meetings
 Jigsaw Resilience and Engagement Scale baseline scores established.
 PP data targets (above) have been met/exceeded

Further years groups have learned to play a musical instrument
 Pupil voice evidences improved attitudes to reading amongst PP children
 Jigsaw Resilience and Engagement Scale scores demonstrate increasing resilience levels across all groups of pupils compared to their Autumn baseline
 PP data targets (above) have been met/exceeded

All children have learned to play a musical instrument
 Book poverty eradicated amongst PP children
 Resilience Rainbow scores demonstrate an increased sense of belonging/core self amongst PP children
 Jigsaw Resilience and Engagement Scale scores demonstrate increasing resilience levels across all groups of pupils compared to their Spring assessments
 PP data targets (above) have been met/exceeded

	Drop in sessions to support parents in applying for Pupil Premium	<p>problems by the age of 11.</p> <p>(Child Poverty Action Group 2020)</p> <p>EEF Teacher Toolkit</p> <p>Overall, the impact of arts participation on academic learning appears to be positive but low (+2 months) Improved outcomes have been identified in English, mathematics and science with greater effects on average for younger learners and, in some cases, for disadvantaged pupils. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>		A catalogue of books (informed by PP voice) has been created and pupils have selected books to take home.		
<p>Maintain improvements in Speech, Language and Communication in EYFS, and pre-school pupils and implement best practice and provision across the school.</p> <p>Ensure that the SL&C needs of pupils are swiftly identified and timely intervention is provided.</p> <p>To maintain expected + levels inline with National average (high % of EAL pupils) and increase the number of children exceeding in Communication and Language in EYFS</p>	<p>Sustain pre-school provision that focuses on SL&C</p> <ul style="list-style-type: none"> - Tuesday Tots -2 year old provision -High quality pre-school provision for all EYFS curriculum that focuses on SL&C -EYFS style provision extended to include Year 1 pupils -Sustain CSI Team (Communication & Sensory Impairment Team) to support the universal offer and provide specialist intervention and advice / support. -Create toy library for Birth-6 with a SL&C focus 	<p>EEF Teaching and Learning Toolkit</p> <p>-Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families tend to result in the best gains.</p> <p>-Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p> <p>-All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress).</p>	<p>CSI Team Costs</p> <p>£22.312</p>	<p>Monitoring evidences the Word Aware approach is being used in the agreed way in all year groups</p> <p>Word Aware is implemented as a targeted group intervention to pre-teach vocabulary for identified groups of PP children (BPVS Baselines Established)</p> <p>PP data targets (above) have been met/exceeded</p> <p>ILPs and APDR cycles in place for all children who are identified as having additional SL&C needs.</p> <p>Pupils with the potential to exceed in Communication and Language in EYFS are identified and interventions are in place to accelerate their progress</p> <p>Monitoring evidences high</p>	<p>Monitoring evidences high quality vocabulary teaching in all year groups. Where this is not the case, support plans are in place.</p> <p>BPVS scores evidence good progress against their Autumn scores for targeted PP children</p> <p>Star reader test gap analysis evidences progress from December levels in understanding vocabulary for all children</p> <p>PP data targets (above) have been met/exceeded</p> <p>APDR cycles evidence good progress for all children who are identified as having additional SL&C needs.</p> <p>Monitoring evidences high quality C&L provision which challenges higher attainers, has been maintained across EYFS</p>	<p>Monitoring evidences that high quality teaching of vocabulary is impacting positively on standards in reading and writing.</p> <p>BPVS scores evidence good progress against their Autumn scores for targeted PP children.</p> <p>Reading test gap analysis evidences progress from Spring levels in understanding vocabulary for all targeted PP children</p> <p>PP data targets (above) have been met/exceeded</p> <p>APDR cycles evidence good progress for all children who are identified as having additional SL&C needs.</p> <p>Monitoring evidences high quality C&L provision which challenges higher attainers, has</p>

				quality C&L provision which challenges higher attainers in place across EYFS and Y1	and Y1	been maintained across EYFS and Y1
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