

6. Review of expenditure
Sept 19 – March 20 £29,388
March 20 – March 21 £53,385

NB: The DfE understands that due to COVID and school closures, it is not possible for schools to fully evaluate and measure the impact of pupil premium funding for 2019-2020 academic year. As a result, the impact of the grant will be measured at the end of the financial year 20-21. This report will cover the whole period: September 2019 – March 2021. It will give the most detail about the grant's use and impact for the period between September 20 - March 21 – this will include any changes made to pupil premium spending due to COVID19.

During the COVID period, a lot of work was done on ensuring the attendance of PPG children. Headteacher reports during Lockdown Partial Closing have documented the work and support awarded PPG pupils. PPG pupils have received intense support since March 20 to ensure progress and attainment. The effect of lockdown will be seen in the October 20 entry assessments. The results of in school intervention this will be seen in AP1 data (December 20).

Focus for the lockdown period was to; booster' PPG pupils who were at school – PPG children encouraged to attend school during lockdown March – July 20 – those who attended received a small group bespoke curriculum in each base to booster leaning. Those PPG children at home did not fully engage in remote learning.

Primary support during Lockdown was given through food parcels/vouchers to Ever 6 FSM (no longer FSM) and through daily living support (CAFO) – clothing, mental health, cash, council housing applications etc. Many man-hours were attributed to the support of PPG children.

Previous Academic Year | **September 2019 - March 21 (End of financial year)**

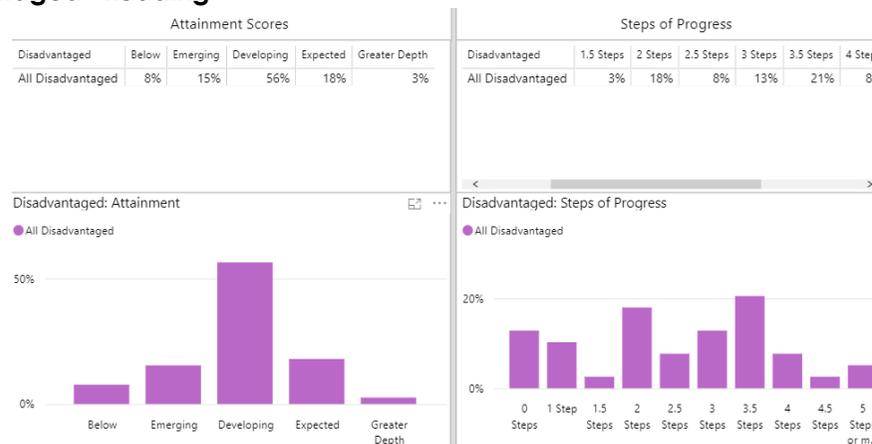
Most Recent Progress and Attainment Feb 21

***Due to COVID 19, we do not have 19-20 data and cannot benchmark as a result.**

Disadvantaged Overview (39 Years 1-6: 10 x SEN inc 1 x EHC) No FS included in data

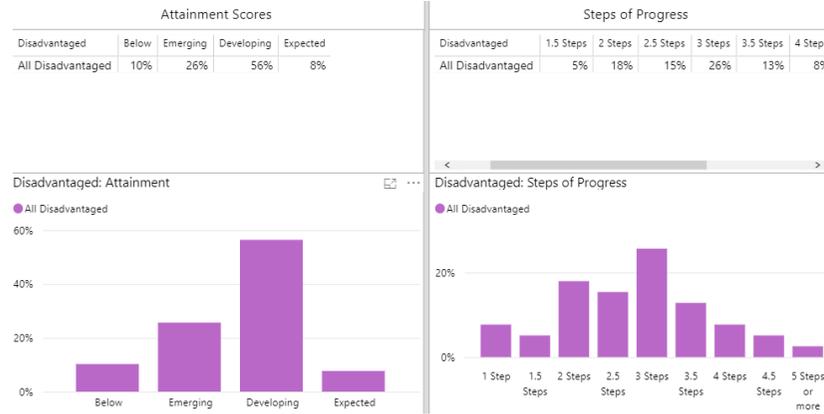
Attainment & Progress Whole School: Disadvantaged– Reading

78% of DA children on track



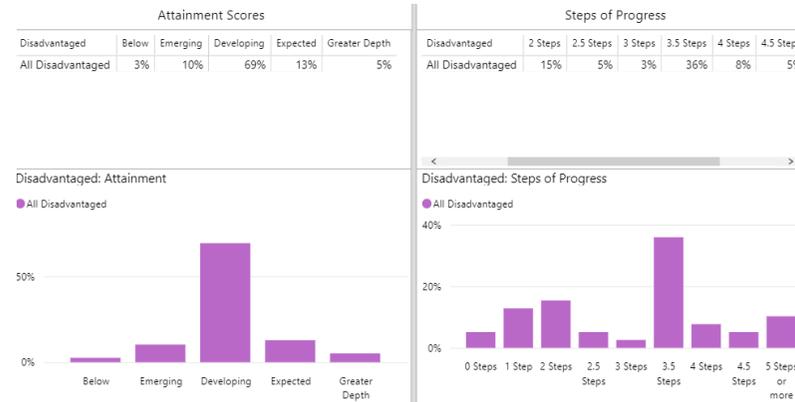
Attainment & Progress Whole School: Disadvantaged (39 Years 1-6) – Writing

64% of DA children on track



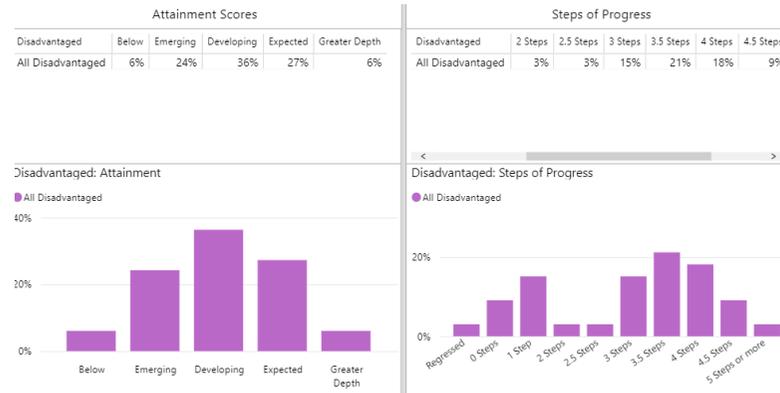
Attainment & Progress Whole School: Disadvantaged (39 Years 1-6) – Maths

87% of DA children on track



Attainment & Progress Whole School: Disadvantaged (33 Years 2-6) – SPaG

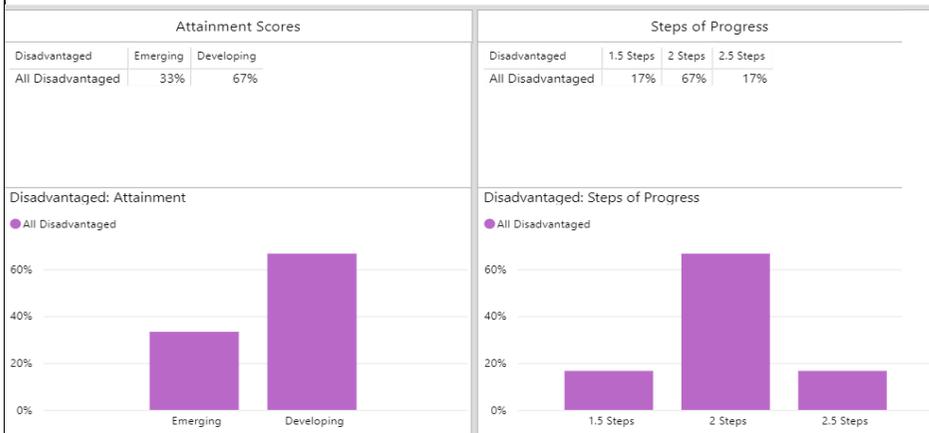
70% of DA children on track



Disadvantaged – Year groups.

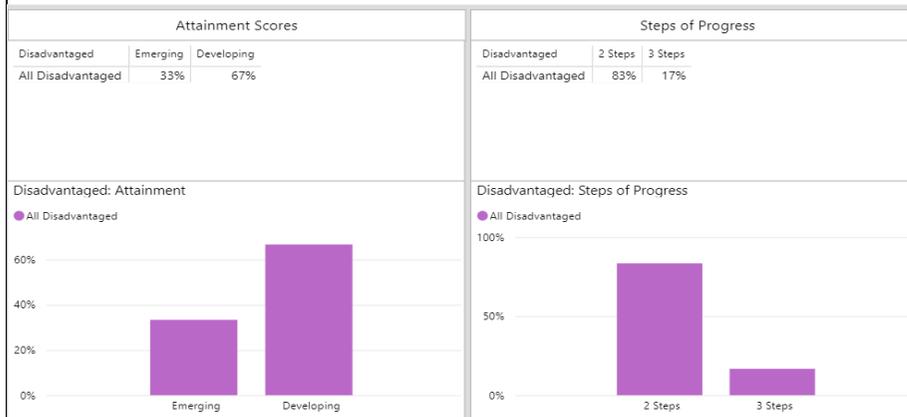
a) Year 1 Disadvantaged (6 with 2 x SEN) - Reading

At AP 2, all Year 1 pupils are expected to have made 2 steps progress.



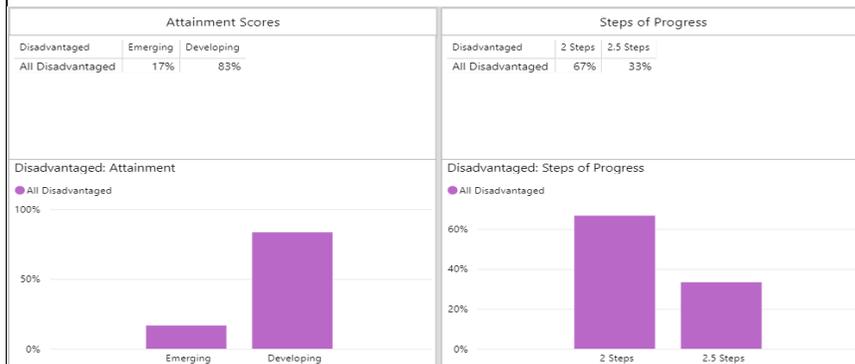
- Attainment is well below non – disadvantaged in reading.
- Progress is good with 83% of pupils making 2+ steps progress.

b) Year 1 Disadvantaged (6 with 2 x SEN) - Writing



- Attainment is well below non – disadvantaged in writing.
- Progress is good with 100% of pupils making 2+ steps progress.

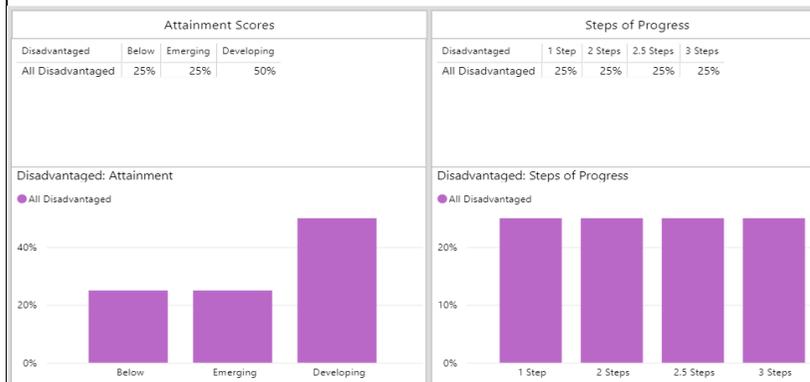
c) Year 1 Disadvantaged (6 with 2 x SEN) – Maths



- Disadvantaged pupils are almost in line with non – disadvantaged in maths.
- Attainment is good and disadvantaged pupils are almost in line with non – disadvantaged in maths.
- Progress is good with 100% of pupils making 2+ steps progress.

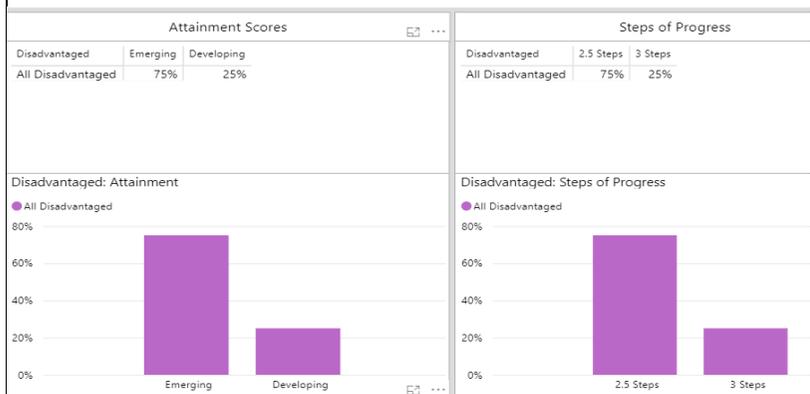
d) Year 2 Disadvantaged (4 with 0 x SEN) - Reading

At AP 2, all pupils are expected to have made 2.66 steps progress.



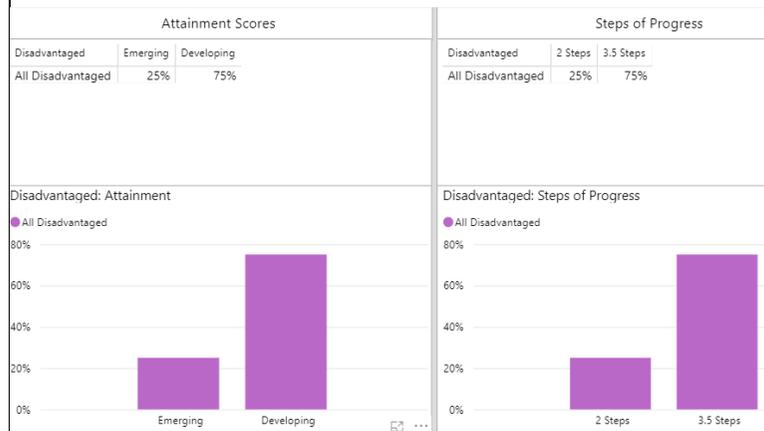
- Attainment is below non – disadvantaged in reading, with 2 / 4 making expected attainment.
- Progress is average with 2 / 4 disadvantaged pupils making 2.5+ steps progress

e) Year 2 Disadvantaged (4 with 0 x SEN) - Writing



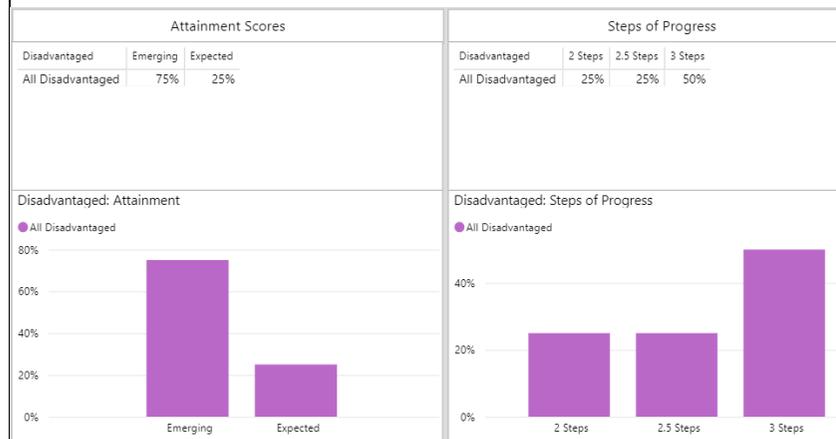
- Attainment is well below non – disadvantaged in writing.
- Progress is very good with 4 / 4 disadvantaged pupils making 2.5+ steps progress with 2 / 4 making expected attainment.

f) Year 2 Disadvantaged (4 with 0 x SEN) - Maths



- Attainment is slightly below non – disadvantaged in maths with 75% on track.
- Progress is very good with 3 / 4 disadvantaged pupils making 3.5 steps progress.

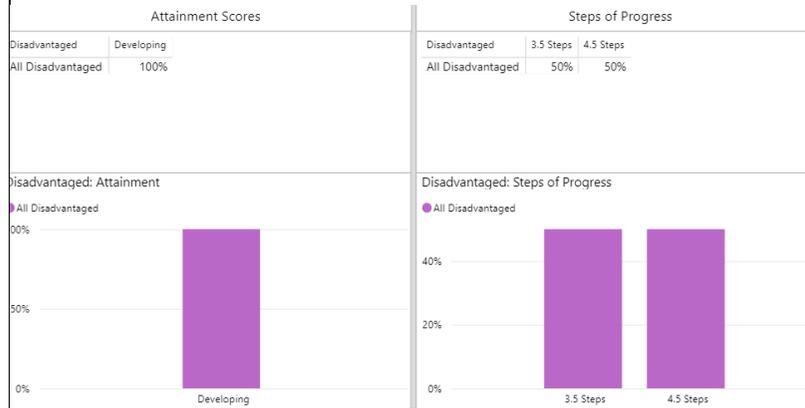
g) Year 2 Disadvantaged (4 with 0 x SEN) - SPaG



- Attainment is well below non – disadvantaged in SPaG with only 1 / 4 pupils on track.
- Progress is good with 3 / 4 disadvantaged pupils making 2+ steps progress.

h) Year 3 Disadvantaged (2 with 0 x SEN) - Reading

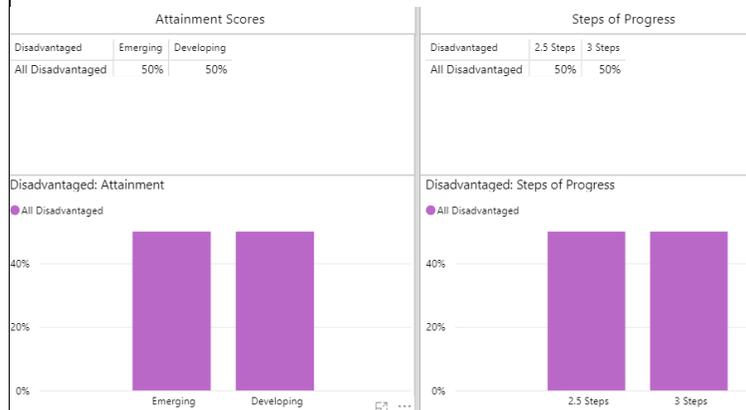
At AP 2, all pupils are expected to have made 2.66 steps progress.



- Attainment is good in Reading – on track, making expected attainment.
- Progress is very good with both disadvantaged pupils making at least 3.5+ steps progress

i) Year 3 Disadvantaged (2 with 0 x SEN) – Writing

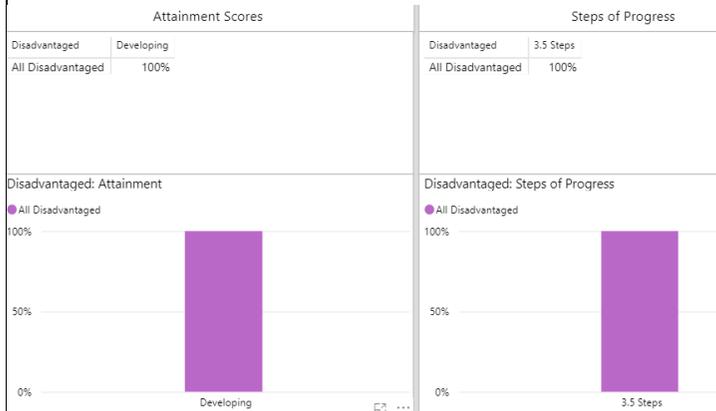
At AP 2, all pupils are expected to have made 2.66 steps progress.



- 1 / 2 pupils is not on track
- Progress is good at expected+

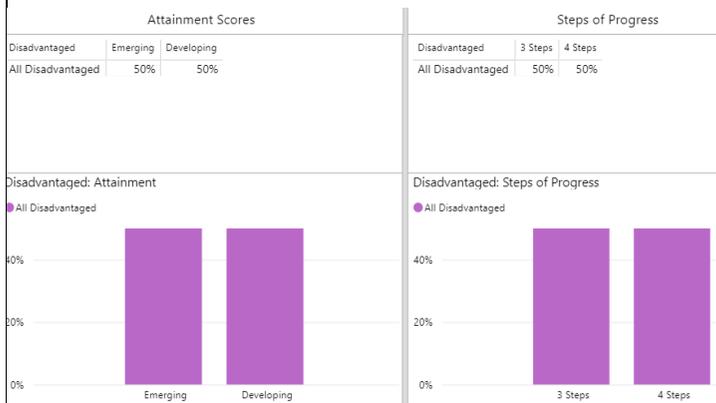
At AP 2, all pupils are expected to have made 2.66 steps progress.

j) Year 3 Disadvantaged (2 with 0 x SEN) - Maths



- Attainment is good in Reading – on track, making expected attainment.
- Progress is very good with both disadvantaged pupils making at least 3.5+ steps progress

k) Year 3 Disadvantaged (2 with 0 x SEN) - SPaG

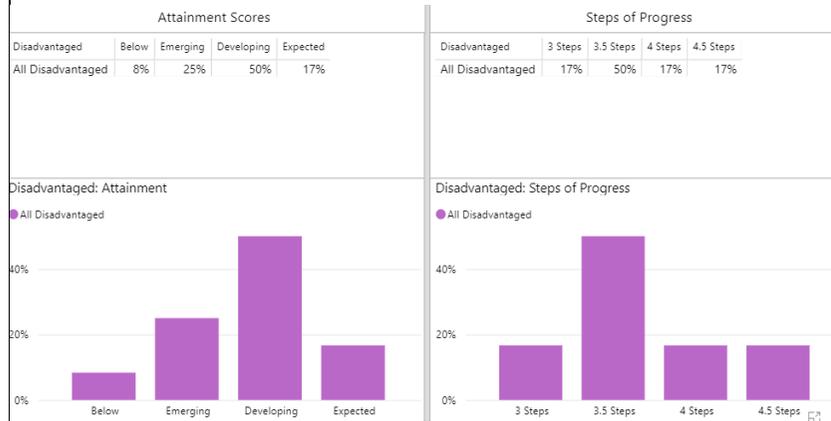


At AP 2, all pupils are expected to have made 2.66 steps progress.

- 1 / 2 pupils is not on track
- Progress is very good at expected+

l) Year 4 Disadvantaged (12 with 2 x SEN) -Reading

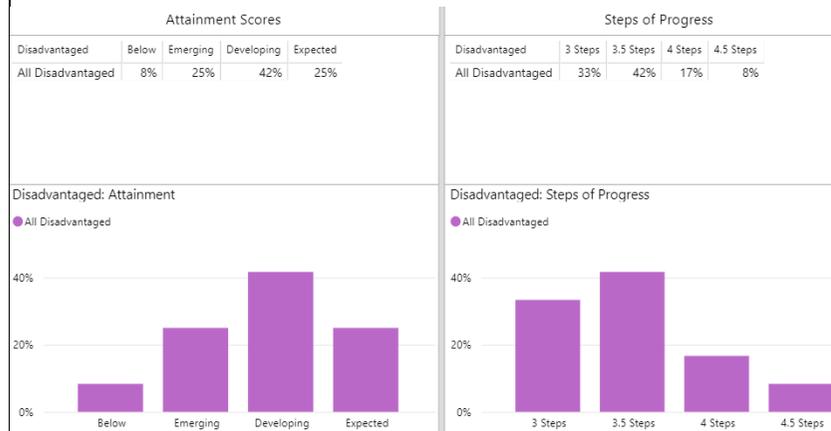
At AP 2, all pupils are expected to have made 2.66 steps progress.



- 4 / 12 pupils are not on track
- Progress is very good at expected+ - accelerated

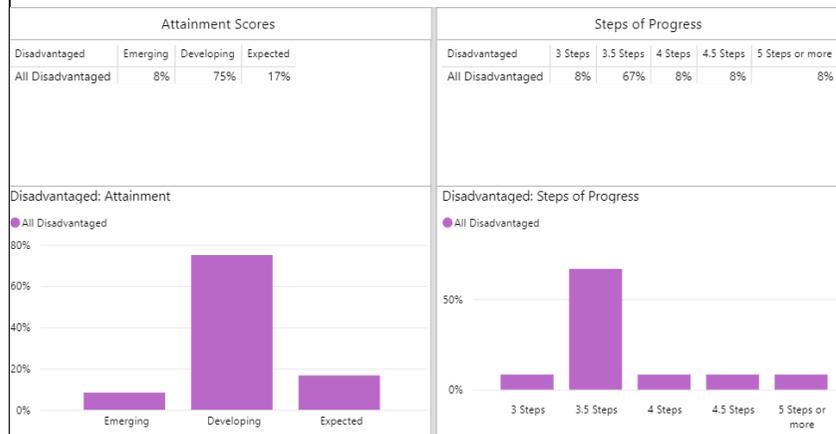
m) Year 4 Disadvantaged (12 with 2 x SEN) -Writing

At AP 2, all pupils are expected to have made 2.66 steps progress.



- 4 / 12 pupils are not on track
- Progress is very good at expected+ - accelerated

n) Year 4 Disadvantaged (12 with 2 x SEN) - Maths

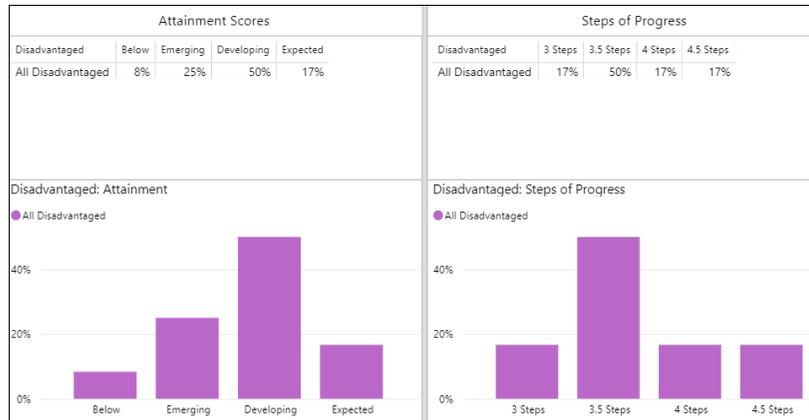


At AP 2, all pupils are expected to have made 2.66 steps progress.

- 1 / 12 pupils is not on track, with two pupils already at expected.
- Progress is very good at expected+ - accelerated.

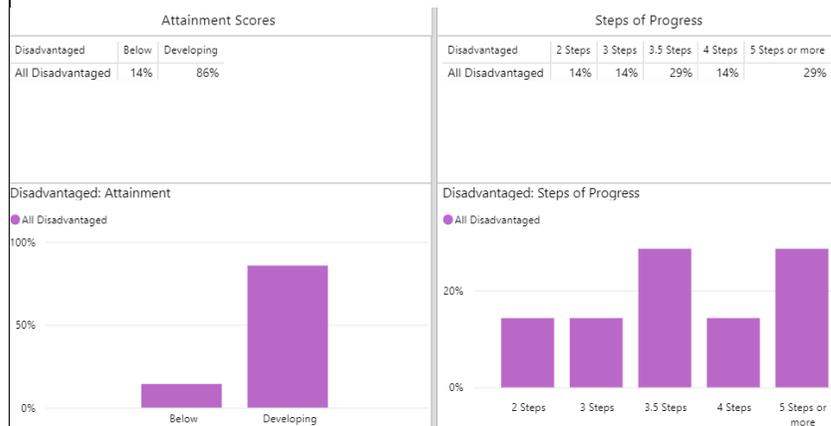
o) Year 4 Disadvantaged (12 with 2 x SEN) - SPaG

At AP 2, all pupils are expected to have made 2.66 steps progress.



- 4 / 12 pupils is not on track.
- Progress is very good at expected+ - accelerated.

p) Year 5 Disadvantaged (7 with 4 x SEN) - Reading

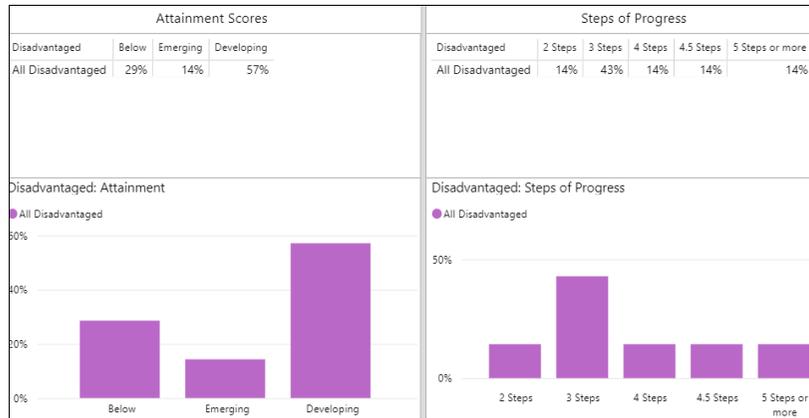


At AP 2, all pupils are expected to have made 2.66 steps progress.

- 1 / 7 pupils is not on track. (EHC, LAC, EAL)
- Progress is very good at expected+ - accelerated, with 1 / 7 pupils not making expected progress but making 2 steps progress (EHC, LAC, EAL)

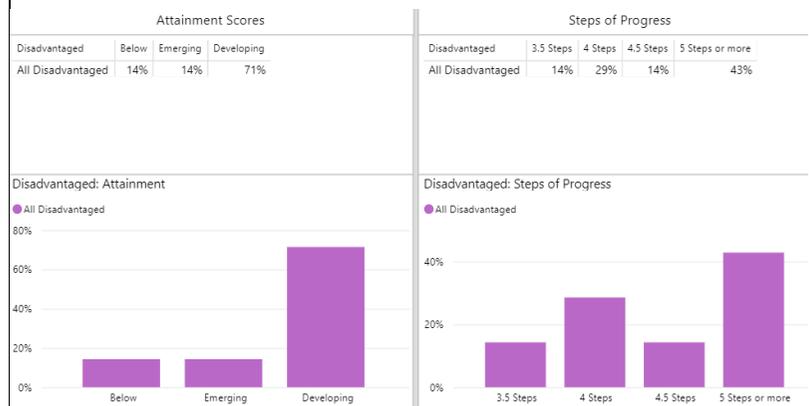
q) Year 5 Disadvantaged (7 with 4 x SEN) - Writing

At AP 2, all pupils are expected to have made 2.66 steps progress.



- 2 / 7 pupils are not on track. (1 x EHC, LAC, EAL and one off school March – May: little evidence but has made some progress)
- Progress is very good at expected+ - accelerated, with 1 / 7 pupils not making expected progress but making 2 steps progress (EHC, LAC, EAL)

r) Year 5 Disadvantaged (7 with 4 x SEN) - Maths

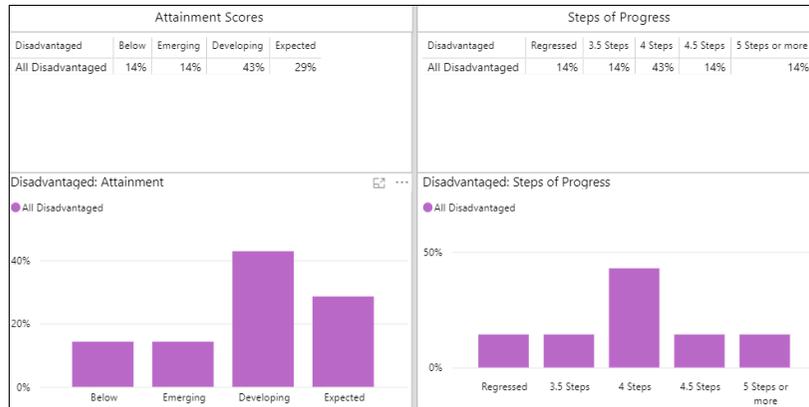


- 2 / 7 pupils are not on track. (1 x EHC, LAC, EAL and one off school March – May: has made some progress)
- Progress is very good at expected+ - accelerated, with all pupils making expected + progress including EHC, LAC, EAL pupil

At AP 2, all pupils are expected to have made 2.66 steps progress.

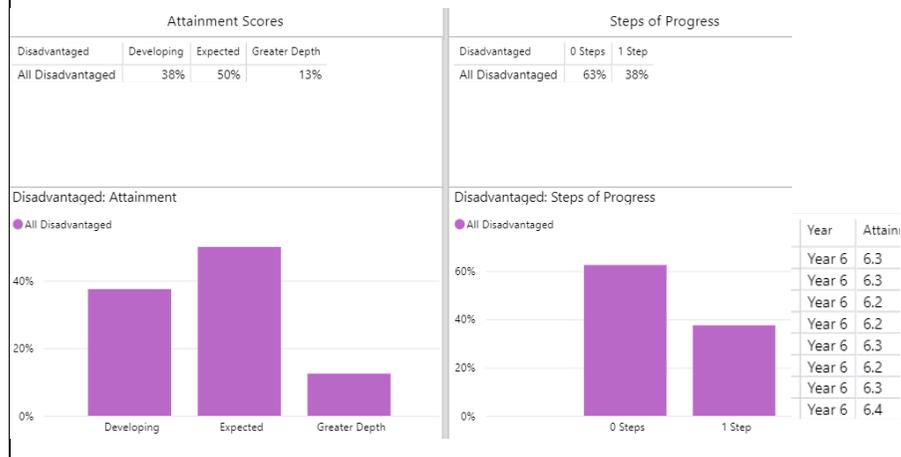
s) Year 5 Disadvantaged (7 with 4 x SEN) - SPaG

At AP 2, all pupils are expected to have made 2.66 steps progress.



- 2 / 7 pupils are not on track. (1 x EHC, LAC, EAL and one off school March – May: has made some progress)
- Progress is very good at expected+ - accelerated, with all pupils making expected + progress. EHC, LAC, EAL pupil regressed.

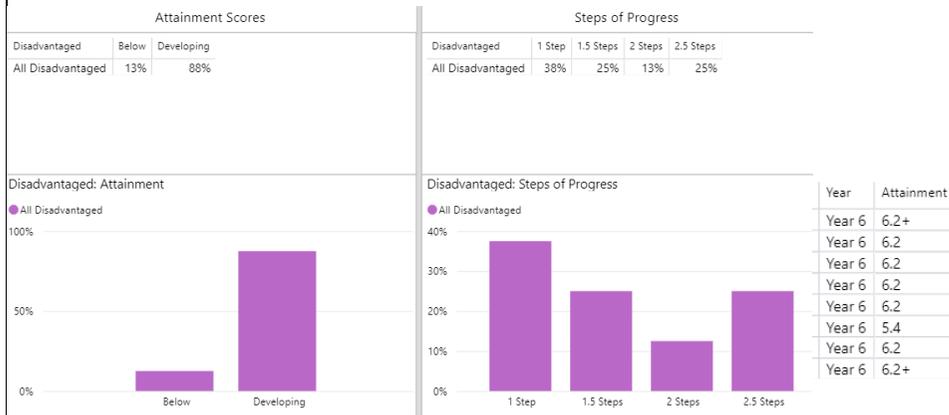
t) Year 6 Disadvantaged (8 with 2 x SEN) - Reading



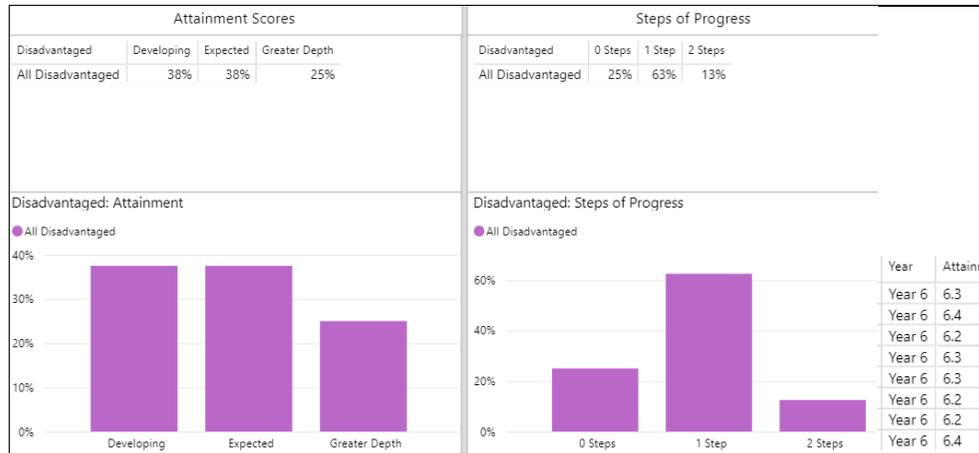
At AP 2, all pupils are expected to have made 2.66 steps progress.

- Progress data skewed as pupils already at expected+ (within the scaled score range).
- All pupils on track (Developing +)
- The pupils who have not made progress are already at expected and may go into GD at
- Progress data is not as skewed as Writing is not

u) Year 6 Disadvantaged (7 with 2 x SEN) - Writing

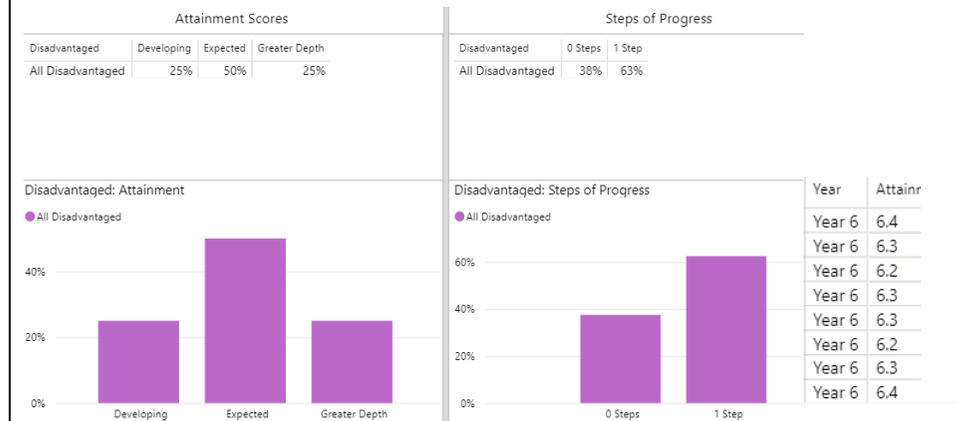


v) Year 6 Disadvantaged (8 with 2 x SEN) - Maths



- 7/7pupils on track (Developing +) 1 SEN pupil not on track (only 1 step progress)
- 2 DA children @ GD
- The pupils who have not made progress are already at expected and may go into GD at next AP

w) Year 6 Disadvantaged (8 with 2 x SEN) - SPaG



- Progress data skewed as pupils already at expected+.
- All pupils on track (Developing +)
- The pupils who have not made progress are already at expected and may go into GD at next AP

Desired outcome	Chosen Action/Approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Actual Costs
<p>Every child receives teaching which is good and frequently outstanding in every classroom/ every day.</p>	<p>Regular monitoring of subjects by Head, Deputy and Subject leaders to ensure that teaching is good or better and that good/outstanding practice is being shared regularly across school.</p> <p>Lesson observations and learning walks focus on feedback to improve. CPD/ coaching provided in any areas where this is identified as useful.</p> <p>Relevant training is provided to ensure the provision for our disadvantaged pupils is of high priority and we are up to date with the current programmes.</p> <p>Improvement of ICT facilitates for staff including tablets and apps, IWBs and laptops to ensure that they are effectively equipped.</p> <p>Training/Support programme for NQT teacher to ensure that she develops into good/outstanding inspirational teachers.</p>	<p>Lesson observations/book looks/learning walks by LILT and Subject leaders [with moderation] showed increasing %s of outstanding practices seen.</p> <p>Extra PPA provided to cover staff to lead their subject area.</p> <p>Head and Deputy to provided constructive feedback to staff and pair up teachers for coaching programme based on individual needs.</p> <p>HLTAs covered staff when attending courses: including NQT courses, Subject leader courses and teacher specific CPD, EYFS meetings and conferences.</p> <p>SEND Co/Mentor release time provided to work with NQT teacher to design and implement weekly support programme.</p> <p>Maths lead, English lead and Deputy researched and purchased initiatives and subscriptions such as Twinkl, MyMaths. Simplify</p> <p>Impact of school initiative to develop pupils' strength of character tested as a result of COVID – a lot of work done on this.</p> <p>School trips stalled as a result of COVID</p> <p>Children have been engaged in all aspects of the curriculum and benefitted from being a 'group' in school during lockdown.</p> <p>NQT passed NQT year – strong NQT.</p>	<p>Approaches will be continued and developed with teaching staff this coming academic year.</p> <p>Focus still remains on achieving at least expected standard in all subject areas and this is now a regular staff meeting agenda item.</p> <p>Big emphasis to be on mental health and remote learning provision going forward.</p> <p>Run group ' Social and Confidence/Self-Esteem' intervention for Y1-6</p> <p>Run group 'Positive engagement' for FS pupils.</p>	

The Grange CP School Primary School

Pupil Premium Expenditure

2020/21

	<p>Reading, Writing and Maths: quality resources/initiatives/w ebsite subscriptions to enable good/outstanding teaching.</p> <p>Provide pupils with a range of learning activities across the curriculum that push students out of their comfort zone.</p> <p>Take students on school trips that challenge them physically and mentally</p> <p>Run group 'Resilience' interventions</p> <p>Run group ' Social and Confidence/Self-Esteem' intervention for Y1-6</p> <p>Run group 'Positive engagement' for FS pupils.</p>	<p>September 19 – March 30: many extra-curricular opportunities and trips made available to all children throughout the school.</p> <p>CAFO interventions have been run successfully throughout this period for children in FS – Year 6. The volume of 1:1 interventions has been vast (See HT Safeguarding Reports)</p> <p>Sports Leader interventions have been run September 19 – March 20 and since June 20 through to March 21 for children in FS – Year 6.</p> <p>.</p> <p>New Discoveries curriculum and many online resources have supported teaching and learning – focusing on Mental Health and Self Esteem and Well-being.</p>		
Cost: £42,850				
<p>Disadvantaged pupils maintain atleast the standard of attainment they achieved at the end of the previous year and key stage;</p>	<p>Continuous rise of teachers' expectations of PP pupils and provision of challenge for these children in all lessons. Staff given training and made aware of 'fallen behind' children and who they need to target.</p> <p>Provision of teacher led [wherever possible] interventions and small group</p>	<p>Book monitoring and assessment data analysis by phases and senior leaders were helpful in planning RAPs and next steps.</p> <p>Termly staff meetings for staff to analyse progress of fallen behind children undertaken shaped teaching and interventions on a weekly basis.</p> <p>Dedicated teacher time weekly to lead Pupil Premium interventions</p> <p>Catch up teacher employed to work with non-PPG children whilst teacher worked with PPG children</p>	<p>Raising Attainment plans to be ongoing – very successful</p> <p>HIAS materials were beneficial to children</p> <p>Need to work on getting more PPG pupils into school if another lockdown occurs</p>	

The Grange CP School Primary School

Pupil Premium Expenditure

2020/21

<p>Those who have 'fallen behind' because of COVID make accelerated progress and 'catch-up' or exceed prior attainment standards.</p>	<p>Sessions to ensure disadvantaged pupils keep-up and catch-up, including Before and after-school learning clubs</p> <p>Increase pupil to adult ratios to support PP children by deploying more TAs in the classrooms in the morning.</p> <p>Dedicated story time, whole class guided/blended reading and Toe by Toe scheme all introduced to raise attainment in English.</p>	<p>Key stage leaders drove and monitored interventions in their teams; leading HLTAs, Teaching Assistants and team leaders with interventions and how to analyse progress of interventions; monitoring interventions; delivering interventions (including higher achievers). This intelligence shaped interventions daily.</p> <p>TAs to work with PP children in the morning to support them in the classrooms and provide short/concise interventions.</p> <p>Pre-learning support and post learning reinforcements from TAs and teachers.</p> <p>English lead and Deputy to support all teachers with the delivery of initiatives, particularly new staff and NQTs.</p> <p>See data Reports from Entry October 20 (Post Lockdown) and AP1 December 20. Entry data in October showed that in general children had plateaued or regressed. Catch up is seen across all PPG children across the school and a large % of children are on track.</p>	<p>Continue with RAPs and intensity of provision.</p>	
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	<p>Books and equipment to support the delivery of interventions and individualised learning.</p> <p>Materials to be purchased to increase interaction and enthusiasm in maths.</p> <p>Advisory Support Worker (SENSS) to support social and emotional skills (groupwork)</p> <p>Speech and Language therapy for LAC/FSM pupil</p> <p>Private Speech and Language Therapy to be delivered</p>	<p>LiLT, English and maths leaders and deputy have researched and checked for new available initiatives/programmes which supported PP and other children with their attainment and support TAs with their interventions. EEF toolkit recommendations have been implemented as well as HIAS materials</p> <p>6 sessions led by and Advisory Support Worker (SENSS) to support social and emotional skills (group work) have been undertaken.</p> <p>Speech and Language therapy for LAC/FSM pupil has been ongoing</p> <p>Private Speech and Language Therapy for Year 3 pupil has been delivered</p>		
Cost: £22,860				
<p>Disadvantaged pupils have aspirations for and knowledge of career options; raised awareness of the qualifications and training needed to achieve them; the desire and motivation to achieve personal academic goals.</p>	<p>Extra visits to secondary schools</p> <p>Whole School introduction of Growth Mindset approach to build resilience and perseverance in all children.</p>	<p>End of year questionnaires by year 5 and 6 children showed good awareness of future options, children can verbalise their plans for their future including secondary school options.</p> <p>Not done - COVID</p>	<p>More opportunities for KS2 children to visit local secondary schools to broaden and strengthen aspirations as this was limited with COVID</p>	

The Grange CP School Primary School

Pupil Premium Expenditure

2020/21

Pupils with identified social, emotional or health needs are supported by schoolstaff so that the needs are removed or alleviated – families are also supported	Provision of SENCO/CAFO in school to address specific needs for pupils and work with social care as needed. Release time to enhance and support provision for high need PP pupils, including liaising with outside agencies and parents, completing paper work and organising finance.	SENCO/ CAFO offered a variety of family support via MS Teams - feedback demonstrated that they feel well supported during social care issues. Significant support provided to many families – see HT reports Vulnerable families have been monitored and actively encouraged seek support from school to reduce need for social care agency involvement. PPG children encouraged to attend school during lockdown March – July 20 – those who attended received a small group bespoke curriculum in each base to booster learning.	Continue this approach		
	Delivery of specific programmes for vulnerable pupils. Partnership working with health, educational psychologist, social care for targeted pupils.	SENCO/CAFO have liaised with various agencies to provide targeted support for vulnerable children and families eg. Planning, delivering and assessing ECAT and individual S&L programmes, ELSA.		Continue this approach	
	Every classroom sets up a well-being corner Staff access SMEH resources and deliver when necessary	Impact of whole school initiatives to eat healthily, maintain an active lifestyle and keeping physically and mentally healthy have been consistently promoted through all aspects of the curriculum. Pastoral provision in school: impact of support given seen in pupil voice and pupil well-being to pupils		Continue this approach	
	Refer students to CAFO Facilitate Parent/Student drop ins	Evidence of extra-curricular provision: short-term, medium-term and long-term plans – not delivered March – September 20 due to COVID	Continue this approach		
	Carry out student well-being survey	Character education is systematically planned for all pupils: evidence of opportunities and experiences pupils have and the impact of these	Continue this approach		
	Ensure emotional checking system is used throughout the school	Impact of school initiative to develop pupils' strength of character 95%+ Agree/Strongly agree with Parent View: 'The school supports my child's wider personal development.' – survey not done replaced with COVID remote learning surveys	Continue this approach		
	Employ Play Therapist Deliver ELSA intervention	95%+ Agree/Strongly agree with Parent View: 'The school supports my child's wider personal development.' – survey not done replaced with COVID remote learning surveys	Continue this approach		
	Provide pupils drop-ins 1x per week	Outstanding contribution to YouthMIND conference	Continue this approach		
	Mental Health Ambassadors support students and lead initiative	Virtual music lessons have continued.	Continue this approach		
	Refer identified students to agencies such as the School Nurse, CAMHS, OneEighty				

	<p>Attend and present at the YouthMIND conference</p> <p>All pupils represent the school at a sporting event All pupils have at least 2 hours of activity weekly</p> <p>All pupils complete the daily distance 3x per week</p> <p>Deliver Cornerstones Curriculum projects that cover healthy eating and food.</p> <p>Prepare evidence for OCC audit Run and deliver Guideposts intervention</p> <p>Run a range of extra-curricular activities and clubs throughout the year</p> <p>Utilise outside specialist teachers for music, dance etc.</p>			
	<p>Provision of nurture and positive play teaching assistants for vulnerable children.</p>	<p>Nurture, Positive play and Lego therapy sessions running daily in school (morning and afternoon) to support vulnerable and high need children.</p>	<p>Continue this approach</p>	

The Grange CP School Primary School

Pupil Premium Expenditure

2020/21

	<p>Pupil Premium mentoring/transition programme within COVID restrictions</p> <p>Run transition coffee mornings for new parents/pupils</p> <p>Provide more time for visiting pre-schools and finding out more about the PPG cohort including SEN.</p>	<p>BB and CAFO identified PP children who needed additional transition provision and implemented programme (within COVID restrictions) in Term 5 with all relevant secondary schools. A lot of transition work was carried out through remote learning for all Year 6 pupils and indeed all year groups.</p> <p>Parents have been supported with transition.</p> <p>Our children are ready for the next stage of education, especially year 1 in school. They have the knowledge and skills they need to benefit from what school has to offer when it's time to move on. By the end of reception our children achieved well, particularly those children with lower starting points – many FS pupils attended school June 20 – July 20 during closure; with two FS pupils being taught alongside Year 1s</p>	<p>Continue these approaches</p>	
	<p>Uniform, milk, trips and other items are purchased for our disadvantaged, vulnerable families who are in need and financially struggling.</p>	<p>All PPG families received some form financial based support through vouchers, food boxes etc. Families have had resources and food etc. delivered by school to their door.</p>		
<p>Cost: £15,125</p>				
<p>Pupils have a breadth of experiences that enable them to contextualize their learning</p>	<p>A range of curriculum enrichment activities provided beyond the classroom</p> <p>Visits to or out of school to enhance/support topic learning, including residential.</p> <p>Focus on ensuring our delivered curriculum is done through real-life, engaging activities and strategies through WOW activities and days.</p>	<p>The Lockdown 1 childcare delivered a broad range of activities – daily cooking, art, physical activity,</p> <p>PE provision has shown high levels of engagement with learning by PP children which has resulted in embedded learning seen in daily learning and AP1 data .</p>	<p>When restrictions are lifted, visits and visitors to school must be a priority.</p>	

The Grange CP School Primary School

Pupil Premium Expenditure

2020/21

	<p>All year groups have funding to enable events and activities to take place to enhance and broaden the curriculum and learning experiences for all pupils.</p> <p>Paid after school clubs offered free to PP children</p>	<p>Curtailed due to COVID.</p> <p>Paid after school clubs offered free to PP Children e.g. Ballet, karate – in person and virtually.</p>	Continue	
	<p>Forest Schools and RHS training and weekly provision.</p>	<p>Forest schools and Eco Warrior teacher has in part delivered a programme to PP children weekly. Pre and post assessment carried out by Lead teacher to assess progress shows pupil voice is strong.</p>	Continue	
Cost: £850				
<p>Absence & Persistent absentee rates are at least in line with national</p>	<p>Parents made aware of expected attendance levels when they fall below 90%.</p> <p>Partnership working with BPS Attendance Group re: pupils <90%.</p> <p>Track attendance weekly</p> <p>Run interventions for PPG students with poor attendance</p> <p>Complete EHAs and run TAFs for students/families with poor attendance</p> <p>Celebrate improved attendance with texts, awards etc.</p> <p>Continue to employ a pick-up and drop-off service to vulnerable families</p>	<p>Half termly tracking by GT reported to BB</p> <p>Termly attendance (including persistent absentee of PPpupils) report to governors with year group totals.</p> <p>School attendance data: attendance and punctualityImpact of school attendance initiatives</p> <p>Achieve 96%+ PPG attendance</p>		
Cost: £7000				
Total Cost: £88,685				
Allocation: £82,773				
Difference: +£5,912				

