



Pupil Premium Allocation Impact Statement 2018-2019

1. Pupil Premium grant allocation amount:

The Pupil Premium grant is allocated to schools for children of statutory school age:

- from low income families who are known to be eligible for Free School Meals (FSM)
- who have been looked after continuously for more than six months
- whose parents/carers are currently serving in the armed forces.

It is imperative that all parents and carers who meet the criteria should make an application for FSM - even if they do not intend to take up the meals. This is so that we can access this funding to benefit their child / children.

The level of Pupil Premium funding will vary year on year according to the number of children eligible for free school meals. The funding received by the school annually is used in a variety of ways in order to improve pupil attainment and to help overcome any barriers to learning. We have utilised strategies from 'Narrowing the Gap' and the Sutton Trust EEF toolkit that have researched and analysed extensively to inform us of the best ways to use this money. The vast majority of the fund is focused on enhancing our teaching provision and early years provision.

2. Summary of the main barriers to educational achievement faced by eligible pupils at the school:

Grangetown Primary School is committed to removing barriers to each and every child's learning and progress. We do not confuse eligibility for the pupil premium with low ability; we focus on supporting our disadvantaged pupils and ALL pupils to achieve the highest standards.

We aim to use the Pupil Premium allocation to support attainment and maximise the children's potential in terms of learning, raised expectations, experiences and readiness for their next stage in education. At the heart of this and integral to our approach, is an expectation of high-quality teaching. Funding aims to maximise teaching capacity so that highly effective teachers work with those who need it the most. This begins at the earliest stage with early identification of the barriers to learning the children may face.

There are 5 Key Principles underlying our strategy

1. An excellent education and the highest expectations for all; regardless of background or barriers to learning.
2. The Pupil Premium should support improved attainment, raised expectations and readiness for life and learning.
3. High quality teaching and learning is be prioritised.
4. The Pupil Premium should be used to ensure disadvantaged pupils access excellent teaching and learning every day.
5. The Pupil Premium should address the needs of pupils as early as possible.

Main barriers to educational achievement at Grangetown Primary School:

- Significant gap in pupil attainment on entry to school especially in the areas of Early Language acquisition and Speaking.
- Readiness for 'successful learning' on entry to school – many children need support to develop active learning, managing feelings and behaviour, independence skills and self-regulation when starting school.
- A number of children throughout school have difficulties with basic Maths and Literacy skills and need additional support to close the gap on their peers.
- Not being 'school ready' such as not having breakfast, being too tired to concentrate, not having the correct equipment and uniform etc.
- Pupils' social and emotional wellbeing – pupils having low aspirations and engagement.
- Attendance of pupils requires close monitoring to ensure that children are in school whenever possible, accessing all learning opportunities.
- A number of families receive targeted support where there may be contextual factors that can impact upon attendance, learning, behaviour and welfare of pupils.
- The need to engage all parents in supporting their children and the school so that all pupils are able to access every opportunity provided.
- Narrow experiences of life outside school.

3. How pupil premium will be spent and the reasons for this approach.

Our Pupil Premium allocation is channeled directly towards ensuring our children have the best possible opportunities impacting on successful outcomes and a fulfilment of individual potential:

- Additional teachers have been allocated to each phase across school to create smaller class sizes and to allow for a better educational experience.
- Early years
- Specific booster classes have been put in place for identified pupils across school to try and close the gap in Mathematics, Literacy and Phonics.
- We have invested in a better infrastructure of classes to accommodate the increased number of children but to keep class sizes to a minimum.
- Attendance and welfare to support families and to improve attendance for all pupils.
- Counselling, ELSA and mindfulness service to help promote well-being amongst pupils and to help those in need.
- Heavily subsidizing school trips to ensure that all children have a range of opportunities outside of the classroom.
- By subsidizing breakfast club to ensure that it is accessible to all.
- By holding half-termly pupil progress meetings where we review pupil progress and the impact of interventions, adjusting them accordingly

4. Review and Monitoring

Pupil Premium strategy reviews are linked to Pupil Progress reviews and are at set intervals throughout the year.