



Grangetown Primary School – Pupil Premium Expenditure

2021 - 2022

The following report explains how we have spent the pupil premium grant for 2021-22 Academic Year and the impact that it has had on school.

Percentage of pupils and pupil premium grant (PPG) received	
Total amount of PPG	£273,000
Proposed Total amount spent or accounted for	£293,200

Performance of PPG pupils Whole Class – Key Stage Two (Pupils who have been eligible for FSM in the last six years)	2020		
	School dis	Nat dis	Nat Other
Expected Standard RWM			
Expected Standard Reading			
Expected Standard Writing			
Expected Standard Maths			
Expected Standard SPaG			

Performance of PPG pupils – Key Stage One and EYFS (Pupils who have been eligible for FSM in the last six years)	2020		
	School dis	Nat dis	Nat Other
Y1 Phonics			
Y2 Expected Standard Reading			
Y2 Expected Standard Writing			
Y2 Expected Standard Maths			
EYFS – Good Level of Development			

Identified Barriers to Learning

As a school, we are committed to removing barriers to each and every child's learning and progress. We aim to use the Pupil Premium Grant to support attainment and maximise the potential in terms of learning, raised expectations, experiences and readiness for the next step in their education.

We aim to address the identified barriers by allocating the PPG to specific areas of teaching, planned interventions, resources and family support.

- | | |
|----|---|
| 1. | Significant gaps in pupil attainment on entry to school. |
| 2. | Readiness for successful learning on entry to school – support needed for managing feelings, behaviours, independence and sensory issues. |
| 3. | Difficulties in basic numeracy and literacy skills. |
| 4. | Readiness for school day. |
| 5. | Pupils' social and emotional wellbeing – low aspirations and engagement. |
| 6. | Pupils' punctuality and attendance |
| 7. | Narrow experiences of life outside of school |
| 8. | Parental factors – low engagement, own knowledge, financial constraints and complex home lives. |

Summary of PPG spending 2020-21

Objectives in spending PPG:

Raising attainment and achievement of PPG pupils across school through:

Main focus is to increase the numbers of teachers in school so that children get the first quality teaching from teachers. This enables smaller classes, which allows teachers to focus more, gives greater time on a 1:1 basis and allows for more focused marking and feedback. This is especially important through EYFS and KS1 as it allows us to support the child and build a firm platform for the next steps. This is our main priority when spending the pupil premium grant and we allocate the majority of the grant towards this.

We use pupil premium to support parents with the everyday school experiences that their child will encounter. We feel that it is important that our children experience many different things, from visits, trips, residential to theatre workshops. In order to do so much we have to subsidise many of the events in order for parents to be able to afford to send their children.

We look at the whole child and their well-being. By providing different services to the children and families, we can support the child not only academically but socially and mentally.

Poor attendance is a major barrier to learning and we have spent money to help improve the attendance of all children across school. We are spending money on the promotion of good attendance but also on supporting families when needed.

Through our intervention spending, we look at how we can close the gaps of all children across the school and it allows us to be specific and target individuals.

Due to the extremely high proportion of disadvantaged within the school and also the number who come from extremely low income families. The 2017 IDACI report shows that 99% of pupils fall within band 1. We make sure that all children throughout school are allowed access to the teaching, interventions and resources that we gain by using the pupil premium grant.

Record of PPG spending by item/project 2020-21

Project	Cost	Objective	Review
Teaching and Learning			
<p>Smaller class sizes.</p> <p>Employment of 4.5 teachers across the school to enable smaller class sizes. Max class size will 18.</p> <p>To enable us to go two form entry.</p> <p>Barriers 1, 2, 3, 4, 5, 6, 7, 8</p>	£190,000	<p>To support teaching and learning across each phase in school</p> <p>To support getting the children ready for education by helping to manage feelings, behaviours, independence and sensory issues.</p> <p>To create smaller classes across each phase in order to have a greater focus on marking and feedback and progress.</p> <p>To support and close the gap in literacy and numeracy skills by offering in class intervention and differentiation to smaller groups of children.</p>	<p>Current average class size from reception to Y6 is 17.5. This will increase slightly next year.</p> <p>This increases to 18.1 during the afternoon session due to the inclusion of ARC children.</p>
<p>OPAL – Introduction and Resources Plus TLR</p> <p>Barriers 2,4,5,6,7,8</p>	£15000	<p>To improve the quality of play and transform our play culture. This will improve resilience, self-regulation mental health and physical wellbeing.</p> <p>To improve upon and develop the Phase 1 and 2 playground areas (including the field). This includes storage, landscaping and equipment.</p>	

		To improve behaviour by ensuring fundamental needs are met through play. Opal schools have happy and engaged children and as a result have far fewer problems with behavioural incidents.	
<p>Preparing for adulthood. Enterprise and Careers</p> <p>Barriers – 2, 5, 6, 7, 8</p>	£5000	<p>To ensure that Preparing for adulthood would start from the earliest years.</p> <p>To ensure that young people and their families would be involved in the planning and delivery of the curriculum.</p> <p>To ensure our children will leave Grangetown with skills that will support them in later life leading to positive outcomes for our young people.</p> <p>To ensure our children, young people and their families would be provided with up-to-date and clear information on what is available locally through the Local Offer.</p> <p>To ensure young people and families would be involved in the ongoing development of our PfA curriculum.</p> <p>To ensure our children will leave GPS being aware of the vocations available within our community and the transferable skills required to gain employment.</p> <p>To improve networking between GPS and local employers.</p> <p>To establish network links with other schools and organisations.</p>	
<p>RWI Updates and Training</p> <p>Barriers – 1, 3,</p>	£5000	<p>To improve the expertise of those tasked with teaching children to read and ensure high quality RWI lessons are being taught consistently by all.</p> <p>To ensure that all staff understand and have the knowledge and understanding to close the reading gap. As stated in 'The Reading Framework', (July 2021) 'The only effective route to closing this gap</p>	

		<p>is for children to be taught systematically to read as soon as they start school'.</p> <p>To ensure that early reading books used in school and taken home for Home Reading are phonetically matched to each individual child's reading needs.</p>	
<p>The write Stuff – introduction of new writing scheme</p> <p>Barriers 1,3,</p>	£1500	<p>To ensure we have a writing scheme which is utilised consistently and effectively across the whole school</p> <p>To raise standards in writing across the whole school and accelerate progress in all year groups</p> <p>To give the children opportunities to develop their writing in a systematic, synthetic way</p> <p>All members of staff including TA's and HLTA's to be trained on the scheme</p> <p>Pupils to become confident with the scheme and are able to implement strategies taught</p>	
<p>White Rose maths – Training and Resources</p> <p>Barriers 1, 3</p>	£1000	<p>To support teaching and learning across each phase in Mathematics – specifically the Mastery approach which focusses on the depth of Maths knowledge as well as building confident and competent mathematicians</p> <p>To support the children in Maths assessments (Statutory and termly), providing them with a wide range of strategies to use independently</p> <p>To support staff in the planning, implementation and assessment of Maths – reviewing previous learning, challenging all learners and providing the children with a mixture of fluency, reasoning and problem-solving activities.</p>	

		<p>To provide staff and children with the resources to apply their new mastery approach of maths</p> <p>To provide staff CPD to fully implement the mastery approach with confidence</p> <p>To improve the performance of learners across school in Maths</p>	
Interventions			
<p>7 week booster for Y6 and Y2 led by experienced Teachers</p> <p>Barrier - 3</p>	£2500	<p>To set up targeted interventions for identified children who are working behind the expected level for their age</p> <p>To identify and implement resources which are going to be most effective in accelerating progress</p> <p>To utilise experienced teachers in setting up and delivering the booster sessions</p> <p>To ensure we have small groupings for interventions (no more than 1:5 so we can have high quality, effective sessions</p>	Starting February 2022
<p>Y1 Phonics Intervention</p> <p>1 x per week for academic year.</p> <p>Barrier - 3</p>	£2000	<p>Specific booster intervention for Y1 children delivered by HLTA.</p> <p>Aim is to improve phonic knowledge and close gaps.</p> <p>To ensure that those children who are falling behind in their phonic knowledge are given the targeted and specific support to narrow/plug the gap in their phonic knowledge.</p>	Starting September 2021
Resources			
<p>See Saw remote learning application</p> <p>Barriers – 3, 6, 8</p>	£1500	<p>To have See Saw remote learning software access for all teachers and all pupils across school.</p> <p>See Saw will be used as our primary format for remote learning should any individual have to isolate. Teachers will provide work to each child along with support and feedback using the platform.</p> <p>We will also use See Saw for the recording of work in DT, Music and Computing. This will allow us to upload videos and individual</p>	Starting September 21 and working across the year.

		projects that can accessed as children progress through their school life.	
Family Support and Well being			
Employment of Attendance Officer Barrier – 6, 8.	£6675	We have partly employed an attendance officer to support school with attendance. The AWO supports with referrals, persistent absence and overall attendance. Phone calls, letters and home visits are part of the process.	
General Interventions/rewards across school Barrier – 6, 8.	£4000	To run celebration events across the year and provide trophies, certificates and prizes. To run birthday parties for children during COVID as whole class celebrations. To continue to run craft afternoons and fun activities for children across school.	
Employment of full-time mental health support worker Barrier - 5	£19866	To ensure that have a member of staff available to support children who have emotional needs. To act as first response to children who go into crisis. To enable us to carry out group therapy to children across school. To support families and parents when needed in order to help our children through difficult situations.	-
School counselling service. Barrier - 5	£11500	To continue with the counselling service within school which supports children's social and emotional well-being. To support families and parents when needed in order to help our children through difficult situations.	Counselling has continued throughout the Autumn Term. With children receiving additional support through lockdown.
ELSA – Emotional Literacy support 2 x sessions per week 1 in KS1 and 1 in KS2.	£2000	Emotional literacy sessions complement the counselling service we provide. The sessions are provided weekly in KS1 and KS2 by trained HLTA's.	

Barrier 5		Pupils are referred into the service from teachers and pastoral team who feel that extra support is needed for the child.	
Mindfulness Group Sessions 3 x 6 week Blocks Barrier - 5	£1000	An externally trained company will deliver Mindfulness sessions to specific groups of children. Children will be identified and grouped by the pastoral teams when looking at specific issues that have come to light.	To start June 22
Rubies emotional support for girls Barriers - 5	£700	This offer girls a specific programme to support mental health delivered in school.	
Stepping Up Programme Barriers – 5, 7, 8,	£1000	Transitional programme to help all of the Year 6 pupils with the move between primary and secondary school. Focusing on resilience and emotional wellbeing through weekly focussed activities.	
Fareshare Barriers - 8	£1200	Fareshare send in deliveries of foods once per week which we then 'sell' onto parents at a discounted price It will give parents the chance to purchase some healthy, high quality food for extremely low prices All monies raised from Fareshare is reused for the school pantry A chance to build further links and relationships with parents/carers of school	
Art Therapy Barriers - 5	£4000	A therapeutic approach to developing mental health through the use of art. Weekly focused sessions targeting identified children to support and enable positive mental health.	
Extra-Curricular and building objectives			
Enhanced curricular opportunities – residential, trips, sporting events, extracurricular activities.	£10,000	To enable all children and families to access the residential trips and school visits we put on through school, by subsidising costs.	

Barriers – 7, 8.		<p>To enable children to compete in sports competitions and attend sporting events, by subsidising costs.</p> <p>To offer children across school after school activities on a daily basis at no cost to themselves.</p>	
<p>Crisis Management</p> <p>Barriers – 7, 8</p>	£5000	<p>To support families or children that may go into crisis.</p> <p>Support families with a number of issues:</p> <ul style="list-style-type: none"> • Uniform • PE kit for every child in school • Food bills • Transport 	
<p>To offer whole school a breakfast for free.</p> <p>Barriers – 4, 7, 8</p>	£2000	To make sure that children have a good nutritious breakfast before school.	