



Grangetown Primary School – Pupil Premium Expenditure

2020 - 2021

The following report explains how we have spent the pupil premium grant for 2020-21 Academic Year and the impact that it has had on school.

Percentage of pupils and pupil premium grant (PPG) received	
Total amount of PPG	£264,000
Total amount spent or accounted for	£268,559

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.

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| 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			
<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>	£187,218	<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 15.2. This will increase slightly next year. 29 leaving and 39 joining.</p> <p>This continues to be our biggest intervention. First quality teaching with small class sizes. It has helped even more so upon our return from COVID. The class sizes have enabled children not to be too overwhelmed by everything and it has allowed them to settle.</p>
Interventions			
<p>7 week booster for Y6 and Y2 led by experienced Teachers</p> <p>Barrier - 3</p>	£2500	<p>Specific booster sessions offered to Y6 and Y2 children by experienced teachers for both Literacy and Maths to support with SATs.</p> <p>Aim to close gaps and meet ARE.</p>	<p>Boosters were used more inline with catch up rather than SATs.</p> <p>Boosters were carried out across all phases rather than just Y6 and Y2 due to SATs being cancelled.. Children were identified through assessments and placed into groups for catch up work. The work focused around basic skills and giving the opportunity for children to catch up on last learning.</p>

			<p>The booster sessions were well attended by the children and were successful in supporting the children. No formal assessments were made during the booster sessions as they were used to support children rather than boost.</p>
<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>Phonics interventions were carried out across the year. Children were identified through assessments and placed into different groups following Read Write Inc. Programme.</p> <p>The sessions happened every week except during the lockdown period of the spring term.</p> <p>Phonics scores improved on the previous year with 73% of the children getting the required score. This is a fantastic achievement by the staff and children.</p>
Resources			
<p>Further updating mobile technology and software</p> <p>Barrier – 1, 3, 8</p>	£5000	<p>To further update mobile technology and add to existing pool to support remote learning and learning in the classroom.</p> <p>To enable us to supply children with mobile devices to use at home during lockdown.</p>	<p>This has been enhanced by the government scheme. We have received a number of mobile devices and Wi Fi dongles to support online learning.</p> <p>We had over 30 I pads on loan at anyone time which allowed children to access the work put on line by teachers.</p> <p>We are now using the I Pads in classrooms but are also used for home loan if needed.</p>
<p>See Saw remote learning application</p>	£1500	<p>To have See Saw remote learning software access for all teachers and all pupils across school.</p>	<p>The application was used throughout lockdown and self-isolation periods by staff and children. Those children who accessed see saw used it very well and completed work easily. Staff posted work correctly and could engage with the children and families throughout lockdown.</p> <p>It has been a success and we are continuing to use SEESAW in school for homework, assessment, self-isolation and work within school.</p> <p>We would have liked to see more children access the home learning via SEESAW and will continue to promote it.</p>

Family Support and Well being			
Employment of Attendance Officer Barrier – 6, 8.	£6675	<p>We have partly employed an attendance officer to support school with attendance. The AWO supports with referrals, persistent absence and overall attendance.</p> <p>Phone calls, letters and home visits are part of the process.</p>	<p>This has continued throughout this year with extra phone calls made during lockdown to offer support when needed.</p> <p>The attendance officer works closely with the head of school with meetings arranged and attended by both.</p> <p>Attendance has continued to remain positive even due to COVID.</p> <p>End of year Attendance – 94.6%</p>
General Interventions/rewards across school Barrier – 6, 8.	£4000	<p>To run celebration events across the year and provide trophies, certificates and prizes.</p> <p>To run birthday parties for children during COVID as whole class celebrations.</p> <p>To continue to run craft afternoons and fun activities for children across school.</p>	<p>These sessions have continued all year except for Lockdown. We have ran different art and craft sessions for the children and provided all of the materials.</p>
Employment of full-time mental health support worker Barrier - 5	£19866	<p>To ensure that have a member of staff available to support children who have emotional needs.</p> <p>To act as first response to children who go into crisis.</p> <p>To enable us to carry out group therapy to children across school.</p> <p>To support families and parents when needed in order to help our children through difficult situations.</p>	<p>The MH support worker has continued to deliver adapted services in line with the Health and Safety risk assessment. These services are offered to children in the safe environment of the MH suite.</p> <ul style="list-style-type: none"> - She sees 11 children weekly when administering rainbows bereavement counselling service. Using teddy bears, puppets and play activities, children are helped to express their feelings of loss and to feel supported through their grief. - She offers emotional support via daily check ins for 24 children. - As part of our school wide MH check in on the morning, she acts as a first response. For example, If a child has a sensitive issue they need to discuss, and they need a safe environment in which to do so, she is called to accommodate this. This ensures that the class teacher is able to continue to teach the class. - 8 children access friendship groups to instil confidence and resolve issues. This helps improve children's behaviour and mood so that they can focus on learning when in class.

			<ul style="list-style-type: none"> - 3 families access sibling support sessions. This is time for the children to work through any issues that they may be having at home. They work on appreciation, acceptance and tolerance. - 8 children, and more when required, Work with the MH support worker and create social stories which help children see things from a different perspective. These sessions vary in their content depending on the needs of the children involved. These sessions have a dramatic impact on the children's behaviour, mood and subsequent learning behaviours. - 34 children access ELSA (please see below)
School counselling service. Barrier - 5	£10000	<p>To continue with the counselling service within school which supports children's social and emotional well-being.</p> <p>To support families and parents when needed in order to help our children through difficult situations.</p>	<p>Counselling has continued throughout the Autumn Term. With children receiving additional support through lockdown.</p> <p>The school counsellor offers a more bespoke and specialist service to children and families who need support.</p>
ELSA – Emotional Literacy support 2 x sessions per week 1 in KS1 and 1 in KS2. Barrier 5	£2000	<p>Emotional literacy sessions complement the counselling service we provide. The sessions are provided weekly in KS1 and KS2 by trained HLTA's.</p> <p>Pupils are referred into the service from teachers and pastoral team who feel that extra support is needed for the child.</p>	<p>We have 2 trained ELSA practitioners working throughout the school. ELSAs are trained to plan and deliver programmes of support to pupils in their school who are experiencing temporary or longer term additional emotional needs. The majority of ELSA work is expected to be delivered on an individual basis, but sometimes small group work will be appropriate, especially in the areas of social and friendship skills.</p> <p>34 children access ELSA across school.</p>
Mindfulness Group Sessions 3 x 6 week Blocks Barrier - 5	£1000	<p>An externally trained company will deliver Mindfulness sessions to specific groups of children.</p> <p>Children will be identified and grouped by the pastoral teams when looking at specific issues that have come to light.</p>	<p>3 of 6 sessions were completed which engaged the children and allowed them to explore techniques to help with mindfulness. The main focus was transition to secondary school.</p> <p>It did support the children and it did give them some techniques to help.</p>
Happy Cactus Training Strong Girls Club	£1600	<p>To use Happy Cactus Coaching to run strong girls club.</p> <p>The programme is for girls only and looks to improve both physical and mental strength through exercise and group discussion.</p>	Sessions not completed due to Lockdown and COVID restrictions

8 x Weekly sessions per group. 3 x Groups across the year. Barriers 5		12 girls will access the programme each time for 8 weeks. The idea is to allow Y5 and Y6 girls to access the programme,	
Rubies emotional support for girls	£700	This offer girls a specific programme to support mental health delivered in school.	Rubies is starting again in the summer term with the Y6 children receiving the support. They also offered support in 2020 during lockdown with packs going out to all Y6 girls. This support was again put in place for children with LB supporting several children across the term.
Extra-Curricular and building objectives			
Enhanced curricular opportunities – residential, trips, sporting events, extracurricular activities. Barriers – 7, 8.	£10,000	To enable all children and families to access the residential trips and school visits we put on through school, by subsidising costs. To enable children to compete in sports competitions and attend sporting events, by subsidising costs. To offer children across school after school activities on a daily basis at no cost to themselves.	We will again be subsidising our residential visits for Y5/6. We have already subsidised Peat Rigg and London.... We will again subsidise all educational visits so that all children can attend. We will again subsidise all sporting competitions and events so that children can attend free of charge or at minimal cost. We will again subsidise all after school clubs so that they are free of charge to children. We currently subsidise most trips and experiences by 65% or more. Due to COVID we have not been able to run any extra curricular opportunities or the residential. This will start again in September 21.
Crisis Management Barriers – 7, 8	£7500	To support families or children that may go into crisis.	Support families with a number of issues: <ul style="list-style-type: none">• Uniform• PE kit for every child in school• Food bills• Transport

			<i>We have bought all children in school a new school jumper for the new term.</i>
To offer whole school a breakfast for free. Barriers – 4, 7, 8	£2000	To make sure that children have a good nutritious breakfast before school.	This has had such a positive impact across the school with children now only having a breakfast but also the opportunity to have a dedicated time to enjoy a book. We now know that all children have a nutritious breakfast and are ready for learning.
Well being suite including outside Area	£5000	To create a well being suite to allow all emotional support sessions to take place in a conducive environment. To create a sensory room to support children with sensory needs and who may have gone into crisis.	The sensory room is accessed by those children with ASD or other developmental challenges. They can experience a variety of benefits such as: <ul style="list-style-type: none"> - Calming Effect - Stimulation - Socialisation - Improved Focus - Motor Skills Development - Cognitive Development - Sensory Development Every child is unique and has different needs. With the sensory room, we are able to cater for those needs with this haven away from the classroom. Please see above for the services offered by the MH support worker in the wellbeing suite. This space plays a key part in the delivery of our MH provision.