

## Pupil premium strategy / self-evaluation

1. Summary information					
School	Graham James Primary Academy				
Academic Year	19-20	Total PP budget	£80,190	Date of most recent PP Review	July 2019
Total number of pupils	420	Number of pupils eligible for PP	60	Date for next internal review of this strategy	July 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
82% achieving expected standard or above in reading, writing & maths KS2	40% (10 pupils)	71%
66% making expected progress in reading (as measured in the school) in KS2	50% (10 pupils)	78%
66% making expected progress in writing (as measured in the school) in KS2	90% (10 pupils)	83%
78% making expected progress in mathematics (as measured in the school) in KS2	70% (10 pupils)	84%
70% achieving expected standard or above in reading, writing & maths KS1	50% (4 pupils)	69%
74% achieving expected standard in reading (as measured in the school) in KS1	50% (4 pupils)	78%
73% achieving expected standard in writing (as measured in the school) in KS1	50% (4 pupils)	73%
82% achieving expected standard in mathematics (as measured in the school) in KS1	100% (4 pupils)	79%
92% achieving Phonics check in Year 1	50% (6 pupils)	84%
72% achieving Good Level of Development in Early Years	50% (4 pupils)	74%

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	An increasing number of children are entering the school with poor speech and language, requiring in school support and referrals to speech and language therapy
B.	Children eligible for PP are more likely to have SEND than non PP, 46% of PP have SEND but whole school is 23%.

<b>C.</b>	Children eligible for PP make slower progress if they are also in additional groups e.g. SEND, English Additional Language or Low Attendance.
<b>D.</b>	Children eligible for PPG often have emotional barriers which prevent engagement in learning, 20% of our cause for concern last year related to emotional wellbeing.
<b>E.</b>	Children eligible for PPG have a baseline at Early Years which often shows them not on track to reach a Good Level Of Development (0% were on track Sept 2018 baseline)

**Additional barriers** *(including issues which also require action outside school, such as low attendance rates)*

<b>F.</b>	Children eligible for PP and not making progress despite interventions are often linked to low attendance
<b>G.</b>	Children eligible for PP are more likely to lack support at home with daily reading and homework

<b>4. Intended outcomes</b> <i>(specific outcomes and how they will be measured)</i>		<b>Success criteria</b>
<b>A.</b>	For children eligible for PP to make at least expected progress, with those not SEND making more than expected progress so that they reach at least ARE by the end of Key Stage 2.	85% of PPG to achieve ARE in Year 6 in 2020.
<b>B.</b>	Attendance for all children, including PPG to be at least 95%, (National Target) families identified below this provided intervention and support as per our Attendance Policy.	Attendance at 95% or above
<b>C.</b>	To close the gaps for language understanding through interventions and speech and language therapy, through baselining all children, providing support and making appropriate referrals.	Children will be able to access the curriculum and use appropriate language and their gaps will close to an age appropriate level as shown by age standardised score.
<b>D.</b>	For children to have an understanding of emotional well-being and strategies to improve their wellbeing.	Children will feel supported, be able to engage in lessons and know how to seek help if they need it.

**5. Review of expenditure**

<b>Previous Academic Year</b>	<b>2018 - 2019</b>
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**i. Quality of teaching for all**

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Use of additional adults within classes to undertake interventions according to need	Pupils eligible for PP will make at least expected progress across the school.	Accelerated progress in Year Four, Five and Six. Expected progress in Year one and two. Year Three slightly less progress than expected but children eligible for PP were also in other groups.	Due to good progress this approach is worth continuing.	Staff salary + £6063.50

## ii. Targeted support

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Open Door counselling to support children improve their emotional well-being	Children will have improved emotional well-being and be able to socially interact appropriately and develop learning behaviours	11 children engaged with Counselling, 36% were eligible for PP.(some long term cases were also PP)  Highly successful with children reducing in anxiety, improving in playground behaviours, managing own behaviours and learning to self manage emotions.	Highly effective but only for a small number of pupils.  Due to low number of children able to access counselling and the counselling being available for free for children that live in Thurrock this approach will be ended but families will be signposted instead. School will offer Talk and Draw Therapy for those needing Wellbeing in the short term. Also, the school will continue to utilise the Thurrock 'Early offer of help' (PASS) nomination route if criteria is met.	£5250
Small group intervention in language skills and focus and attention in the Early Years	Gaps within speech and language are closed  Children to focus  Children have increased language	Interventions highly effective. Baseline in September showed no children were expected to reach GLD, but at the end of year having received interventions 50% of the pupils eligible for PP attained GLD with a further 25% only missing in one area. By the end of Year One half of the children no longer needed language support as standardised test showed them now as age appropriate with language understanding.	Highly effective and will continue.	Staff budget
Teacher half day a week to close learning gaps within Reading, Writing and Maths within Year 6.	Children are able to access learning within class  Children are challenged further to ensure they make good progress	82% of all pupils achieved combined RW and M.  40% of PP achieved combined RW and M.  Significant progress within Year 6, those that did not reach ARE had other significant barriers.	Highly effective and will continue but to be delivered by the intervention team.	Staff budget

Intervention team to provide interventions for identified PP and SEN children	<p>Interventions close learning gaps</p> <p>Children are able to access learning in class</p> <p>Children gain confidence</p> <p>Children enjoy learning</p>	<p>In year progress for PP eligible pupils across the school was in line or above expected in Early Years, Year 1, Year 2, Year 4, Year 5 and Year 6. Year 3 was nearly in line.</p> <p>Progress for Year 5 and Year 6 PP pupils was higher than their non PP eligible peers.</p>	<p>This has been highly effective for Pupil premium children and children that are SEND.</p> <p>This should continue.</p>	£85,866.50
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### iii. Other approaches

Action	Intended outcome	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)	Cost
Inclusion leader to attend Pupil premium champion Network meeting	<p>Key points are shared with relevant staff</p> <p>Staff have a keen focus on Pupil Premium</p> <p>Children eligible for PP make good progress</p> <p>New initiative can be shared across the school</p>	<p>All staff have had a keen focus on their Pupil Premium children all year.</p> <p>Important messages regarding data, research and tracking has been used by the Inclusion lead.</p> <p>Because of the Network meetings the Inclusion lead then undertook the <b>Pupil Premium Reviewer Training</b> in May 2019.</p>	<p>Training that has been useful at the meetings include Pupil Premium Data across Thurrock, How to measure soft data, interventions undertaken in different schools.</p> <p>Attendance needs to continue.</p>	None
Contribution towards school trips, including Year 5 residential	<p>PP eligible pupils are able to access school trips</p> <p>PP eligible pupils are able to access opportunities not normally accessible to them such as residential trips.</p>	<p>60% Pupils eligible for PP attended Y5 residential with 10% receiving financial support.</p> <p>One non PP eligible pupil also received some financial support to attend residential due to exceptional circumstances.</p> <p>Children that did not attend Y5 residential were through choice.</p> <p>All Year groups took part in trips throughout the year and all children were able to take part, a small number with financial support.</p>	<p>Children on residential gained in their self-esteem as well as their teamwork. The experience was worth while for all pupils involved. Children and parents all shared positive experiences on their return.</p> <p>Trips in all year groups are linked to curriculum and are key to learning.</p> <p>Support for PP eligible pupils to attend both should continue.</p>	£500

## 6. Planned expenditure

Academic year

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
In class support will ensure that all children have opportunities for daily reading.	Children have an improved understanding of the texts they are reading and are not disadvantaged if they have not read at home.	A core group of children entitled to PPG do not have opportunities to read at home, as feedback provides from staff.	Climate walk Progress Data Reading logs will show evidence of tracking	English Lead	Termly
Raise the profile of Mental well-being, strategies to achieve positive well-being and how to help each other	Children will know how to have a positive mental attitude and how to seek help.	An increase in the number of Cause for concerns related to Emotional well being, which is now our largest area of need. Cause for concerns raised by 50% last year.	Assemblies, PSHE, displays will show well-being profile and strategies are in place. Pupil voice.	MC	Termly.
<b>Total budgeted cost</b>					Staff cost

### ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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Small group intervention in language skills and focus and attention in the Early Years	Gaps within speech and language are closed  Children to focus  Children have increased language	50% of children last year closed gaps in language understanding. 50% of children eligible for PPG achieved GLD in Early Years despite baseline showing significantly below expected for all.	Standardised score tests to measure progress. Drop-ins to observe.	MC	Retest using age standardised score at stat of following year.
Talk and Draw Therapy provided for those needing Well- being support	Children to reduce anxiety, have better engagement in lessons, have improved mental well-being	Open-door counselling has now ceased within school (although we can signpost parents to the service free of charge). This therapy allows children to explore emotions and strategies in a non-confrontational environment. In house therapy will support our learners due to high levels of consistency in approach.	Discussion with staff – children and teachers complete scaled score to measure progress.	LW MC	Retest scale score at the end of the therapy.
Intervention team to provide interventions for identified PP and SEN children across the school.	Interventions close learning gaps  Children are able to access learning in class  Children gain confidence  Children enjoy learning	Children made accelerated progress last year.	Track children's progress half-termly. Discussions with all stakeholders.	MC	Half termly.
<b>Total budgeted cost</b>					<b>£77,862</b>
<b>iii. Other approaches</b>					

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children below 95% promptly identified and Attendance Policy followed to support and intervene as required.	Attendance to be at 95%	Progress for children that are PPG and low attendance made less progress last year.	RT to track attendance in line with progress (Attendance policy utilised – escalation and support).	RT	Half termly.
Contribution towards school trips, including Year 5 residential (£500)	PP eligible pupils are able to access school trips  PP eligible pupils are able to access opportunities not normally accessible to them such as residential trips.	Children entitled to PPG need to be able to access the full curriculum and use the knowledge of trips to enrich their knowledge.	Parents are expected to make a contribution and governor approval of individual cases is required.	BB	At the end of year, to ensure children entitled to PPG are participating fully in trips and the residential.
Contribution or payment for breakfast club for identified PPG children. (£1828)	Children will attend school on time and have a positive start to the day	Specific children with PPG have been finding it difficult to fund breakfast and having a poor start to the day.	Children will be identified through conversations between staff, SLT and families. The impact will be tracked through conversations with staff and through their attendance.	MC, RT and BB	Half termly.

<p>Inclusion leader to attend Pupil premium champion Network meeting</p>	<p>Key points are shared with relevant staff</p> <p>Staff have a keen focus on Pupil Premium</p> <p>Children eligible for PP make good progress</p> <p>New initiative can be shared across the school</p>	<p>The Thurrock network will provide relevant research to our community and strategies that are therefore relevant to our children.</p>	<p>Relevant strategies will be shared at staff meetings and depending upon strategy impact may be teacher feedback, pupil voice, drop-in or buddy assembly.</p>	<p>MC</p>	<p>Within 6 weeks of relevant strategies.</p>
<b>Total budgeted cost</b>					<b>£2328 (and staff costs)</b>
<b>7. Additional detail</b>					