

Pupil premium strategy / self-evaluation

1. Summary information					
School	Graham James Primary Academy				
Academic Year	20-21	Total PP budget	£85,735	Date of most recent PP Review	July 2020
Total number of pupils	420	Number of pupils eligible for PP	63	Date for next internal review of this strategy	July 2021

2. Current attainment 2020		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average 2019)</i>
72% achieving expected standard or above in reading, writing & maths KS2	75% (of 12 children)	71%
84% making expected progress in reading (as measured in the school) in KS2	75% (of 12 children)	78%
79% making expected progress in writing (as measured in the school) in KS2	92% (of 12 children)	83%
86% making expected progress in mathematics (as measured in the school) in KS2	83% (of 12 children)	84%
57% achieving expected standard or above in reading, writing & maths KS1	36% (of 11 children)	69%
67% achieving expected standard in reading (as measured in the school) in KS1	45% (of 11 children)	78%
64% achieving expected standard in writing (as measured in the school) in KS1	36% (of 11 children)	73%
78% achieving expected standard in mathematics (as measured in the school) in KS1	64% (of 11 children)	79%
53% achieving Good Level of Development in Early Years	60% (3 of 5 children)	74%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<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, 36% of PP have SEND but whole school is 23%.
C.	Children eligible for PP make slower progress if they are also in additional groups e.g. SEND, English Additional Language or Low Attendance.

D.	Children eligible for PPG often have emotional barriers, which prevent engagement in learning.	
E.	Children eligible for PPG have a baseline at Early Years which often shows them not on track to reach a Good Level Of Development (PPG Baseline: 0% were on track Sept 2018, 38% in 2019 and 0% in 2020)	
F.	Children missed summer term in class, due to lockdown, which impacted negatively upon learning (and well-being for some)	
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)		
F.	Children eligible for PP and not making progress despite interventions are often linked to low attendance	
G.	Children eligible for PP are more likely to lack support at home with daily reading and homework	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		
	Success criteria	
A.	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.	Children that are PPG and not SEN reach age related expectations at the end of Key stage two.
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
C.	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.
D.	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

Previous Academic Year

2019-20

i. Quality of teaching for all

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
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.	Different between PPG and Non PPG diminished across the school. Specific subjects within some year groups can make more progress. Approach to be continued.	Effective at supportive all children.	Staff salary

ii. Targeted support

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
Talk and Draw Therapy to support children needing support with Social, Emotional and well-being	Children show improved mental well-being	All children did show an improved well-being. Children and teacher completed a baseline assessment and an end of intervention assessment and all showed improvement, most significant.	Children are prioritised now on the waiting list to ensure that those that need the intervention the soonest are scaled as a 5, with those that need a 'light touch' are scaled as a 1. Highly effective and to continue.	Staff budget
Small group intervention in language skills and focus and attention in the Early Years and Key stage One	Gaps within speech and language are closed Children to focus Children have increased language	Interventions highly effective. Early Years 2019 language understanding baseline showed 10 children needing extra intervention within the SEN team, by Sept 2020 four of these children are now age appropriate. Within Year one 8 children required understanding intervention, however 50% now age appropriate.	Highly effective and will continue.	Staff budget

Intervention team to provide interventions for identified PP and SEN children	Interventions close learning gaps Children are able to access learning in class Children gain confidence Children enjoy learning	Children made good progress and difference diminishing over time between PPG and non PPG.	This has been highly effective for Pupil premium children and children that are SEND.	Staff Budget Total cost £82,660
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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	Key points are shared with relevant staff Staff have a keen focus on Pupil Premium Children eligible for PP make good progress New initiative can be shared across the school	All staff have had a keen focus on their Pupil Premium children all year. Important messages regarding data, research and tracking has been used by the Inclusion lead.	Training that has been useful at the meetings include Pupil Premium Data across Thurrock, How to measure soft data, interventions undertaken in different schools. Measures now in place for Talk and Draw Therapy and shows it to be effective. Attendance needs to continue.	Release time
Contribution towards school trips, including Year 5 residential	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.	Residential trip postponed to Year 6, 2020. PPG had been able to access all trips up to March 2019.	Feedback from 2019 summer residential: Children on residential gained in their self-esteem as well as their teamwork. The experience was worthwhile for all pupils involved. Children and parents all shared positive experiences on their return. Trips in all year groups are linked to curriculum and are key to learning. Support for PP eligible pupils to attend both should continue.	£500

6. Planned expenditure

Academic year

2020-2021

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
Increase the profile of Mental well-being, strategies to achieve positive well-being and how to help each other	Children will know how to look after their well-being, access strategies and know 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. Children lost a significant amount of time due to Covid 19 and amount of mental well-being pressure placed on them.	Assemblies, PSHE, displays will show well-being profile and strategies are in place. Pupil voice.	MC	Termly.
Total budgeted cost					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?
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. Early Years 2019 language understanding baseline showed 10 children needing extra intervention within the SEN team, by Sept 2020 four of these children are now age appropriate. Within Year one 8 children required understanding intervention, however 50% now age appropriate.	Standardised score tests to measure progress. Drop-ins to observe.	MC	Retest using age standardised score at start of following year.
Additional Teacher and the Inclusion lead to work within Year 6 to support catch up within curriculum, readiness for secondary school and to support all children including PPG and SEN. 60% of PPG in Year 6 have SEN.	Children are able to access learning within class Children are challenged further to ensure they make good progress	60% of PPG have SEN, previous use of additional teacher resulted in 82% of all pupils achieved combined RW and M in Year 6 and significant progress.	Data, children's progress.	MC	Termly
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	Measures conducted at start and end of therapy showed it to be effective on behalf of pupil and teacher.	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 PPG 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 historically.	Track children's progress half-termly. Discussions with all stakeholders.	MC	Half termly.

Total budgeted cost	£85,235
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iii. Other approaches

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

Total budgeted cost	£500 (and staff costs)
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7. Additional detail

