



## **Pupil premium report and impact statement**

**2020/21**

Here you will find details of the Pupil Premium Funding received by Grasvenor Avenue Infant School and how this funding has been spent. The Trust and Local Advisory Board has taken the decision to withhold specific numbers to ensure that individual children cannot be identified. This decision has been made in line with guidance from the Department for Education and the Information Commissioner's Office that statistical information, where the number is lower than five, should be suppressed when published.

Therefore in accordance with section 40(2) (third party personal information) of the Freedom of Information Act 2000, the school is withholding specific data for pupils that have been in receipt of Pupil Premium Funding. The Trust and Local Advisory Body believes that, due to the small population at Grasvenor Avenue Infant School it would be possible to identify individual pupils from this information. This is a Safeguarding concern and unfair and therefore in breach of the Data Protection Act 1998. Section 40(2) is an absolute exemption and does not require a public interest test to be carried out.

### **Strategy:**

We have a 3-part approach for ensuring our Pupil Premium funding is spent well which focuses on the following:

- whole-school strategies that impact on **all** pupils

- Focussed support to target pupils **working below** Age Related Expectations or making slow progress

- specific support /provision targeting **pupil premium pupils**

The Grasvenor Avenue Infant School leadership and wider staff team ensure that Pupil Premium funding and provision impacts Pupil Premium pupils in a holistic manner, addressing not only achievement and attendance concerns but also pastoral care and enrichment.

An identified Local Advisory Board member has responsibility for Pupil Premium. The Head Teachers, Family Liaison Officer and SENCo are responsible for monitoring provision and outcomes, and the wider staff team implement and evaluate provision. Data is used regularly to evaluate pupil premium outcomes compared to other pupils in school and national data to ensure the correct strategies and provision are in place.

## Pupil premium report : Draft Figures.

School name:	Grasvenor Avenue Infant School		
Academic year:	2020/21	Total pupil premium budget:	£28245
Total number of pupils on roll:	68	Number of pupils eligible for pupil premium:	38%
Date of review:	Autumn 2021	Date of next scheduled review:	Autumn 2022

### Objectives for spending Pupil Premium Grant in 2020/21:

#### A. 95% attendance, including online learning

- appropriate online learning methods, plans and resources in place

#### B. Pupils make at least good progress

- To ensure that Year 1 PP learners will meet the expected standard in the phonics screening test, if taken.
- To ensure all PP children making at least good progress in all subject areas
- To ensure early identification and support for PP children making less than expected progress.

#### C. Pupils confident to communicate their emotions, thoughts and needs and make good progress in Communication, Language and Literacy

- To ensure PP pupils have wellbeing and mental health support during ongoing pandemic
- To provide holistic support for PP children and their families, and ensure PP families most affected by Covid are swiftly supported.

#### D. Increased life aspirations and cultural capital (through parental engagement and enrichment )

- To enable all PP children to participate in educational visits
- To provide a varied and rich and curriculum and enrichment opportunities for all PP learners.

- To upskill parents/carers through workshops

### Internal Barriers

- 1) Covid-19 and impact on attendance, missed learning and wellbeing
- 2) Low starting points
- 3) High mobility
- 4) Whole school curriculum planning and delivery across the school is still in progress

### External Barriers

- 5) Covid-19 and impact on attendance, missed learning and wellbeing
- 6) Parental engagement leading to lack of support or aspirations for pupil
- 7) Instability in the home, especially due to covid-19
- 8) Language (new to English, language poor families)

### Desired outcome

### Success criteria

**A) 95% attendance, including online learning**

**PP pupil attendance is 95.8% or above including attendance at online learning.  
Online learning is clear and accessible and families are supported to take part as needed.**

**B) Pupils make at least good progress**

**At least 85% of PP pupils are making at least good progress.  
Narrowing gap between national and school data (KS1 SATs, phonics, GLD).  
Robust baseline.**

**C) Pupils confident to communicate their emotions, thoughts and needs and make good progress in Communication, Language and Literacy**

**At least good progress for PP pupils in literacy for 85% PP.  
Pupil voice questionnaire shows that PP children are happy in school  
Pupil voice questionnaire shows that PP children are happy in school.  
At least 85% of PP pupils are making at least good progress  
Parent voice survey shows parents feel their child/ren feel supported and are happy at school and they themselves are supported.  
My Concerns shows PP families receiving support from Family Liaison Officer.**

D)Increased life aspirations and cultural capital (through parental engagement and enrichment )	Further development of phonics, maths and reading workshops taking place. Increased engagement with home learning. Increased engagement with Evernote and online learning. 100% of PP children involved in enrichment activity of their choice. 100% participation on trips.
<b>How will improvement of outcomes be measured?</b>	
A) Monitoring of Routemap data by SLT. External data. Pupil Progress meetings.	
B) Monitoring Integris, reporting to LAB, Attendance team data	
C) Pupil questionnaires. Routemap data. Tracking systems, books, learning walks, lesson observations, pupil progress meetings, intervention tracking. Parent questionnaires	
D)Increased provision of parents at workshops. Increased engagement with home learning through daily registration and marking and online tracker Evernote. Increased PP numbers attending clubs and enrichment activities.	

## Whole School Strategies

Desired outcome	Action/ approach	Evidence/Rationale	How will you ensure it is implemented well?	Staff lead	Review
A	<b>Termly Pupil Progress Meetings</b>	Trend data is below national and LA in all year groups.	<p>Termly Pupil Progress Meetings discuss and set necessary actions for teaching, including individualised strategies and interventions (small group; 1:1), regarding the progress and provision for all pupils, based on 3x year data drop information and teacher knowledge.</p> <p>Pupils and staff are aware of their targets/next steps</p> <p>Behaviour plans, pupils needs and support are shared with all staff as appropriate to ensure consistency.</p>	SLT Teachers	Termly

			<p>Data gathering and tracking during the year identifies trends and individual children to monitor. PP children identified and monitored.</p> <p>Regular CDP for staff and leaders.</p>		
A	<b>To ensure quality first teaching for all.</b>	<p>Trend data is below national and LA in all year groups.</p> <p>Monitoring shows that historically planning, teaching quality and delivery has not been consistent across the school.</p>	<p>Whole school topics mean teachers work together to carefully plan their lessons to support children's acquisition of knowledge and skills.</p> <p>All classes have at least 1 assigned Teaching Assistant at all times to ensure adult support is available.</p> <p>Planning checks show it is individualised through next steps and children's interests to support progress. Teachers receive PPA time as well as extra time with teams.</p> <p>Book looks, Evernote scrutiny show progress.</p> <p>Learning walks and observations monitor engagement of PP pupils during lessons and adult interactions and awareness of PP children.</p> <p>Observations monitor teaching, provision, adult interactions and enrichment meets expected standards.</p> <p>Teachers work together weekly to reflect and develop solid practice through sharing planning, identifying across year groups trends and transition action and peer mentoring.</p> <p>Lesson observations show PP pupils are well engaged and inspired by their lessons. Clear planning is seen during planning checks. Book looks show clear sequence of lessons and progression.</p> <p>Teachers have their training needs met promptly.</p> <p><b>School policy of lessons being inspiring, individualised and inclusive.</b></p>	SLT Teachers	Termly

			<b>Whole school work on new curriculum supports teacher understanding of consistency and pupil progress journey across school.</b>		
<b><u>A, B, C, D</u></b>	<b>FLO support.</b>	All on roll PP pupils, as well as many other families, receive ongoing or occasional support from FLO. Improvement has been seen in individual cases/ situations due to FLO invaluable support (Evidence: My Concerns, pupil voice, parent voice). Class based teams or SLT cannot support in same way due to time restrictions.	FLO supports class based teams with holistic environment. Child's voice will be used to assess the individual needs of each PP child. At Grasvenor we recognise not all Pupil Premium pupils face the same difficulties and barriers. All PP families will receive support as and when required from FLO. They will be supported with wider family issues not only those relating to the child's schooling. PP attendance will meet school expectations. FLO available to investigate barriers for individuals. Children will receive mental and emotional support as required. FLO will support all PP families to choose the enrichment activities suited to their interests and needs.	FLO SLT	Termly
<b><u>A,B,C,D</u></b>	<b>Strong beginnings: Ensure best practice in the EYFS to enable all children to make at least good progress.</b>	Achievement of GLD supports children to meet ARE in KS1.	<b>Ensure best practice in the EYFS to enable all children to make at least good progress.</b>  High-quality adult interactions to extend children's learning and identify next steps, carefully planned provision taking account of children's interests and needs  Teachers and EYFS team carefully plan inspiring lessons and provision around children's interests. They use assessment to carefully pitch their lessons for the needs of the class, and a support staff are aware of PP children in their class and carefully monitor their understanding during lessons, ensuring enough support and challenge is in place. All children receive individual next steps as appropriate.	SLT	Termly.

			<p>Staff's training and qualifications are regularly reviewed and updated as appropriate.</p> <p>Whenever possible , Reception has at least 2 support members of staff.</p> <p>Learning walks and observations monitor engagement of PP pupils during lessons and adult interactions and awareness of PP children</p> <p>Visits to other settings.</p> <p>Moderation with other settings.</p> <p>Staff training as necessary</p> <p>Regular data drop and internal and external moderation (termly)</p> <p>All new starters (in all age groups) to receive home visit to identify interests, barriers, needs.</p> <p>FLO to monitor Grasvenor enrichment entitlement for new starters.</p>		
<b><u>A, B, C, D</u></b>	<b>The Big Sing</b>	Studies show that singing supports wellbeing,	<p>All children will have 10 minutes of singing time each day to improve wellbeing.</p> <p>This time is used by teachers for intervention or planning.</p>	<b><u>SLT</u></b>	Jul 2021
<b><u>A, B, C, D</u></b>	<b>Park Run</b>	Studies show that physical activity support learning.	All children will take part in park run/ walk daily.	<b><u>SLT</u></b>	Jul 2021
<b><u>A, B, C, D</u></b>	<b>Badge Time</b>	Involvement in activities of interest allows pupils to experience activities and develop skills which they may not otherwise be able to do and broadens their horizons.	<p>Weekly 'Badge Time' as part of Golden Time allowing children to choose from a range of activities and earn badges for demonstrating skills.</p> <p>Children's input used to choose the Badge Time options available.</p>	<b><u>SLT</u></b>	Termly



<b>Budgeted cost of whole school strategies :</b>	Reception second TA £ 20,013- <u>£21,346 (to be taken from school budget)</u> (FLO: Included below) Badge Time resources: consumable costs: <u>£350</u> <b>Total: <u>£21381</u></b>
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**Focussed Support**

Desired outcome	Action/ approach	Evidence/Rationale	How will you ensure it is implemented well?	Staff lead	Review
<b><u>B,C</u></b>	<p><b><u>Interventions- small groups and 1:1 support/ strategies</u></b></p> <p>Monitored interventions will support individuals as necessary, especially those working below ARE, making slow progress or those working above ARE.</p>	<p>Data trend is below national and LA in all year groups.</p> <p>Data for pupils working at GDR is below national.</p>	<p>Teaching staff will be clear on how to support identified pupils in their class, including Pupil Premium pupils. Teacher voice shows teachers are confident to identify and support pupils in their class, including PP pupils.</p> <p>Early identification and support is in place for PP children making less than expected progress through pupil progress meetings, teacher meeting discussions and data monitoring and weekly safeguarding with FLO and teacher.</p> <p>Termly Pupil Progress Meetings held with head teachers and teaching staff discuss every PP child in depth. All PP children are included in at least 1 intervention/ action in place appropriate to them. Pupil Progress meetings provide challenge and robust evaluation of teacher strategies and provision.</p> <p>Weekly safeguarding meetings discuss internal and external barriers to learning for PP children and plan actions.</p>	<p>Teachers SLT</p>	<p>Termly</p>

			<p>Named LAB member to attend at least annually to monitor effectiveness.</p> <p>Pupil voice shows pupils feel supported in their learning.</p>		
<b><u>A, B, C, D,</u></b>	<b>FLO support: individualised, holistic support.</b>	<p>All on roll PP pupils, as well as many other families, receive ongoing or occasional support from FLO.</p> <p>Improvement has been seen in individual cases/ situations due to FLO invaluable support (Evidence: My Concerns, pupil voice, parent voice). Class based teams or SLT cannot support in same way due to time restrictions.</p>	<p>FLO supports class based teams to devise individualised strategies, risk assessments, interventions as necessary.</p> <p>FLO available to investigate barriers for individuals.</p> <p>Child's voice will be used to assess the individual needs of each PP child. At Grasvenor we recognise not all Pupil Premium pupils face the same difficulties and barriers.</p> <p>All PP families will receive support as and when required from FLO. They will be supported with wider family issues not only those relating to the child's schooling.</p> <p>FLO to manage attendance issues: monitoring integris, meeting with parents and EWO.</p>	FLO SLT	Termly
<b><u>Budgeted cost focussed support:</u></b>	<p>FLO: (Salary point 18 and above ) £24,313 -<del>£30,525</del></p> <p style="text-align: right;"><b>Total:£30,525</b></p>				

**Specific support/provision targeting Pupil Premium pupils and additional strategies.**

<b>Desired outcome</b>	<b>Action/ approach</b>	<b>Evidence/Rationale</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review</b>
<b><u>A,B,C,D</u></b>	<b>Enrichment Activities- Free Club place for PP pupils</b>	Involvement in clubs allows PP pupils to experience activities and develop skills which they may not otherwise be able to do. Increases enjoyment in school and therefore attendance.	All PP pupils will attend 1x weekly after school club at no cost to their families.  PP pupils will have enriching experiences which will support their development across the curriculum.	SLT	Jul 2021
<b><u>A,B,C,D</u></b>	<b>Enrichment: All PP pupils will be enabled to attend school trips.</b>	Participation in trips supports children's understanding of topics and social development, It is therefore essential that ALL pupils are able to attend organised trips.	Monies available to ensure PP pupils on low budget can attend trips.  Majority of trips will be free/ low cost.	SLT	Jul 2021
<b><u>A,B,C,D</u></b>	<b>Time for Toast</b>	Monitoring of My Concerns shows some children come to school hungry.	All pupils will have breakfast before direct teaching time begins through availability of fruit and milk and toast during morning registration.	SLT	Jul 2021

<u>A,B,C,D</u>	<b>FLO support</b>	FLO is involved with supporting all PP families in school in some capacity, as appropriate.	<p>FLO supports class based teams to devise individualised strategies, risk assessments, interventions as necessary.</p> <p>FLO available to investigate barriers for individuals.</p> <p>Child's voice will be used to assess the individual needs of each PP child. At Grasvenor we recognise not all Pupil Premium pupils face the same difficulties and barriers.</p> <p>All PP families will receive support as and when required from FLO. They will be supported with wider family issues not only those relating to the child's schooling.</p> <p>FLO supports class based teams with holistic environment.</p> <p>FLO available to investigate barriers for individuals.</p> <p>Children will receive mental and emotional support as required.</p> <p>FLO will support all PP families to choose the enrichment activities suited to their interests and needs.</p>	SLT	ongoing			
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	<p><b>Whole school strategies: £21381 (taken from school budget)</b></p> <p><b>Focussed support:£30,525</b></p> <p><b>Specific provision: £2430</b></p>
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<b>Total Spend:</b>	<b><u>£32,955</u></b>
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## **Impact statement**

We are unable to provide impact figures due to this allowing individual children to be identified and personal information known.

## **Research supporting our preparation of this document:**

### **Quality First Teaching:**

*'The quality of teaching is the most important school-based factor affecting children's attainment, particularly for those from disadvantaged backgrounds.'* [National Foundation for Educational Research, [www.nfer.co.uk](http://www.nfer.co.uk)]

*"Teachers use data to identify pupils' needs, review progress every few weeks and address under-performance quickly. They have manageable assessment for learning systems which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies"* (DfE/NFER Evidence for Excellence in Education)

*“Schools emphasise ‘Quality Teaching First’ and provide consistently high standards by setting expectations, monitoring performance and sharing best practice” (DfE/NFER Evidence for Excellence in Education)*

*The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year’s learning. (Sutton Trust, 2012, p. 2)*

### **Attendance:**

‘Regular attendance was a priority in more successful schools, with the importance of this being shared with all pupils and families. Many schools had designated a member of staff or team to ensure attendance – calling home when children did not arrive on time, funding or sending out transport, and working with families (often in the home) to address the barriers they face in getting their children to school.’ (Pg 77 of DfE ‘Supporting the attainment of disadvantaged pupils: articulating success and good practice’ Research report November 2015)

‘School leaders understood the link between attendance, behaviour and emotional support. More successful schools tended to have more extensive social and emotional support strategies in place’ (pg 78 of DfE ‘Supporting the attainment of disadvantaged pupils: articulating success and good practice’ Research report November 2015)

### **Individualised provision:**

**“Staff identify each pupil’s challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs” (DfE/NFER Evidence for Excellence in Education)**

‘More successful schools saw pupils from disadvantaged backgrounds as individuals, each with their own set of challenges, talents and interests. They believed that all pupils have the capacity to succeed and that the school’s role was to ensure success for everyone.

*“Our disadvantaged students here, they are each of them an individual, every single one of them is different with different needs. Some of them are extremely able... others need far more support. When I am talking about our disadvantaged students I am*

*absolutely determined that I see each of them as an individual rather than generalising them and moulding them together.” (pg75 of DfE ‘Supporting the attainment of disadvantaged pupils: articulating success and good practice’ Research report November 2015)*

**Physical Activity:**

**“Sports participation interventions engage pupils in sports as a means to increasing educational engagement and attainment. This might be through after-school activities or a programme organised by a local sporting club or association.” (Teaching and learning Toolkit)**