



# Griffin Primary School

## Pupil Premium Strategy 2019-2020

**The pupil premium is allocated to schools for.**

- **Children of statutory school age from low income families who are known to be eligible for free school meals (FSM)**
- **Children who have been looked after continuously for more than six months**
- **Children whose parents are currently working in the armed forces**

**The level of pupil premium is £1300 per pupil.**

**The DFE offer the following guidance;**

In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

**However, they also state that;**

Schools are free to spend Pupil Premium as they see fit. However, they will be held accountable for how they have used additional funding to support pupils from low income families.

**The purpose of this statement is to effectively plan the way the pupil premium money will be spent over the year and enable us to inform parents, carers and governors of the impact it has on outcomes for pupils.**

**Reviewed: September 2020**



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Academic Year: 2019-2020	Total PP budget: £257,180 + EYFS £7,700
Total number of pupils 434 (including nursery and 2-year-old provision)	Number of pupils eligible for PP 240 (not including nursery or 2-year-old provision)
Lead member of staff: Claire Patton	Lead governor: Terry Johnson

1. 2019 Outcomes attainment (end of last academic year)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>Year 6</b> 72.9% achieving expected in reading, writing & maths	<b>50%</b>	<b>School: 79%</b> National – 65%
<b>Year 2</b> 66.2% achieving expected in reading, writing & maths	<b>50%</b>	<b>School: 69.4%</b> National: 64.9%
<b>Year 1</b> 77.2% expected standard in phonic check	<b>81%</b>	<b>School: 82.9%</b> National: 82%



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EYFS 71.9% GLD	78.9%	School: 76.3% National: 72%
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<b>1. Barriers to future attainment (for pupils eligible for PP)</b>
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )
<b>A. Low levels of speaking and listening on entry to the school</b>
<b>B. Low levels of reading and low value of reading in homes</b>
<b>C. Children's emotional and social needs mean many have difficulty establishing relationships in large groups</b>
<b>D. Lack of aspiration/ imagination because of limited life experiences beyond the estate</b>
<b>E. Low attendance and attitudes to school attendance</b>
<b>F. Lack of academic and educational aspirations</b>
<b>G. SEMH issues present disproportionately with disadvantaged pupils. Many cannot self-regulate their emotions or behaviour. Some have low self-esteem and show a lack of resilience.</b>



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What is the intended outcome?	What will we do?	Cost?	How many PP pupils will benefit?	Who will be responsible?	Who and how will this be checked?	What was the impact?	Will we continue this next year? Yes/No
<b>1. Quality of teaching for all</b>							
<b>Increase number of teachers to reduce class sizes to secure higher outcomes (A, B, C)</b>	<p>3 teachers in Year 2 to reduce class sizes to 20 pupils per class</p> <p>3 teachers in Year 6 to reduce classes to approx. 16 pupils per class.</p>	<p>Extra Year 2 teacher £28,500</p> <p>Extra Year 6 teacher £37,700</p>	<p>Year 2: 25</p> <p>Year 6: 29</p>	<p>C Patton</p> <p>T Johnson</p>	<p>SLT to:</p> <ul style="list-style-type: none"> <li>Phase leaders through data analysis.</li> <li>check through pupil progress meetings.</li> </ul>	<p>Teacher assessment up to end of Spring 2 68% of pupils in Year 6 on track for EXS in Reading; 56% in Writing and 59% in Maths.</p>	<p>Yes in Year 6</p>
<b>Funding used to pay for TAs to support teachers / pupils within the classroom and improve outcomes.</b>	<p>Increase support staff across school.</p>		<p>All PP pupils 240 (F2-Y6)</p>	<p>C Patton D Kenny AHTs T Johnson</p>	<p>SLT to:</p> <ul style="list-style-type: none"> <li>Monitor the impact of support</li> <li>Impact analysis of interventions</li> <li>Pupil Progress Meetings to gauge impact on learning</li> </ul>	<p>Improvement in behaviour which led to improved attitudes to learning. Increase in lowest 20% heard read daily by an adult. Additional support for live marking to improve pupil progress.</p>	<p>Yes</p>



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<p><b>Improve the quality of support staff's work with PP pupils. (A, B, C)</b></p>	<p>Regular training for all support staff on effective strategies for teaching.</p> <p>Appraisal used to identify areas for improvement</p> <p>Support staff all contracted for 1-hour CPD a half term as well as 30 mins flexible for twilights or inset days</p>	<p>£21,014</p> <p>£10,000</p> <p>£10,507</p>	<p>All PP pupils 240 (F2-Y6)</p>	<p>C Patton D Kenny</p>	<p>SLT responsible for:</p> <ul style="list-style-type: none"> <li>• Training action and impact forms.</li> <li>• Lesson observations, book scrutinies to evidence training practice.</li> <li>• Appraisal and supervision reviews.</li> <li>• CPD training file with slides and handouts.</li> <li>• Data shows an increase in outcomes for children.</li> </ul>	<p>CPD opportunities to upskill support staff to improve progress and learning for pupils. CPD included:</p> <ul style="list-style-type: none"> <li>- reading training</li> <li>- Child protection training</li> <li>- Phonics CPD</li> <li>- Maths CPD</li> <li>- Science CPD</li> <li>- Writing CPD</li> </ul> <p>Appraisals carried out for all support staff identified strengths and areas for development.</p>	<p>Yes</p>
<p><b>Pupils read a wide range of texts which promote reading for pleasure and enjoyment (A, B, D)</b></p>	<p>Promote reading at home through lending library and introduce bedtime readers</p> <p>Raise profile of reading in breakfast club and after school clubs if appropriate.</p> <p>Classrooms to promote love of reading through designated areas and resources</p> <p>Continue to work with the library service to promote</p>	<p>£2,000</p> <p>£1,000</p> <p>£500</p> <p>£250</p>	<p>All PP pupils</p>	<p>Z Mitchell T East P Townsend</p>	<p>English Lead responsible to ensure:</p> <ul style="list-style-type: none"> <li>• Data shows an increase in PP readers at ARE and GD</li> <li>• Lending logs show a successful proportion of pupils reading from PP group</li> <li>• Pupils can express a love of books i.e. conversations</li> </ul>	<p>New texts bought for KS1 and KS2 library shelves to enhance books on offer. This included a wider range of authors and text types.</p> <p>Bedtime Reading introduced in Nursery with over 75% of pupils choosing books</p>	<p>Yes</p>



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	events and use loan book service.				<ul style="list-style-type: none"> <li>Learning walks include actions and impact</li> </ul>	<p>each week to take home to read.</p> <p>Prizes for readers presented increased number of pupils reading at home.</p>	
<p><b>Raise the proportion of PP pupils achieving the expected standards in the phonic screening test at the end of Yr.1 and resits in year 2.</b></p>	<p>Phonics CPD for TAs and teachers</p> <p>Targeted group intervention</p> <p>Small class sizes in year 2</p> <p>Grouped by ability for phonics within classes in year 1 and across classes in Year 2</p> <p>Introduce phonics books in FS2 to continue home/school knowledge of phonics being taught phonic</p> <p>Purchase new phonetically decodable home reading books.</p>	<p>£10,000</p> <p>£5,000</p> <p>£5,000</p>	68	<p>T East</p> <p>J Corlass</p> <p>P Townsend</p> <p>Z Mitchell</p>	<p>Phonics Lead &amp; SLT to:</p> <ul style="list-style-type: none"> <li>Analysis data and pupil progress meetings</li> <li>Undertake half termly assessments</li> <li>Phonic screening results for year 1 and year 2 resits.</li> </ul>	<p>At 20/3/20 76% (56% PP) of Year 1 pupils on track to pass Phonic Screening Check based on Phonics assessments.</p> <p>Half termly phonics assessments identified that majority of pupils moving through phonics phases.</p> <p>Analysis of phonic phase assessments used to identify pupils for interventions and gaps in knowledge.</p> <p>Phonically decodable books purchased for reading in school and at home to support phonics teaching.</p>	Yes



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2.Targeted support							
<p><b>Ensure barriers to learning are removed for Yr.6 PP pupils (A, B, C)</b></p>	<p>Audit individual barriers to learning and plan individual interventions and support for each pupil. Small class sizes.</p> <p><b>Writing intervention</b> Additional writing groups sets led by TA.</p> <p><b>Reading intervention</b> 1:1 daily reading with key children Inference training (TA led intervention)</p>	<p>£21 Cost 2 hour TA level 2</p>	<p>10</p>	<p>Class teachers with support from the SLT &amp; D Kenny</p>	<p>Assessment Lead and SLT responsible for:</p> <ul style="list-style-type: none"> <li>• Data analysis and pupil progress meetings</li> <li>• Book looks, lesson observations show pupils are challenged / supported</li> <li>• Interventions have a positive impact on the number / percentage of PP children achieving ARE in R, W and combined scores.</li> </ul>	<p>Teacher assessment up to end of Spring 2 68% of pupils in Year 6 on track for EXS in Reading; 56% in Writing and 59% in Maths.</p>	<p>Yes</p>
<p><b>Ensure barriers to learning are removed for Yr.5 PP pupils (A, B, C)</b></p>	<p>Audit individual barriers to learning and plan individual interventions and support for each pupil.</p> <p><b>Writing</b> Additional writing group Additional ASA for year 5 to support PP and PP/SEND</p> <p><b>Reading intervention</b> 1:1 daily reading with key children</p>	<p>£1000</p>	<p>11</p>	<p>Class teachers with support from the SLT &amp; D Kenny</p>	<p>Assessment Lead and SLT responsible for:</p> <ul style="list-style-type: none"> <li>• Data analysis and pupil progress meetings</li> <li>• Book looks, lesson observations show pupils are challenged / supported</li> <li>• Interventions have a positive impact on the number / percentage of PP children achieving ARE in R, W and combined scores.</li> </ul>	<p>Teacher assessment up to end of Spring 2 66% of pupils in Year 5 on track for EXS in Reading; 56% in Writing and 62% in Maths.</p>	<p>Yes</p>
<p><b>Ensure barriers to learning are removed for Yr.4 PP pupils</b></p>	<p>Audit individual barriers to learning and plan individual interventions and support for each pupil.</p>	<p>Apprentice £5,500 per year</p>	<p>11 writing 7 reading 8 maths</p>	<p>Class teachers with support from the SLT &amp;</p>	<p>Assessment Lead and SLT responsible for:</p> <ul style="list-style-type: none"> <li>• Data analysis and pupil progress meetings</li> </ul>	<p>Teacher assessment up to end of Spring 2 48% of pupils in</p>	<p>Yes</p>



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<p><b>(A, B, C)</b></p>	<p>Apprentice employed as an additional adult and resource to provide cover or to deliver bespoke 1 to 1 programme.</p> <p><b>Reading</b> Lexia Phonic group interventions Reading plus</p> <p><b>Writing</b> Additional writing intervention or small guided writing session Spelling shed</p> <p><b>Maths</b> Small group maths sessions to focus on skills and knowledge. Maths Whizz.</p>	<p>resources £1000</p>		<p>D Kenny</p>	<ul style="list-style-type: none"> <li>• Book looks, lesson observations show pupils are challenged / supported</li> <li>• Interventions have a positive impact on the number / percentage of PP children achieving ARE in R, W and combined scores.</li> </ul>	<p>Year 4 on track for EXS in Reading; 35% in Writing and 49% in Maths.</p>	
<p><b>Ensure barriers to learning are removed for Yr.3 PP pupils (A, B, C)</b></p>	<p>Audit individual barriers to learning and plan individual interventions and support for each pupil.</p> <p><b>Reading</b> Additional rapid reading groups Additional group intervention with TA for phonics Phonics stile tiles LEXIA Reading plus</p> <p><b>Writing</b> Handwriting intervention daily Bespoke morning work focusing key skills Spelling shed</p>	<p>£5,000</p>	<p>35</p>	<p>Class teachers with support from the SLT &amp; D Kenny</p>	<p>Assessment Lead and SLT responsible for:</p> <ul style="list-style-type: none"> <li>• Data analysis and pupil progress meetings</li> <li>• Book looks, lesson observations show pupils are challenged / supported</li> <li>• Interventions have a positive impact on the number / percentage of PP children achieving ARE in R, W and combined scores.</li> <li>• Reading files to show lowest 20% read every day</li> </ul>	<p>Teacher assessment up to end of Spring 2 54% of pupils in Year 3 on track for EXS in Reading; 47% in Writing and 60% in Maths.</p>	<p>Yes</p>





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<p><b>Ensure barriers to learning are removed for Yr.2 PP pupils (A, B, C)</b></p>	<p>Audit individual barriers to learning and plan individual interventions and support for each pupil.</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Quality phonic reading books</li> <li>Lexia</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Phonics interventions</li> <li>Fine motor activities</li> </ul>	<p>£5,000</p>		<p>Class teachers with support from the SLT &amp; D Kenny</p>	<p>Assessment Lead and SLT responsible for:</p> <ul style="list-style-type: none"> <li>Data analysis and pupil progress meetings</li> <li>Book looks, lesson observations show pupils are challenged / supported</li> <li>Interventions have a positive impact on the number / percentage of PP children achieving ARE in R, W and combined scores.</li> </ul>	<p>Teacher assessment up to end of Spring 2 68% of pupils in Year 2 on track for EXS in Reading; 70% in Writing and 76% in Maths.</p>	<p>Yes</p>
<p><b>2.Other approaches</b></p>							
<p><b>Improve learning and reduce exclusions of PP pupils.</b></p>	<p>Resources for family jigsaw ELSA sessions Lego therapy Draw and talk sessions Daily interventions based on specific learning needs.</p> <p>Staff training on various strategies</p>	<p>Cost of welfare team - £51,000</p>	<p>50</p>	<p>C Patton D Kenny A Carter S Rose M Lloyd</p>	<p>Executive HT;  To monitor evidence through graduated response forms, interventions programmes, data regarding outcomes.</p>	<p>Attendance up to 20<sup>th</sup> March 2020 was 91.0% for all pupils and 90.7% for PP pupils. 116 pupils); and for PP pupils was 30.7% (51 pupils)</p>	<p>Yes</p>
<p><b>Improve pupils' self-esteem and attitudes to learning. (C, E, F)</b></p>	<p>Training attended by staff over the year will include:</p> <ul style="list-style-type: none"> <li>ELSA</li> <li>Lego Therapy</li> <li>Barnardo's LGBTQ?</li> <li>Draw and talk</li> <li>Family Jigsaw</li> <li>Jigsaw resilience</li> <li>Mental health</li> <li>Mindfulness and well-being</li> </ul>	<p>Cost of Welfare lead - £28,800 Cost of training £2,000</p>	<p>All PP 240 (f2-Y6)</p>	<p>A Cutts A Carter S Rose M Lloyd  All staff</p>	<p>SLT and SENDCo: Evidence through graduated response forms, interventions programmes and pupils scale regarding impact completed and given to H of S by SENDCo</p> <p>Training logs with actions and impacts reviewed by welfare team.</p> <p>Feedback from the children and their teachers</p>	<p>Safeguarding and Welfare Liasion Officer weekly check ins with identified pupils to enable discussion of issues and develop positive attitudes to school.</p> <p>Pupils appeared more engaged in learning and</p>	<p>Yes</p>



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	<p>Emotional Literacy Support Assistant to work with pupils 1 to 1, referrals made in-house.</p> <p>Resource in-school interventions delivered by Emotional, Behaviour and Welfare lead, including POWER, ELSA, resilience.</p> <p>1 new staff to be trained as Emotional literacy support assistant (ELSA)</p> <p>Resources purchased for Intervention/Sunshine room to develop self-esteem, etc through creative materials.</p>	<p>Cost of grade 3 x 2 afternoons a week – £5,835 per year</p> <p>£21,500</p> <p>£695</p> <p>£1000</p>			<p>regarding self-esteem and attitude to learning.</p> <p>Data regarding outcomes.</p>	<p>showed good attitudes to learning.</p> <p>Mental Health CPD enabled range of strategies to be used.</p> <p>Use of scripted language improved behaviour and expectations.</p>	
<p><b>Maintain high levels of attendance and improve punctuality. (E)</b></p>	<p>Allocated person to follow up all attendance and a member of welfare team to visit non-attendeess daily</p> <p>Mystery prize for the class with the highest attendance each week announced Monday mornings.</p> <p>Half and full-term certificates for 100% attendance</p> <p>Allocated member of staff to support and work with families that have issues with attendance and punctuality by focusing on the family needs to overcome barriers. This may include involving other agencies.</p>	<p>£16,548</p> <p>£1000</p> <p>£500</p>	<p>All pp pupils 240 (f2-Y6)</p>	<p>H Batty M Lloyd S Rose A Carter</p>	<p>The Governing Body to:</p> <p>Monitor attendance data and governor's dashboard demonstrates impact as attendance to be at national levels. H of S to present to governors and CEO.</p> <p>Attendance file to include breakdown of absences, actions and impact. M. Lloyd</p> <p>PA for pupil premium lower than national. M. Lloyd to provide case studies on families supported with attendance.</p>	<p>Attendance up to 20<sup>th</sup> March 2020 was 91.0% for all pupils and 90.7% for PP pupils.</p> <p>Attendance celebrated in weekly assembly to raise the profile.</p>	<p>Yes</p>



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<p><b>School visits to impact on improved outcomes, raise aspirations. (D, F)</b></p>	<p>Booklets purchased for new intake and A4 books introduced for class.</p> <p>Planned visits and experiences built into the curriculum.</p>	<p>£2,250</p> <p>£2,500</p>	<p>All PP pupils 240 (f2-Y6)</p>	<p>K. Roantree</p>	<p>A. Cutts &amp; K. Roantree monitor: Improvement in PHSE books</p> <p>Questionnaires completed by pupils by SLT show raised aspirations.</p> <p>Termly report by K. Roantree/A. Cutts to SLT and shared with governors.</p>	<p>Educational visits planned and took place up to 20<sup>th</sup> March 2020.</p> <p>Educational visits were then stopped due to Covid-19.</p>	<p>Yes</p>
<p><b>Support all pupils, especially PP pupils to attend Yr.6 residential (D, F, G)</b></p>	<p>Year 6 residential is subsidised so that all pupils can attend.</p> <p>PP pupils receive further subsidies</p>	<p>£4,000</p>	<p>48 pupils of which 29 are PP</p>	<p>K Roantree</p>	<p>Pupils have a wider experience of visits and opportunities outside school. Educational activities they would otherwise have limited access to.</p> <p>Impact upon self-esteem, resilience and confidence.</p> <p>Develop their understanding of the world around them and the opportunities on offer.</p> <p>Inspire them take all opportunities available.</p>	<p>This was not able to take place due to Covid-19.</p>	<p>No</p>
<p><b>Encourage attendance and punctuality and ensure pupils are ready to learn at the start of each day. (E, D, F)</b></p>	<p>Free breakfast daily</p> <p>Reading zones and opportunities to do homework during breakfast club.</p> <p>Resources purchased for activities and games for breakfast club.</p>	<p>£27000 to include staff, food, resources.</p> <p>£1000</p>	<p>All PP Pupils 240(f2-Y6)</p>	<p>All staff C Patton Assistant heads</p>	<p>Club registers reviewed to identify PP children attending</p> <p>Assistant Heads check resources purchased and used within the clubs.</p>	<p>On average, attendance at Breakfast Club around 85 pupils each day improved punctuality.</p> <p>Range of activities available to pupils at</p>	<p>No</p>



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	<p>Breakfast club supported by A.Knaggs</p> <p>Staffing employed to run clubs and appraisals set up</p>					<p>Breakfast Club increased.</p> <p>A member of SLT attended Breakfast Club daily to support games and activities.</p> <p>Sports Coach, Alex Knaggs, directed to lead active sessions with Breakfast Club pupils.</p>	
<p><b>Extend learning beyond school day through bespoke clubs. (D, F)</b></p>	<p>After school clubs planned and delivered by external providers badminton, dance, multi-skills, football, music.</p> <p>Teacher/support staff deliver after school clubs with a specific focus on subject or skill including the following: Resources purchased for delivering clubs.</p>		<p>Available for all PP Pupils ++ (f2-Y6)</p>	<p>All Staff</p> <p>C Patton Assistant heads</p>	<p>Data illustrates that a greater number of PP children are attending clubs and activities on offer in school.</p> <p>Evaluate feedback from pupils and parents and children through questionnaires about club facilities.</p>	<p>Sports Coach identified staff and external agencies to lead clubs.</p> <p>PE subject leader and Sports Coach monitored attendance at clubs and encouraged pupils to continue attending – including when training to take part in external competitions.</p>	<p>No</p>