

**George Grenville Academy**  
**Pupil Premium Narrative 2016 – 2017**

Phase	What the PP data/information tells us	Specific issues/barriers for PP	Schools' strategic actions for PP	Impact	Evidence	Next Steps
EY	<p>Only 25% achieved a good level of development compared to 72% national non FSM (This equates to 2 children out of 8 achieved a GLD)</p> <p>A strength for the school is in mathematics, where FSM children achieved higher than national non FSM</p> <p>FSM made outstanding progress in writing, with 50% making above expected progress.</p> <p>There is small gap in Reading (75% in comparison to nation non FSM 80%)</p> <p>There is a significant gap in writing as only 37% achieved expected in comparison to 75% national non FSM (This equates to 3 children out of 8)</p>	<ul style="list-style-type: none"> <li>- Low starting points (100% were below expected on entry in writing and 88% were below expected in reading)</li> <li>- Poor home learning environment (parent engagement with learning)</li> <li>- Significant safeguarding concerns, including a number of children on CIN or CP plans</li> <li>- Significant SEND barriers, including OT and SALT needs.</li> <li>- Attendance and punctuality</li> </ul>	<ul style="list-style-type: none"> <li>Focus work in Nursery to improve literacy baseline in reception. (Reading and writing)</li> <li>Writing opportunities increased in all areas in Reception</li> <li>- Phonic Training for TAs</li> <li>- SALT and OT support</li> <li>- Update staff training in line with Keeping Children Safe</li> <li>-Link with Family Resilience (Parenting support)</li> <li>- Increase Adult groups in school</li> <li>- Family worker and attendance officer recruited</li> </ul>	<p>40% achieved a good level of development</p> <p>Recruitment of new reception class teacher. Writing table designated specifically for children to access at all times</p> <p>Phonics training across the school that is now operational for all TAs and they run individual groups themselves. Children set accord to need and ability.</p> <p>Cont SALT and OT provision and early recognition so that children are discussed in clinic – School Aware children</p> <p>Cooking groups for adults and coffee mornings to break down school barriers</p>	<p>Jane Sallows report</p> <p>Monitoring File</p> <p>Attendance Reports</p> <p>Attendance Case Studies</p> <p>Pupil Premium Case Studies</p> <p>Performance Management</p> <p>SEN Support Plans</p> <p>Club analysis (including breakfast club)</p> <p>Homework case study</p>	<p>Reception to start homework in Autumn 2 Term</p> <p>Look at ways to increase development to bring it in line with national non FSM.</p>

				Family worker maintains control of attendances and families that need focus. Attendance of specific PP families has increased as a result of Family Worker impact		
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KS1	<p>29% Pupil premium children achieved the expected standard at KS1 (2 children out of 7) in reading</p> <p>14% Pupil premium children achieved the expected standard at KS1 (1 child out of 7) in writing</p> <p>43% Pupil premium children achieved the expected standard at KS1 (3 children out of 7) in mathematics</p> <p>100% of children made expected progress from their starting points in reading, writing and maths. 14% (1 child out of 7) made above expected progress in reading and 29% made above expected progress in maths (2</p>	<p>- Low starting points in reading, writing and maths</p> <p>- High mobility means that only 2 out of the 7 pupil premium children have been with the school since reception. 3 children out of the 7 pupil premium children join the school in year 2.</p> <p>- Poor home learning environment (parent engagement with learning)</p> <p>- Significant safeguarding concerns, including a number of children on CIN or CP plans</p> <p>- Significant SEND barriers, including OT and SALT needs.</p>	<p>TA recruited for Year 3 booster support</p> <p>Targeted interventions in KS1</p> <p>- Phonic Training for all KS1 staff</p> <p>- Year 1 learning environment extended.</p> <p>- TA recruited for smaller group teaching in line with EYFS</p> <p>- SALT and OT support</p> <p>- Update staff training in line with Keeping Children Safe</p> <p>-Link with Family Resilience (Parenting support)</p> <p>- Increase Adult learning groups in school</p>	<p>63% of children achieved the expected standard at KS1 in reading (5 children out of 8)</p> <p>38% of children achieved the expected standard in writing at KS1 (3 out of 8 children)</p> <p>50% of children achieved the expected standard in maths at KS1 (4 out of 8 children)</p> <p>13% of children (1 child out of 8) made above expected in reading and maths</p> <p>Phonic training has meant that the phonics groups have been streamed and are more focused.</p>	<p>SIA report</p> <p>Monitoring File</p> <p>Attendance Reports</p> <p>Attendance Case Studies</p> <p>Pupil Premium Case Studies</p> <p>Performance Management</p> <p>SEN Support Plans</p> <p>Club analysis (including breakfast club)</p>	<p>Reading initiative and programmes.</p> <p>Writing moderation with KS2</p>

	children) 0% made above expected progress in writing	- Attendance and punctuality	<ul style="list-style-type: none"> <li>- Family worker and attendance officer recruited</li> <li>- New homework initiative targeting reading</li> <li>- Writing moderation linked to challenge and next steps across KS1</li> </ul>	<p>SALT and OT supports and the plan, do, review process continue to help</p> <p>New homework initiative has helped boost reading across the school. Class incentives offered where appropriate.</p>	Homework case study	
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Phase	What the PP data/ information tells us	Specific issues/barriers for PP	Schools' strategic actions for PP	Impact	Evidence	Next Steps
KS2	<p>50% of PP children achieved the expected standard in reading (3 out of 6 children). This is compared with 72% non PP. 17% achieved greater depth (1 child).</p> <p>67% of children (4 children out of 6) achieved the expected standard in writing. This is compared to 79% of non PP. 17% achieved greater depth (1 child).</p> <p>50% of PP children achieved the expected standard in maths (3 out of 6 children). This is compared with 76% non PP. 17% achieved greater depth (1 child).</p> <p>Progress for the middle and high attainers in reading and writing was above national non PP. For the 1 low attainer, progress was within the national range.</p> <p>Progress in maths was, for the middle and high attainers, within the national range. For the 1 low attainer, progress was significantly below national non pp.</p>	<p>1 PP child was on unauthorised absence for the reading SAT and brought in with no sleep for the SPaG and maths.</p> <p>The 1 low attainer has an EHCP and severe learning difficulties (was an elective mute up until Year 6).</p> <ul style="list-style-type: none"> <li>- Poor home learning environment (parent engagement with learning)</li> <li>- Significant safeguarding concerns, including a number of children on CIN or CP plans</li> <li>- Significant SEND barriers, including OT and SALT needs.</li> <li>- Attendance and punctuality</li> </ul>	<p>Recruitment and retention of high quality teaching staff in KS2.</p> <p>Targeted interventions in KS2</p> <ul style="list-style-type: none"> <li>- Spelling Training and scheme purchased for all KS2 staff.</li> <li>- Update staff training in line with Keeping Children Safe</li> <li>-Link with Family Resilience (Parenting support)</li> <li>- Increase Adult learning groups in school</li> <li>- Family worker and attendance officer recruited</li> <li>- New homework imitative targeting reading</li> <li>- Writing moderation linked to challenge and next steps across KS2</li> <li>-Peer writing</li> <li>-Recruitment of specialised staff in KS2 to run booster groups.</li> </ul>	<p>78% achieved the expected progress in reading (7 out of 9 children). This is compared with 63% non PP children.</p> <p>89% achieved the expected progress in writing (8 out of 9 children). This is compared to 100% of non PP children</p> <p>78% achieved expected progress in maths (7 out of 9 children). This is compared to 75% non PP children.</p>	<p>SIA report</p> <p>Monitoring File</p> <p>Attendance Reports</p> <p>Attendance Case Studies</p> <p>Pupil Premium Case Studies</p> <p>Performance Management</p> <p>SEN Support Plans</p> <p>Club analysis (including breakfast club)</p> <p>Homework case study</p>	<p>Adult learning groups in school</p>