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**GREENLEAS PRIMARY SCHOOL- PUPIL PREMIUM STRATEGY STATEMENT**

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| **SUMMARY INFORMATION** | | | | | |
| **SCHOOL** | Greenleas Primary School | **TOTAL PP BUDGET** | **£93,240** | **DATE OF INTERNAL REVIEW** | December 2017  April 2018  July 2018 |
| **ACADEMIC YEAR** | **2017-18** | **NUMBER OF PUPILS ELIGIBLE FOR PP** | **69** |
| **TOTAL NUMBER OF PUPILS** | **324** | **21%** |

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| **CURRENT ATTAINMENT (Summer 2016)** | | | |
|  | **% all pupils** | **% PP** | **% NON PP** |
| **EYFS GLD** | 83% | 68% | 86% |
| **Y1 Phonics Check** | 70% | 50% | 72% |
| **End of KS1 National assessments reading, writing, maths EXS+**  **GD** | 82%,82%,82% | 67%,50%,50% | 84%,87%,90% |
| 34%, 11%,32% | 33%,17%,17% | 34%,11%,34% |
| **End of KS2 National assessments reading, writing, maths EXS+**  **GD** | 77%,91%,86%  20%,18%,23% | 80%,100%,100%  20%,40%,40% | 76%,88%,82%  21%,12%,18% |

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| **BARRIERS TO FUTURE ATTAINMENT (FOR PUPILS ELIGIBLE FOR PP INCLUDING HIGH ABILITY)** | | |
| **In-school barriers** | |
| **A** | Use of prior attainment and formative assessment to ensure pitch and challenge ensures at least good progress | |
| **B** | Social and emotional barriers hindering progress | |
| **C** | SEND needs- existing difficulties with R,W and M | |
| **D** | Punctuality and attendance | |
| **External Barriers** | | |
| **A** | Potential lack of skills/resources to support at home | |
| **B** | Lack of aspiration | |
| **C** | Home issues | |
| **D** | Limited experiences | |

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| **DESIRED OUTCOMES** (*AND HOW THEY WILL BE MEASURED)* | | **SUCCESS CRITERIA** |
| **A** | Improved attainment and progress for Pupil Premium pupils in all year groups, increase % at age related expectations plus. | Improved progress and attainment against PP pupils.  Y1 (and Y2 resits) phonics outcomes improve and difference diminishes for disadvantaged when compared to other pupil groups.  Differences in reading, writing and maths for disadvantaged pupils is diminished when compared to other pupils in our school and nationally.  Where needed, half termly review meetings are impacting positively on next steps  Continue to attain good outcomes for higher attaining disadvantaged pupils compared to other groups. |
| **B** | To develop the TA workforce to ensure effective deployment of resources. (See SEN Action Plan) | Support, guidance and training of TAs ensures they are skilled at supporting children to make progress:   * By understanding what it is which they need to learn * Knowing when to intervene and when to leave the child to work independently * Knowing how to scaffold a child’s learning in order to develop independence * To focus less on task completion and more on developing a child’s learning through skilled questioning   TAs will supplement and extend teachers’ work |
| **C** | Targeted teaching based on prior assessments | Increase progress of Pupil Premium will be evidenced by end of term teacher assessment data and in pupil progress meetings. |
| **D** | Reduce barriers to learning identified above | Clear evidence from assessments last year that actions such as breakfast club, MH/self-esteem, involvement of parents, attendance strategy etc.. are having an impact upon progress for those in receipt of funding. This needs to continue. |
| **E** | Pupils with SEMH issues receive appropriate support and advice | Work started in 2016-17 on MH and well-being continue to be developed and is seen as vital by all staff members  Pupils are signposted to most appropriate support, strategy or resource  Pupils have a good understanding of personal safety  External agencies used to support mental health and well-being agenda. |

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| **PLANNED EXPENDITURE** | | | | | |
| **ACADEMIC YEAR** | | **2017-18** | | | |
| **The three headings below enable schools to demonstrate how they are using the Pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies** | | | | | |
| 1. **QUALITY OF TEACHING FOR ALL** | | | | | |
| **DESIRED OUTCOME** | **ACTION/APPROACH** | **EVIDENCE AND RATIONALE** | **HOW ENSURE IT IS IMPLEMENTED WELL?** | **STAFF LEAD** | **REVIEWED** |
| High expectations for all pupils.  Improved attainment and progress for high attaining pupils | CPD on challenging high prior attaining pupils  (See SIP Priorities)  Setting for LKS2 children for English and English, Maths and Science for UKS2 using most experienced/skilled staff (% of PP higher in these cohorts) | % of children at end of KS2 achieving the higher standard in R, W and M is in line or just below NA.  Maintain good outcomes for disadvantaged at the end of KS2, at expected and above.  Improve % attaining GD in Maths at KS1 and expected for writing and maths  To reduce teacher: pupil ratios to increase attainment and progress | Monitoring will include:  Book scrutiny – evidence of building on prior learning and appropriate challenge  Pupil voice  Learning walks- classroom and interventions  Pupil Progress meetings  Vulnerable trackers | SE  StE, JoR (English lead)  SaW (Maths Lead)  JeH (SENC0/AHT)  Band Leaders – JaR, StE, AY, SaW  PP Governor | Staffing £42,500  Monitoring time£1000 |
| Improvement in phonics in Year 1 resulting in % of children meeting phonics check increasing and impacting on reading | See KS1 Band Priorities  Coaching and mentoring of staff  Observing good practice in EYFS | Phonic scores dipped in 2016 below LA and NA for all groups  Increase % of Y1 pupils achieving the phonics check, whilst diminishing the gap | Monitoring by Band Leader/ English Leader to ensure consistency of approach  Resources supporting needs of cohort  Observation of phonics lessons, progress reports and learning walks. | StE  SE  JoH  PP Governor | £500 |
| Support the delivery of the curriculum for PP children (part funding) | Purchase resources in order to provide a broad, balanced and creative curriculum e.g. arts project | Access to an exciting curriculum via the use of supporting resources e.g ICT programmes | Select resources appropriate to current curriculum and resource that will enhance learning | Curriculum leads  SLT  Curriculum link Gov | £4000 +  £2000 ICT |
| Whole school reading SIP priority | Reading books and comprehension resources to improve quality of T and L of reading and writing | Attainment and progress of reading in 2016  Y1 phonics scores | Resources purchased meet needs of individuals.  Monitoring of use of resources and outcomes ensures progress made. | English Lead  SLT | £1000 |
| Whole school fluency SIP priority | No Nonsense number introduced.  Maths of the day used consistently across school in class and interventions | KS1 maths data for disadvantaged. | Maths lead monitoring of resources, book scrutiny, learning walks  Data meetings | Maths Lead  SLT | £1000 |
| Total budgeted cost | | | | | £52,000 |

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| 1. **TARGETED SUPPORT** | | | | | |
| **DESIRED OUTCOME** | **ACTION/APPROACH** | **EVIDENCE AND RATIONALE** | **HOW ENSURE IT IS IMPLEMENTED WELL?** | **STAFF LEAD** | **REVIEWED** |
| Teaching assistants are used effectively to enhance teaching and learning of disadvantaged, including SEN/disadvantaged and higher attaining disadvantaged. | Effective use of support across the school. CPD for teaching assistants  TA in KS2to support targeted interventions.  TA in KS1- OM training to support phonics gaps for children who didn’t achieve Y1 check and support Y1 achieve it, | To have a positive impact on progress teaching assistants need to be deployed correctly- to enhance not replace teachers. | Regular timetabled CPD meetings for Teaching assistants  Teachers aware how to use support effectively.  PM observations, learning walks, intervention work scrutiny | JeH (SENCo/ AHT)  All staff | £22,000 |
| Increased opportunities for vulnerable children/families  to express their views and be provided with pastoral support within school | FSW to work with individual pupils and families to support overcome barriers and make good progress | Supporting social and emotional difficulties in school and at home. | Regular meetings/discussions with FSW | SLT  AC | £3000 |
| Provide SEN/PP children support/resources from outside agencies for example OM, SENNAT, Gilbrook | Services purchased in order to provide support to staff in school, pupils and parents | Additional support will enable teachers to give focused support to vulnerable children | SLT will monitor the impact of this support through meetings, pupil progress, action plans etc.. | SLT | £1500 |
| Vulnerable children are attending school punctually, regularly and are ready to learn | Breakfast club provided for most vulnerable children  Continue promoting attendance strategy/ providing awards for good attendance | Target children who appear to be hungry, not ready to learn or often late/non attenders  Concentration on learning will improve if eaten | Monitor children who are vulnerable- invite to Breakfast club  Monitor of punctuality and attendance leads to early intervention | SLT  ACh- monitor attendance | £2000 |
| Total Budget Cost | | | | | £ 28,500 (running total £80,500) |

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| **OTHER APPROACHES** | | | | | |
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| Pupils with SEMH issues receive appropriate support | Identify an appropriate support programme for children with SEMH  Apply P4C principles to T and L (staff training in Spring term)  Training on range of SEMH issues and cascaded at staff meetings  Mental Health and well-being given high profile | % of children with MH and anxiety issues has risen. Targeted early intervention match to specific needs can be effective  Build on good work led by SENCo in 2016-17. | Pupil voice  SMT meetings to discuss vulnerable children  Staff meetings planned to cascade information. | JeH (SENCo/ AHT)  All staff | £2,000 |
| Funding will be put aside to enable PP pupils to participate in events and activities that require additional funding.  This will ensure equality of opportunity for these pupils and reduce barriers to learning | Enrichment activities are subsidised where appropriate and will enhance learning | We want all children to be able to enjoy enrichment activities, that they may not otherwise be able to access.  Research suggests that participation in such events increases confidence and that this subsequently improves attainment | Monitor spending on enrichment, offer support where needed.  Details of spending will be kept to ensure it is always in proportion to the number of PP children attending | JJ (spending) | £4,500 estimated  + music tuition up to £30 per term £500 |
| Children feel that they belong to the school community by having full uniform, PE kit and resources | Subsidised where needed | Children’s social and emotional wellbeing as not feeling self-conscious and are ready to learn | Monitor spending and offer support where needed. | JJ (spending) | £100 |
| Issues that arise throughout the year  e..g. pupil welfare | Contingency budget to provide additional support  Pay for staff time, courses, additional resources based on data etc.. | Improved self-confidence, progress and attendance | Use PP meetings to plan for any additional needs, resources, booster for Y2/Y6 | SE | £5000 |
| Total Budget Cost | | | | | £12,100 |

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| **REVIEW OF EXPENDITURE** | | | | |
| **END OF ACADEMIC YEAR 2017-18** | | | | |
| 1. **QUALITY TEACHING FOR ALL** | | | | |
| **DESIRED OUTCOMES** | **ACTION/APPROACH** | **IMPACT**  Was SC met? Include impact on PP not eligible for PP, if appropriate | **Lessons learned** | **Cost** |
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