



GREENLEAS PRIMARY SCHOOL- PUPIL PREMIUM STRATEGY STATEMENT

SUMMARY INFORMATION					
SCHOOL	Greenleas Primary School	TOTAL PP BUDGET	74,400 Decline on 2017-18 by £10,000	DATE OF INTERNAL REVIEW	December 2018 April 2019 July 2019
ACADEMIC YEAR	2018-19	NUMBER OF PUPILS ELIGIBLE FOR PP	54 (69 in 2017-18)		
TOTAL NUMBER OF PUPILS	319		17% (21% in 2017)		

FSM6 £1,320 per pupil, Service Children £300 per pupil, Post LAC £2,300, LAC £2,300

CURRENT ATTAINMENT (Summer 2018)			
	% all pupils	% PP	% NON PP
EYFS GLD	77%	0%	77%
Y1 Phonics Check	85%	89%	85%
Y2 Phonics Retest	94%	89%	95%
End of KS1 National assessments reading, writing, maths EXS+ GD	83%,74%,83%	50%,50%,60%	92%,81%,89%
	19%, 6%,13%	0%,0%,0%	24%,8%,16%
End of KS2 National assessments reading, writing, maths EXS+ GD	85%,87%,91%	86%,79%,93%	84%,91%,91%
	33%,17%,48%	14%,0%,36%	41%,25%,53%

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 <u>challenge</u> ensures at least good progress
B	Gaps in prior learning
C	SEMH barriers so children not ready to learn and hindering progress
D	SEND needs- existing difficulties with R,W and M
External Barriers	
A	Consistent punctuality and attendance
B	Potential lack of skills/resources to support at home
B	Lack of aspiration

C	Home issues- lack of regular routines etc..
D	Limited experiences

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 and gap narrowed between PP/Non based on teacher assessment at end of Summer term.	<p>Improved progress and attainment for PP pupils, particularly at the higher standard</p> <p>Y1 (and Y2 resits) phonics outcomes remain high for all groups and differences remain small for disadvantaged when compared to other pupil groups. Embed the good practice from 2017-18</p> <p>Differences in reading, writing and maths for disadvantaged pupils is diminished when compared to other pupils in our school and nationally. Particularly in year groups where differences are greater (Y3, 4 and 5 for reading and writing).</p> <p>Where needed, half termly review meetings are impacting positively on next steps</p> <p>Continue to attain good outcomes for higher attaining disadvantaged pupils compared to other groups at the end of KS2 in maths and more aligned with maths in English.</p>
B	Gaps are identified and targeted teaching/interventions teach to gaps through quality first teaching and high quality interventions	<p>Formative assessments will show gaps being addressed. TT will demonstrated progress and pupils will make (or exceed) expected progress.</p> <p>Support, guidance and knowledge of TAs will ensure they support children make progress :</p> <ul style="list-style-type: none"> • 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 <p>TAs will supplement and extend teachers' work</p>
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. Parental engagement supporting this.	Staff and Parent training by ADHD impacting on positive outcomes MH work as an accelerator school are ensuring appropriate support, strategy or resource available and embedded Pupils are reading to learn External agencies used to support mental health and well-being agenda.
F	Pupils are exposed to a wide range of social, cultural and physical activities	Enrichment and physical activities ensure pupils attend events, activities etc.. that they wouldn't normally be exposed to.

PLANNED EXPENDITURE					
ACADEMIC YEAR		2018-19			
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	WHEN WILL YOU REVIEW IMPLEMENTATION
High expectations and challenge for all pupils. Improved attainment and progress for high attaining PP pupils	CPD on challenging high prior attaining pupils (See SIP Priority 1) 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 above NA but this not consistent across the school (Teacher Assessment). At the end of KS1it is below NA Maintain good outcomes for disadvantaged at the end of KS2in maths, and diminish gaps in reading and writing at expected and above. Smaller class sizes mena disadvantaged pupils can access more of teachers' time through QFT. Improve % attaining	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 KC, JoR (English lead) SaW (Maths Lead) JeH (SENCO/AHT) Band Leaders - CJ, JaR, JeH , AY, SaW PP Governor- SH	Termly assessment points Monitoring cycle for SLT and subject leads

		<p>GD at KS1 in R,W and M</p> <p>To reduce teacher: pupil ratios to increase attainment and progress where gaps are the largest (TA suggests Y4,5,6)</p>			
Support the delivery of the core subjects through an exciting foundation curriculum for PP children (part funding)	Purchase resources in order to provide a broad, balanced and creative curriculum. Explore links between texts for the humanities and English and Maths Skills	Access to an exciting curriculum via the use of supporting resources e.g. ICT programmes, high quality texts etc... Challenge and innovation will increase self-motivation to reach higher standards	Select resources appropriate to current curriculum and resource that will enhance learning	Curriculum leads SLT Curriculum link Gov	Termly assessment points Monitoring cycle for SLT and subject leads
Whole school writing SIP priority	Use of Literacy Counts and Focus Education resources to improve quality of T and L of writing and maintain good outcome sin reading.	Attainment and progress of writing in 2017 (Below NA at GD)	Staff training impact Resources purchased meet needs of individuals. Monitoring of use of resources and outcomes ensures progress made.	English Leads SLT	End of Year Review - data/SIP
Total budgeted cost					£46,500

2. TARGETED SUPPORT					
DESIRED OUTCOME	ACTION/APPROACH	EVIDENCE AND RATIONALE	HOW ENSURE IT IS IMPLEMENTED WELL?	STAFF LEAD	REVIEWED
For identified gaps in learning to be addressed through QFT and high quality intervention work	<p>Varied interventions (according to need) academic, behavioural and SEMH</p> <p>TA in KS2 to support targeted interventions.</p> <p>TA in LKS2- OM training to support phonics gaps for children who didn't achieve phonics check or ARE in reading.</p>	<p>Gaps identified in formative assessment allow for precisely targeted teaching</p> <p>Parent workshops in F2/KS1 support basic skills.</p>	<p>Regular timetabled CPD meetings for Teaching assistants. CPD from ADHD foundation</p> <p>Teachers aware how to use support effectively.</p> <p>PM observations, learning walks, intervention work scrutiny</p>	<p>JeH (SENCo/AHT)</p> <p>All staff</p>	<p>CPD evaluations/staff voice supports training programme of needs</p> <p>Weekly/daily- interventions adapted to current needs</p> <p>Monitoring Cycle</p>
Increased opportunities for vulnerable children/families to express their views and be ready physically, mentally and emotionally to learn.	FSW to work with individual pupils and families to support overcome barriers and make good progress	<p>Supporting social and emotional difficulties in school and at home.</p> <p>To ensure pupils are ready to access learning.</p> <p>To strengthen relationships between families and school</p>	Regular meetings/discussions with FSW	<p>SLT</p> <p>CJ</p>	FSW increased to 1 day per week.
Provide SEN/PP children support/resources from SENCO and outside agencies for example OM, SENNAT,	Services purchased in order to provide support to staff in school, pupils and parents	Additional support will enable teachers to give targeted support to vulnerable children	SLT will monitor the impact of this support through meetings, pupil progress, action plans etc..	SLT	Termly progress reviews

Gilbrook, EP, LA support					
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- low carbs and high protein diet	Monitor children who are vulnerable- invite to Breakfast club Monitor of punctuality and attendance leads to early intervention	SLT ACh- monitor attendance	Half termly
Total Budget Cost					£ 25,000

OTHER APPROACHES					
DESIRED OUTCOME	ACTION/APPROACH	EVIDENCE AND RATIONALE	HOW ENSURE IT IS IMPLEMENTED WELL?	STAFF LEAD	REVIEWED
Pupils with SEMH issues receive appropriate support- whole school approach to positive mental health.	Identify way of measuring needs and an appropriate support programme for children with SEMH Embed ADHD strategies and Rene Barratt resilience to T and L (staff training in Autumn Term) SLT Training on range of SEMH issues and cascaded at staff meetings- MH accelerator school	% of children with MH and anxiety issues has risen. What about the ones who don't tell? Targeted early intervention match to specific needs can be effective Build on good work led by SENCo for based 2 years 17% of CPD costs	Pupil voice SMT weekly meetings to discuss vulnerable children Staff meetings and SDD 2 and 3 planned to cascade information.	JeH (SENCo/ AHT) All staff	At start of Autumn 2 action plan following training. Termly updates

	Mental Health and well-being given high profile for staff and children				
For pupils to access a range of social, cultural, sporting experiences, visits and activities This will ensure equality of opportunity for these pupils and reduce barriers to learning	Enrichment activities are subsidised where appropriate and will enhance learning- during, before and after school. This includes residential and KS2 music tuition.	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)	Termly
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)	As and when need arises
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	
Total Budget Cost					Up to £3,000

REVIEW OF EXPENDITURE**END OF ACADEMIC YEAR 2018-19****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

2. TARGETED SUPPORT

DESIRED OUTCOMES	ACTION/APPROACH	IMPACT Was SC met? Include impact on PP not eligible for PP, if appropriate	Lessons learned	Cost

3. OTHER APPROACHES

DESIRED OUTCOMES	ACTION/APPROACH	IMPACT Was SC met? Include impact on PP not eligible for PP, if appropriate	Lessons learned	Cost