



GREENLEAS PRIMARY SCHOOL- PUPIL PREMIUM STRATEGY STATEMENT 2019-20

SUMMARY INFORMATION					
SCHOOL	Greenleas Primary School	TOTAL PP BUDGET	£64,000	DATE OF MOST RECENT PP REVIEW	Sept 2019
ACADEMIC YEAR	2019-20	NUMBER OF PUPILS	40	DATE OF NEXT INTERNAL REVIEW	July 2020 (+termly Pupil Progress meetings)
TOTAL NUMBER OF PUPILS	307	ELIGIBLE FOR PP	13%		

2018-19 Data			
	% all pupils	% PP	% NON PP
EYFS GLD	75%	43%	81%
Y1 Phonics Check	82%	100%	81%
Y2 Phonics Retest	84%	91%	82%
End of KS1 National assessments reading, writing, maths EXS+ GD	80%,76%,85%	75%,75%,75%	82%,75%,87%
	35%, 24%,35%	25%,13%,38%	24%,38%,34%
End of KS2 National assessments reading, writing, maths EXS+ GD	82%,88%,80%	43%,71%,57%	88%,91%,83%
	24%,22%,37%	0%,14%,14%	29%,24%,41%
Year 1 Teacher assessments reading, writing, maths EXS+	82%,76%,82%	100%,100%,100%	81%,74%,81%
Year 3 Teacher assessments reading, writing, maths EXS+	65%,55%,62%*	63%,63%,50%	70%,62%,67%
Year 4 Teacher assessments reading, writing, maths EXS+	87%,79%,82%	71%,43%,81%	89%,86%,79%
Year 5 Teacher assessments reading, writing, maths EXS+	56%,49%,56%*	38%,38%,50%	60%,54%,57%

BARRIERS TO FUTURE ATTAINMENT (FOR PUPILS ELIGIBLE FOR PP INCLUDING HIGH ABILITY)	
In-school barriers (each applies to some but not all eligible children)	
A	Gaps in prior learning
B	SEMH barriers and/or existing SEND needs so children not ready to learn and progress academically, socially and emotionally being hindered
External Barriers (issues which also require action outside school, such as low attendance rates)	
C	Home backgrounds which face additional challenges

DESIRED OUTCOMES (AND HOW THEY WILL BE MEASURED)		SUCCESS CRITERIA
A	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> <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 and 5).</p> <p>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. Build well on prior learning. (2018-19 gap widened due to cohort needs)</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. Further embed a consistent approach to phonics across EYFS and KS1</p>
B	Reduce SEMH barriers to learning - children to be in the best place to learn both physical and mentally	<p>Whole school drive for positive well-being impacting on social and emotional development.</p> <p>Strategies include:</p> <ul style="list-style-type: none"> • Personalised curriculum where need be • Breakfast club • Meet and greet

		<ul style="list-style-type: none"> • Social skills interventions/nurture groups • Positive MH themed days • Active learning • Parental workshops • Support from external agencies • Impact will be support in place and individuals ready to learn. <p>Children showing increased confidence and resilience with their learning. Staff ADHD training impacting on support and strategies put in place.</p>
C	Pupils are exposed to a wide range of social, cultural and physical activities that support them be in the best place to learn	<ul style="list-style-type: none"> • Breakfast Club • Alliance cluster sporting events • Enrichment activities ensure pupils attend events, activities etc... that they wouldn't normally be exposed to. (cultural capital)

PLANNED EXPENDITURE

ACADEMIC YEAR

2019-20

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
A C	Enquiry led knowledge based curriculum including relevant visits and visitors	Ofsted Framework 2019/research- those who are 'rich' in knowledge get richer in j=knowledge. Those who aren't find it harder to keep up and the gap can often widen. If you know one thing it is easier to build on it and	Topics planned based on knowledge and vocabulary to be taught. Each band autonomy over the topics. Subject leads monitor planning, provision and outcomes to ensure progression and continuity	SE Subject leaders	Annually when reviewing curriculum effectiveness Termly assessment points

		learn a new thing. Curriculum priorities focus on knowledge rich curriculum.			Monitoring cycle for SLT and subject leads
A C	Explicit teaching of metacognition	EEF research Ensure children provided with opportunities to develop their knowledge of themselves as learners	Strategies for developing long term memory Understanding how knowledge is acquired	All staff	Ongoing in all subjects
A B	Opportunities across the curriculum to show resilience through high expectations, an ambitious curriculum and challenging tasks	Building character development- SIP priority 6- personal development	Learning walks, book looks, pupil voice/forums- to show opportunities for children to be challenges and build on their strengths and areas to develop	SE All staff	ongoing
A	Use of Literacy Counts and Focus Education resources to improve quality of T and L of reading and ensure all children have a love of reading	School curriculum intent- underpinned by reading % at GD at end of Year 6 below NA	Staff training impact on read to write Guided and shared reading training PM observations as PP objective linked to reading outcomes. Reading resources purchased meet needs of individuals and instil love of reading	English Leads SLT All staff	
A B	Setting for LKS2 children for English and English, Maths and Science for UKS2 using experienced/skilled staff (% of PP higher in these cohorts)	Smaller class sizes mean disadvantaged pupils can access more of teachers' time through QFT. Improve consistency of % attaining EXS+ in R,W and M across KS2	pupil progress meetings learning walks book looks SMT monitoring meetings Lesson observations	SE	Ongoing Termly assessment points to monitor all groups

		To reduce teacher: pupil ratios to increase attainment and progress where gaps are the largest (TA suggests Y4,6)			
Total budgeted cost					£42,419

2. TARGETED SUPPORT					
DESIRED OUTCOME	ACTION/APPROACH	EVIDENCE AND RATIONALE	HOW ENSURE IT IS IMPLEMENTED WELL?	STAFF LEAD	REVIEWED
A B	Gaps in learning to be addressed through QFT and high quality intervention work Varied interventions (according to need) academic, behavioural and SEMH- short sessions to develop memory, knowledge and skills	Gaps identified in formative assessment allow for precisely targeted teaching Parent workshops in F2/KS1 support basic skills.	Regular timetabled CPD meetings for Teaching assistants. CPD from ADHD foundation Teachers aware how to use support effectively. PM observations, learning walks, intervention work scrutiny	JeH (SENCo/AHT) All staff	ongoing Weekly/daily- interventions adapted to current needs Termly PP meetings with teachers Monitoring Cycle
AB	Services purchased in order to provide support to staff in school, pupils and parents for example OM, SENNAT, Gilbrook, EP, LA support TA in LKS2- OM training to support phonics gaps for children who didn't achieve phonics check or ARE in reading.	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 SENCo	Termly progress reviews

A B C	Breakfast club provided for most vulnerable children Continue promoting attendance strategy/ providing awards for good attendance	Breakfast affects everything from memory to creativity. Concentration on learning will improve if eaten- low carbs and high protein diet	Children welcomed into breakfast club and offered high protein breakfast Monitor children who are vulnerable- invite to Breakfast club Opportunities to develop social skills during club	KL ACh- monitor attendance	As required based on feedback
Total Budget Cost					£ 14,000

OTHER APPROACHES					
DESIRED OUTCOME	ACTION/APPROACH	EVIDENCE AND RATIONALE	HOW ENSURE IT IS IMPLEMENTED WELL?	STAFF LEAD	REVIEWED
B Pupils with SEMH issues receive appropriate support- whole school approach to positive mental health. Continue to embed from 2018-19	Identify way of measuring needs and an appropriate support programme for children with SEMH- ZUMOS Embed ADHD strategies from 2019 training to T and L Mental Health and well-being given high profile for staff and children	% 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	Termly updates
B C	Uniform Music tuition Trips/residential clubs	Disadvantaged children to be given opportunities and experiences same as peers	Based on individual needs	SE	ongoing

C	<p>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...</p>	<p>Equality for all Opportunity to improved self-confidence, progress and attendance</p>	<p>Staff asked to feedback any areas in which a child may need additional support/resources</p>	<p>SE SMT</p>	<p>SMT meetings</p>
Total Budget Cost					Up to £7,500