

## Pupil Premium Strategy Statement 2018-19

1. Summary information					
<b>School</b>	Greenbank Primary School				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£160,360	<b>Percentage of PP</b>	24.8%
<b>Total number of pupils</b>	452	<b>Number of pupils eligible for PP</b>	112	<b>Number of pupils eligible for PP in EYFS</b>	4
<b>Date of most recent Pupil Premium Review</b>			July 2018	<b>Date for next internal review of this strategy</b>	June 2019
<b>Date for next internal review of progress of strategy</b>			termly		

Children for whom we receive Pupil Premium for are referred to as ‘disadvantaged’ by the government and this funding is provided to close the achievement gap between this group and other children. This disadvantage can be seen in different ways both in terms of progress of pupils and their future aspiration. At Greenbank, we have embraced the challenge of closing the gap and we are committed to ensuring that the funding is spent on activities that ensure these children benefit fully from our school values and that it has a positive impact on their future life chances.

The priorities for use of the Pupil Premium for 2018-19 are as follows:

1. Children eligible who are under-achieving or in danger of under-achieving
2. Children eligible who are achieving well and deserve to be extended and challenged to reach their academic potential
3. Children eligible who have low self-esteem and aspiration
4. Children eligible who are at further risk of underachievement because of other vulnerabilities (e.g. Special Educational Needs and Disability, family circumstances, unemployment, etc.)
5. To ‘diminish the difference’ on progress and achievement of all learners across all years for both PP and NON PP

2. Current attainment				
<b>EYFS</b>	<i>Pupils eligible for PP in school</i>	<i>Pupils not eligible for PP (school)</i>	<i>Pupils not eligible for PP (LA average)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>Good Level of Development</b>	<b>71% (5/7 children)</b>	<b>76% (38/50 children)</b>	<b>70%</b>	<b>74%</b>

<b>Phonics Check</b>	<i>Pupils eligible for PP in school</i>	<i>Pupils not eligible for PP (school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>Passing Year 1</b>	<b>90% (9/10 children)</b>	<b>84% (43/51 children)</b>	<b>85%</b>
<b>Passing Year 2</b>	<b>67% (2/3 children)</b>	<b>50% (2/4 children)</b>	<b>-</b>

<b>Key Stage 1</b>	<i>Pupils eligible for PP in school (17 children)</i>	<i>Pupils not eligible for PP (school) (43 children)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving expected standards in reading</b>	<b>76%</b>	<b>80%</b>	<b>79%</b>
<b>% achieving expected standards in writing</b>	<b>76%</b>	<b>80%</b>	<b>70%</b>
<b>% achieving expected standards in maths</b>	<b>88%</b>	<b>88.8%</b>	<b>80%</b>

<b>Key Stage 2</b>	<i>Pupils eligible for PP in school (26 children)</i>	<i>Pupils not eligible for PP (school) (27 children)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving expected standards in reading, writing and maths</b>	<b>46%</b>	<b>78%</b>	<b>70%</b>
<b>% achieving expected standards in reading</b>	<b>54%</b>	<b>85%</b>	<b>80%</b>
<b>% achieving expected standards in writing</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>% achieving expected standards in maths</b>	<b>58%</b>	<b>81%</b>	<b>81%</b>

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Low levels of communication, language, literacy and mathematics skills on entry to school as well as readiness to learn for some pupils
<b>B.</b>	Low levels of progress and attainment in basic skills in all year groups – reading-writing-mathematics – for eligible pupils
<b>C.</b>	Low levels of self-esteem and aspirations so that there will be a renewed focus on disadvantaged pupils particularly higher ability, based on pupil passport
<b>D.</b>	A significant % of PP pupils have EAL which can slow progress in reading, writing and maths
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Low levels of parental expectations and involvement in their children’s learning and the impact on children’s opportunities to access quality learning support at home based on historical evidence
<b>F.</b>	Low levels of wider life experience of PP children with particular focus on middle and high attainers, based on pupil passport evidence

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p>To significantly improve levels of communication, language, literacy and mathematics skills for PP eligible pupils in the early years after joining Greenbank.</p> <p>To ensure that all children have an appropriate readiness to learn, as well as measuring levels of learning by a NFER standardised national baseline data which will be regularly monitored and reviewed using 'good level of develop' data.</p>	<p>PP pupils will achieve a good level of develop' in line or above that for other pupils locally and nationally. Will achieve 'good level of development' in line with non PP pupils at Greenbank which diminishes the difference over time</p>
<b>B.</b>	<p>PP eligible pupils will achieve levels of attainment in-line or above those of pupils locally and nationally.</p> <p>Pupils will make above average progress in reading, writing and mathematics. Monitoring particularly the higher achievers in all areas.</p> <p>To be measured by close, regular monitoring and review of progress and attainment data against starting points. Termly NFER Progress plotting.</p>	<p>PP children will achieve levels of attainment in line with non PP pupils at Greenbank which diminishes the difference.</p> <p>PP pupils will achieve above average levels of progress against other pupils locally and nationally.</p> <p>Pupils will access appropriate levels of a broad and balanced curriculum</p>
<b>C.</b>	<p>Pupils will gain confidence, become more self-regulated learners and engaged learners and fully access all aspects of the curriculum.</p> <p>Pupils will develop positive learning skills and dispositions and show progress from established starting points in terms of key skills, learning attitudes and raised aspirations.</p> <p>Children working at 'expected' and those who are 'quick graspers' will have the opportunity to take part in a "<b><i>scholars group</i></b>" where they will be exposed to experiences that will raise aspirations.</p> <p>This will be measured through NFER progress data analysis and by pupil passport, questionnaire and teacher and parent observations.</p>	<p>Measured improvements in pupil engagement, self-expectations, learning skills and cognitive developments.</p> <p>Pupils make above average progress for other pupils locally and nationally.</p> <p>Will achieve levels of attainment in line with non PP pupils at Greenbank which diminishes the difference.</p>
<b>D.</b>	<p>All PP pupils who have additional barriers to learning (EAL and SEND) will achieve levels of attainment in-line with non PP children nationally in reading, writing and maths.</p> <p>To be measured by close, regular monitoring and review of progress and attainment data against starting points.</p>	<p>PP children will achieve levels of attainment in line with non PP pupils at Greenbank which diminishes the difference.</p> <p>PP pupils will achieve above average levels of progress against other pupils locally and nationally.</p> <p>Pupils will access appropriate levels of a broad and</p>

		balanced curriculum
<b>E.</b>	<p>Increased levels of parental involvement in their children’s learning.  Parents gaining greater range of learning skills to assist with language development in the home.  Increased number of parents coming in to school to develop skills to help develop reading and writing skills.  To raise parental expectations regarding what can be achieved by their children.  Enable parents to support their children’s learning in the home.</p> <p>The above will be measured by increased numbers attending parental support sessions.  Improvements in pupils language, reading and writing skills over time by parental surveys, questionnaires, interviews and feedback.</p>	<p>There will be a significant increase in the number of parents involved in supporting their children’s progress.  Pupils spoken language skills will develop at a rate above the national average for other pupils.  There will be increased levels of pupil engagement and aspiration.  Where appropriate make digital access available in the home.</p>
<b>F.</b>	<p>Improvements in pupils’ enjoyment of wider life experiences, enabling children to take part in enriching activities that they may not ordinarily be able to be involved in.</p> <p>These will be measured by data analysis of progress from starting points but also by parental and pupil surveys, questionnaires and feedback.</p>	<p>Pupils will make above average progress in relation to other pupils locally and nationally  Surveys and feedback will indicate high levels of pupil involvement and enjoyment in a range of enriching activities.</p>

5. Planned expenditure					
Academic year	2018/2019				
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.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve levels of basic skills in English and Maths above similar pupils nationally  Barrier B	Targeted interventions for English and maths to include:- Sounds Write Reciprocal Reading Reading Recovery Lexia 1 <sup>st</sup> Class@Number Success@arithmetic	Research - locally and nationally Previous experience. Discussions with staff Training for staff Review of PP Awards site	Pupil progress will be closely monitored against national starting points. Lesson observations Pupil feedback Targeted staff training	SLT English and Maths leaders PP Champion  £39,000	Data will be formally reviewed each half term.
To improve quality of first teaching to develop further improvements in pupil progress  Barriers A, B & C	To continue staff training regarding Outstanding Teaching: Mathematics Mastery Talk4Writing.	Discussions with staff and external advisors.  Perceived need following lesson observations and new	Through lesson observations and learning walks. Data analysis of pupil progress Pupil feedback	SLT PP Champion  £22,000	A formal review will take place each half term
<b>Total budgeted cost</b>					<b>£61,000</b>
ii. Targeted interventions					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Individual children supported to make appropriate levels of progress in English and maths  Barrier A & B	Additional individual and small group support from teachers and learning assistants (specifically in EYFS and KS1)	Previous experience. Analysis of prior progress data. Analysis of pupils needs Intervention monitoring form	Three weekly monitoring. Progress data analysis Pupil feedback Staff training	SLT SENDCO PP Champion  £23,000	Formal review each half term.

<p>Improve phonics progress in early years and Year 1.</p> <p>Barriers B &amp; E</p>	<p>Continuous training of staff in and embedding of Sounds Write throughout the whole school. Additional support given by two extra members of staff who are Reading Recovery and Sounds Write trained.</p>	<p>Perceived need from close monitoring of pupil progress and 2018 Year 1 Phonics results.</p>	<p>Regular review meetings. Feedback from middle leaders. Analysis of progress data.</p>	<p>HT SLT PP Champion  £12,000</p>	<p>6 weekly formal progress review.</p>
<p>Improve pupil engagement and self-awareness, Develop the use of Assessment for Learning.</p> <p>Barrier C</p>	<p>To continue to embed Floriate Characteristics for Learning programme (specifically in EYFS and KS1) and the use of P4C in the curriculum. Introduction of Values based Education Programme and thinking skills throughout the curriculum. All of the above will promote <i>Meta-cognition and self-regulated strategies</i> throughout the school, to enable pupils to take a greater responsibility for their learning and develop their understanding of what is required to succeed.</p>	<p>Internal evidence - identified needs of individual pupils. Evidence from other schools. Research of impact – EEF Toolkit Discussions with staff. Review of PP Awards site</p>	<p>Three weekly analysis of pupil progress. Feedback from pupils and parents. On-going training and support for staff.</p>	<p>SLT Subject leaders PP Champion  £3000</p>	<p>Formal review each term.</p>
<p>Children to make sustained progress from FS into Year 1, sustaining those achieving national standards and increasing the proportions of pupils who reach and exceed ARE by the end of Year 1.</p> <p>Barrier B</p>	<p>Additional teachers and or support staff will be employed in key year groups to enable smaller group teaching and a targeted intervention approach. This will include small groups for low attaining pupils (particularly SEND).</p>	<p>Targeted approaches enable rapid and accelerated progress to reach ARE. Research and evidence from EEF toolkit</p>	<p>Teachers having planning time together. Regular CPD. Regular Pupil Progress meetings to monitor progress and identify needs of pupils for targeting.</p>	<p>SLT Subject leaders SENDCO Yr1 staff PP Champion  £23,000</p>	

Disadvantaged pupils who have SEN, diminish the difference with their peers.  Barrier D	A number of the PP pupils have multiple barriers to learning, including SEN. Small group and 1-to-1 interventions will allow for targeted approaches so this these pupils can make appropriate levels of progress.	Analysis of prior progress data. Analysis of pupils needs Research and evidence from EEF toolkit	Regular Pupil Progress meetings to monitor progress and identify needs of pupils for targeting.	SLT Subject leaders SENDCO PP Champion  £1,500	Analysis of data. Termly report.
To continue close monitoring of pupil progress to ensure timely interventions.  Barriers A & B	Using tracking system to monitor assessment of pupil progress from starting point. This will include the use of Pupil Progress meetings held with staff.	Discussions with staff and pupils. To encourage a positive attitude to school and recognise progress.	Feedback from pupils and parents.	HT PP Champion  £500	Analysis of data. Termly report.
To improve the progress of the pupils who are identified as having S&L as a barrier for learning so that the difference between these pupils and their peers can be diminished.  Barrier A	In order to ensure rapid progress, this area is a priority and targeted Early Intervention is essential. Specific interventions for small groups, as well as the support and expertise from advisors will be used to ensure as many children reach ARE as possible.	Analysis of pupils needs Research and evidence from EEF toolkit	Regular Pupil Progress meetings to monitor progress and identify needs of pupils for targeting.	SLT EYFS staff SENDCO PP Champion  £1,000	
<b>Total budgeted cost</b>					<b>£64,000</b>

iv. Other strategies					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To provide enrichment opportunities for pupils to encourage high aspirations and feelings of self –worth  Barriers B,C & E	Provide funding for “wow” events. Educational and enrichment visits and opportunities. Series of Celebration Events to recognise application and engagement E.g. Open days for parents etc.	Research and review of appropriate systems	Progress in engagement. Feedback from parents and pupils	SLT PP Champion  £14,000	Individual pupil monitoring termly
Improve basic skills and levels of engagement though use of digital learning.  Barriers A-E	Purchase of laptops. To support teaching in English and Maths, as well as invention programmes.	Sutton Trust research Prior experience Curriculum planning	By monitoring levels of engagement and progress.  Feedback from pupils and staff	Subject leaders. SLT PP Champion  £13,080	Termly progress data, feedback after each event.
To encourage self-confidence and high levels of self-esteem  Barriers B-E	Therapeutic interventions support the mental health and well-being of our children so that this won’t be a barrier to their learning: Lego Therapy Yoga P4C Drama	Sutton Trust research Prior experience Review of best practice in successful schools	By monitoring levels of engagement and progress. Feedback from pupils and staff	SLT PP Champion Qualified instructors  £8,280	Individual pupil monitoring termly
				<b>Total budgeted cost</b>	<b>£35,360</b>
				<b>Grand total</b>	<b>£160,360</b>