

## Pupil Premium at Greenslade Primary School 2017 - 2018

The Pupil Premium is a fund paid by the Government to support what they call “disadvantaged” children. The Pupil Premium is allocated annually in the school budget for any child who is currently entitled to receive Free School Meals, or who has been entitled to Free School Meals at any point in the last six years. It is also granted to any Looked After Child and children from Service Families. The aim of this funding is to raise aspirations, address issues related to underlying inequalities between children and to improve educational outcomes for a group of children who are seen to be disadvantaged. Our ambition is to close the attainment gap between our Pupil Premium children and their peers. The Pupil Premium was first introduced in April 2011, and is paid to local authorities by means of a specific grant based on school census figures. Our Pupil Premium allocation, received in our budget of April 2017 is £68,640.

Outcomes for our children receiving Pupil Premium Funding at the end of Key Stage 2 in the summer of 2017 are a source of great pride. 89% of our Pupil Premium children achieved the “expected level” in Reading, Writing and Maths combined. This figure is 25% above Local Authority outcomes in 2017 and 50% above national outcomes for Pupil Premium children in 2016.

Priorities for the use of Pupil Premium funding for the next academic year.

Priority	Objective	Intended Outcome
1	Pupil Premium children reach high levels of attainment and make at least good rates of progress in all subjects.	The existing “gap” between the achievement of those children receiving Pupil Premium and those children not receiving Pupil Premium is reduced. By July 2018 we aim to reduce the gaps between these two groups across the school in terms of those assessed to be “working at the expected level” by 50%, and that our outcomes continue to compare favourably with national figures.
2	Further improve the key skills of children receiving Pupil Premium in Literacy and Numeracy.	Children receiving Pupil Premium continue to develop the knowledge and understanding to be successful learners and confident readers, writers and mathematicians. Our aim is for the gaps between their performance in comparison with “other” children across the school to be reduced by 50% by July 2018 and that our outcomes continue to compare favourably with national figures.
3	The provision of high quality, “small group”, targeted and closely monitored learning interventions, led by experienced teachers and trained learning support assistants. These interventions include support in phonics, guided reading, writing and in all areas of Maths. A large number of	Children receiving Pupil Premium continue to develop the knowledge and understanding to be successful learners and confident readers, writers and mathematicians. Our aim is for the “gap” between their performance in comparison with “other” children across the school to be

	<p>sessions will be led by highly skilled senior leaders. Interventions will include Fischer Family Trust, Wave 3 Maths interventions, daily or weekly small group and individual reading, writing interventions. There will be phonic intervention programmes across the EYFS and KS1, additional Speech and Language programmes and early language programmes eg "Talk Boost".</p>	<p>reduced by 50% by July 2018 so that our outcomes compare favourably with national figures.</p>
4	<p>The provision of smaller class sizes as Pupil Premium children benefit from greater direct intervention from their class teacher when small group intervention strategies are taking place.</p>	<p>Children receiving Pupil Premium continue to develop the knowledge and understanding to be successful learners, confident readers, writers and mathematicians. Our aim is for the "gap" between their performance in comparison with "other" children across the school to be reduced by 50% by July 2018 and for our outcomes to compare "favourably" with national figures.</p>
5	<p>All staff will be made aware which of our children receive pupil premium funding. Teachers and support staff will target these children for close monitoring of performance through marking and targeting in their teaching.</p>	<p>Children receiving Pupil Premium continue to develop the knowledge and understanding to be successful learners, confident readers, writers and mathematicians. Our aim is for the "gap" between their performance in comparison with "other" children across the school to be reduced by 50% by July 2018 and for our outcomes to compare "favourably" with national figures.</p>
6	<p>The continued employment of an experienced and highly skilled Deputy Headteacher without a class teaching responsibility. Our DH has a responsibility to provide direct teaching to individuals and small groups of children including high numbers of children receiving Pupil Premium in Year 6. She will lead training and work alongside colleagues to further improve the quality of teaching across the school by providing high quality CPD and direct guidance for all teaching and non teaching staff.</p>	<p>Staff develop teaching skills and strategies so that all our children receiving Pupil Premium benefit from consistently high quality learning experiences and therefore further develop key skills in Literacy and Maths. Our aim is to further improve the quality of teaching so that 90% is judged to be good or outstanding by July 2018 and the "gap" between the performance of PP and "other" children across the school is reduced by 50% and for our data to compare "favourably" with national figures.</p>
7	<p>Close monitoring of the progress and performance of children receiving Pupil Premium by members of the SLT. We continue to explore reasons for the gaps that exist between our PP and our "other" children. Close monitoring of the performance of children receiving pupil premium this year will include thorough analysis of assessment outcomes, close scrutiny of Pupil Premium children's books during work scrutiny and their engagement and learning is a focus during</p>	<p>Accelerated rates of progress and high levels of achievement among PP children are recognised and celebrated. Slower rates of progress and underachievement or poor performance are swiftly challenged and appropriate actions taken to rectify poor performance.</p>

	lesson observations.	
8	<p>Ensure that our community continues to benefit from high quality leadership in the area of Special Educational Needs. Our school has an extremely inclusive ethos and a high proportion of children who receive Pupil Premium also benefit from extensive SEN support due to their varied and often complex needs. A significant number of our children receiving Pupil Premium receive an extensive range of support due to various types of Special Needs and this requires leadership, coordination, monitoring and analysis of outcomes. The employment of an experienced and highly skilled professional with a responsibility to provide direct teaching to individuals and small groups of children, to meet and support parents and carers, to provide advice for teaching and non-teaching staff, to lead training, to coordinate and lead learning intervention programmes and to liaise with outside agencies such as Educational Psychologists, CAMHS, counsellors and Speech and Language Therapists.</p>	<p>Our aim is for the “gap” between the performance of PP children with SEN in comparison with “other” children across the school to be reduced by 50% by July 2018 and to continue to be comparable favourably with SEN children receiving PP in other schools.</p>
8	<p>The provision of behavioural and emotional support for children receiving Pupil Premium through targeted programmes to develop social understanding and awareness. To be provided by Learning Mentors and Learning Support Assistants. eg “Talk and Draw”, “Circle of Friends” programmes and support in Circle Times. Our LM and LSAs continually provide proactive and ongoing support for children receiving Pupil Premium to manage the various emotional challenges that a number of them face. This ongoing support can occur within the classroom and around the school (dinner hall, playground) or in structured groups where children are “withdrawn” from their class individually or as part of a small group.</p>	<p>Children receiving PP who face emotional challenges are able to make good rates of progress and achieve at a level that is comparable with their peers because they are more able to use strategies to manage their emotions are able to learn in a calmer and more emotionally balanced way. Children receiving Pupil Premium continue to develop the knowledge and understanding to be successful learners, confident readers, writers and mathematicians. Our aim is for the “gap” between their performance in comparison with “other” children across the school to be reduced by 50% by July 2018 and for our outcomes to compare “favourably” with national figures.</p>
9	<p>The provision of professional counselling for Pupil Premium children with emotional needs.</p>	<p>Children receiving PP who face emotional challenges are able to make good rates of progress and achieve at a level that is comparable with their peers because they are more able to use strategies to manage their emotions are able to learn in a calmer and more emotionally balanced way.</p>
10	<p>We raise aspirations and provide high quality resources and</p>	<p>Children receiving PP regularly attend Sports Clubs,</p>

	cultural experiences. The provision of direct financial support to families receiving Pupil Premium to ensure all our children benefit from the range of activities and experiences on offer at our school.			Breakfast Clubs and are supported with the cost of trips, resources, residential school journeys and school uniform.		
Leadership costs. Training, monitoring, improving quality of teaching and support for SEN Priorities 1,2,3,4,5,6,7	Focussed teacher led small group interventions supporting PP children to close the gaps with other children. Priorities 1,2,3,4	Focussed Learning Support Assistant interventions supporting PP children. Priorities 1,2,3,4,8	Focussed emotional and behaviour support provided by our Learning Mentors for PP children. Priorities 1,2,3,4,8	Amber Light Counselling. Priority 9	Additional funding to support PP families Eg Sports Clubs Breakfast Clubs School Journey grants.	Total funding apportioned to Pupil Premium
£20,000	£10 ,000	£25,000	£6,000	£3,000	£4,640	£68,640

#### Academic Outcomes for Pupil Premium children at Greenslade in 2016 / 2017

The table below reflect the successful outcomes for our Key Stage 2 children who received Pupil Premium Funding in 2016 / 2017.

The tables shows that for “all subjects combined” (Reading, Writing and Maths) our Pupil Premium children attained results that were 50% above similar children nationally in 2016. For Reading our Pupil Premium children attained results that were 36% above similar children nationally. For Writing our Pupil Premium children attained results that were 46% above similar children nationally and for Maths this figure was 43% above similar children nationally.

The progress that children make is a vital indicator of successful learning. The Government has measured the amount of progress that children from different groups made between Key Stage One and Key Stage Two.

In Reading our children receiving Pupil Premium made significantly more progress than Pupil Premium children in other schools nationally by 2.12 points and in fact made more progress than the national score for ALL children and for OTHER children.

In Writing our children receiving Pupil Premium not only made significantly more progress than other Pupil Premium children nationally by 4.26 points but also made much more progress than ALL children and OTHER nationally.

Similarly in Maths our Pupil Premium children made incredible progress. Their rate of progress was significantly higher than Pupil Premium children nationally by 3.02 points and again was higher than “All” children and “other children” nationally.

Pupil Premium children are seen to be vulnerable children so we are extremely proud of their progress and their high levels of achievement.

Key Stage Two	Subject	2017 Greenslade Progress	2016 National Progress	Difference	2017 Greenslade Achieve Expected	2016 National Achieve Expected	Difference	2017 Greenslade Achieve Higher	2016 National Achieve Higher	Difference
Subject	Combined									
All					76%	53%	+23%		5%	
PP					89%	39%	+50%		2%	
Other					69%	60%	+9%		7%	
Subject	Reading									
All		0.1	0.0	+0.1	76%	66%	+10%		19%	
PP		1.4	-0.72	+2.12	89%	53%	+36%		10%	
Other		-0.6	0.33	-0.39	69%	71%	-2%		23%	
Gap		+2.0	1.05	+0.95	+20%	-18%	+38%		13%	
Subject	Writing									
All		2.7	0.0	+2.7	88%	74%	+14%		15%	
PP		4.0	-0.26	+4.26	100%	64%	+46%		18%	
Other		1.9	0.12	+2.02	81%	79%	+2%		8%	
Gap		+2.1	0.38	+1.72	+19%	-15%	+36%		-10%	
Subject	Maths									
All		1.9	0.0	+1.9	88%	70%	+18%		17%	
PP		2.5	-0.52	+3.02	100%	57%	+43%		9%	
Other		1.5	0.24	+1.74	81%	75%	+6%		20%	
Gap		+1.0	0.76	+1,76	+19%	-18%	37%		11%	

We are delighted that the strategies we employed last year meant that we reversed the gaps between our Pupil Premium and our Other children. Our issue in relation to Pupil Premium at the end of Key Stage 2 is our need to explore the reasons for the positive gap between our PP children and other our Other children particularly in relation to Reading where our Other children's progress and attainment is below "other" children nationally.

Outcomes for our Pupil Premium children at Key Stage One reflect a more complicated picture as a high proportion of our children receiving additional support through the PP fund have high levels of Special Needs and benefit from additional learning support in all the core curriculum areas.

There are no accurate ways to record children’s progress across Key Stage because the last time their levels of achievement was recorded was at the end of the Foundation Key Stage, when the curriculum, learning styles and methods of assessment were incomparable. This is particularly true at present when the assessment system in Key Stage One and Two have undergone such changes.

The table below reflects significant gaps between our Pupil Premium children and our “other” children. These gaps exist in the national figures but to a lesser degree. However, the table reflects the fact that we have significantly reduced the gaps between our Pupil Premium and our Other children since last year. In Reading we have narrowed the gap by 24% since 2016, in Writing we have narrowed the gap by 29% since 2016. In Maths the gaps have remained at the same high level. This may be linked to the fact that none of our SEN children achieved the expected level in Maths. There is a big overlap of girls with Special Needs who also receive Pupil Premium.

We continue to look into reasons why our Pupil Premium children are not attaining at the higher level and this may be explained in this class by the high number of Pupil Premium children who also have various significant learning needs.

Key Stage One	Subject	Greenslade 2017 Achieve Expected	National 2016 Achieve Expected	Difference	Greenslade 2017 Achieve Higher	National 2016 Achieve Higher	Difference
All	Combined	70%	60%	+10%		9%	
PP		55%					
Other		79%					
Gap		24%					
	Reading						
All		77%	74%	+3%		24%	
PP		64%	62%	+2%		13%	
Other		84%	78%	+6%		27%	
Gap		20%	16%	-4%		14%	
	Writing						
All		73%	65%	+8%		13%	
PP		64%	53%	+11%		7%	
Other		79%	70%	+9%		16%	
Gap		15%	17%	+2%		9%	
	Maths						
All		80%	73%	+7%		18%	
PP		55%	60%	-5%		10%	
Other		95%	77%	+18%		20%	
Gap		40%	17%	23%		10%	