

## Pupil Premium at Greenslade Primary School 2016 2017

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 2016 is £74,220.

Priorities for the use of this funding in the next academic year.

Priority	Objective	Intended Outcome
1	All our children reach high levels of attainment and make at least good rates of progress.	The existing “gap” between the achievement of those children receiving Pupil Premium and those children not receiving Pupil Premium is reduced. By July 2017 we aim to reduce the gap between these two groups in terms of those assessed to be “working at the expected level” by 50%, so that our outcomes 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, confident readers, writers and mathematicians. Our aim is for the “gap” between their performance in comparison with “other” children to be reduced by 50% by July 2017 so that our outcomes compare favourably with national figures.
3	The provision of high quality, “small group”, targeted and closely monitored learning interventions, led by experienced and trained teachers and learning support assistants. These interventions include support in phonics, guided reading, writing and all areas of Maths. A large number of sessions are led by highly skilled and very experienced teachers and senior leaders. Interventions include Fischer Family Trust, Wave 3 Maths interventions, weekly small group and individual reading, writing and interventions and phonic intervention programmes across the EYFS and KS1, additional Speech and Language programmes and early language programmes eg “Talk Boost”. A number of our reading interventions are led by a trained	Children receiving Pupil Premium continue to develop the knowledge and understanding to be successful, confident readers, writers and mathematicians. Our aim is for the “gap” between their performance in comparison with “other” children to be reduced by 50% by July 2017 so that our outcomes compare favourably with national figures.

	Reading Recovery teacher.	
4	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.	Children receiving Pupil Premium continue to develop the knowledge and understanding to be successful, confident readers, writers and mathematicians. Our aim is for the “gap” between their performance in comparison with “other” children to be reduced by 50% by July 2017 and for our data to compare “favourably with national data”.
5	The employment of an experienced and highly skilled professional with a responsibility to provide direct teaching to individuals and small groups of children and to lead training and work alongside colleagues to further improve the quality of teaching across the school by providing high quality training, CPD and direct guidance for all teaching and non teaching staff.	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 2017 and the gap between PP and non PP children is reduced by 50% and for our data to compare “favourably with national data”.
6	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 what OFSTED call “other” children. Close monitoring of the performance of children receiving pupil premium this year includes thorough analysis of assessment outcomes, close scrutiny of Pupil Premium children’s books during work scrutiny and their engagement and progress is a focus during lesson observations.	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.
7	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 have also receive a wide range of support due to various types of Special Needs.	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, counselors and Speech and Language Therapists will continue to make an enormous impact on our ability to meet our vulnerable children’s needs. SEN data reflects the success of this strategy. Our aim is for the “gap” between the performance of PP

		children with SEN in comparison with “other” children to be reduced by 50% by July 2017 and to continue to be comparable with SEN children receiving PP in other schools.				
8	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.	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.				
9	The provision of professional counselling for Pupil Premium children with emotional needs.	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.				
10	We raise aspirations and provide high quality resources and 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.	Children receiving PP regularly attend Sports Clubs, Breakfast Clubs and are supported with the cost of trips, resources, 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
£15,000	£22,000	£25,000	£6,000	£3,000	£4000	£75,000

## Academic Outcomes for Pupil Premium children at Greenslade in 2015 / 2016

The table below reflect the successful outcomes for our Key Stage 2 children who received Pupil Premium Funding in 2015 / 2016.

The tables shows that for “all subjects combined” (Reading, Writing and Maths) our Pupil Premium children attained results that were 11% above similar children nationally. For Writing our Pupil Premium children attained results that were 9% above similar children nationally and for Maths this figure was an amazing 31% 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 and in fact made the same amount of progress as the National score for ALL children and their progress.

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

Similarly in Maths our Pupil Premium children made incredible progress. Their rate of progress was significantly higher than Pupil Premium children nationally 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.

However we are very aware of the gaps in attainment between our Pupil Premium children and our “other” children. This is evident in all subject areas. These gaps also exist at a national level but are much less significant than our own.

The table below also reflects the fact that fewer of our children receiving Pupil Premium attained at the higher level than our “other children” who attained at a higher level. The national figures for Pupil Premium children who attained the higher level are also greater than Greenslade Pupil Premium children who attained a higher level.

These issues are addressed in our SDP as well as in our Pupil Premium objectives listed above.

Key Stage Two	Subject	Greenslade Progress	National Progress	Difference	Greenslade Achieve Expected	National Achieve Expected	Difference	Greenslade Achieve Higher	National Achieve Higher	Difference
Subject	Combined									
All					70%	53%	+17%	19%	5%	+14%
PP					50%	39%	+11%	0%	2%	-2%
Other					79%	60%	+19%	26%	7%	+19%
Subject	Reading									
All		0.87	0.0	0.87	74%	66%	+8%	19%	19%	0
PP		0.00	-0.72	0.18	50%	53%	-3%	0%	10%	10%
Other		1.19	0.33	0.61	84%	71%	+13%	26%	23%	3%
Gap		1.19	1.05	0.43	34%	18%	16%	26%	13%	13%
Subject	Writing									
All		3.02	0.0	3.02	93%	74%	+19%	26%	15%	11%
PP		2.37	-0.26	2.63	75%	64%	+11%	0%	18%	18%
Other		3.26	0.12	3.14	100%	79%	+21%	37%	8%	29%
Gap		0.89	0.38	0.51	-25%	-15%	-10%	-37%	-10%	39%
Subject	Maths									
All		2.77	0.0	2.77	93%	70%	23%	41%	17%	24%
PP		1.14	-0.52	1.66	88%	57%	31%	0%	9%	9%
Other		3.37	0.24	3.13	95%	75%	20%	58%	20%	38%
Gap		2.23	0.76	1.47	7%	18%	11%	58%	11%	47%

