

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 objective 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 2018 is £69,240. Due the large number of our PP children leaving from Year Six in July 18 we are expecting a “clawback” of up to £20,000.

Outcomes for our children receiving Pupil Premium Funding at the end of Key Stage 2 in the summer of 2018 reflect a positive outcome for this group of disadvantaged children and our use of this funding can only therefore be seen as successful. These pupils are seen to be our most vulnerable children so we are pleased with these outcomes. However we are not complacent and must keep working to ensure these achievements are replicated this year. Our focus will to continue to close the gaps between our pupil premium and non pupil premium children.

At the end of Key Stage 2, our pupils eligible for PP funding achieved well in comparison to all children nationally (2017), with the exception in Maths. PP figures for all the subjects combined were also above the outcomes for all children nationally. There are slight attainment gaps in Reading and Writing, however in Maths the gap is larger.

Outcomes 2017 / 2018. Attainment at the end of July 2018					
Key Stage 2	PP our school (11 children)	PP nationally 2017	Non PP our school (18 children)	Non PP nationally 2017	All children nationally 2018
Key Stage 2 % Achievement in R, W, M Combined.	73%	48%	67%	67%	64%
Key Stage 2 Reading Achievement	82%	60%	83%	69%	75%
Key Stage 2 Writing Achievement	82%	66%	78%	81%	78%
Key Stage 2 Maths Achievement	73%	63%	89%	80%	76%
Key Stage 1	(4 children)		(25 children)		
Key Stage 1 % Achievement in R, W, M combined	25%		76%		65%
Key Stage 1 Reading Achievement.	50%	63%	88%	79%	76%
Key Stage 1 Writing Achievement	50%	54%	80%	72%	70%
Key Stage 1 Maths Achievement	25%	62%	88%	79%	76%
Phonics Check	80%	70%	80%	84%	83%
EYFS % achieving GLD	67%	56%	81%	73%	71% (2017)

Identified barriers to learning for our children receiving Pupil Premium funding

Many of our children receiving Pupil Premium funding face emotional and behavioural challenges and require additional support to overcome these issues.

Many of our children receiving Pupil Premium funding also have a special educational need and this can have a significant impact on their rates of progress and levels of attainment.

Many of our children receiving Pupil Premium funding have difficulty demonstrating resilience in their learning and require additional support to access high quality learning activities, develop strategies to improve behaviour for learning and close the gaps with their peers.

Many of our children receiving Pupil Premium funding join us with limited experience and confidence with oral language and require additional support with speech and language activities and related literacy development, including extending vocabulary, confidence and skills in sharing their ideas, the ability to infer meaning and comprehension of texts and word problems in Maths as well as acquiring skills in phonic deciphering.

Many of our children receiving Pupil Premium funding require additional financial support to access the full range of rich curriculum and social opportunities on offer at our school.

Evaluation of strategies from 2017 / 18

We assessed the strategies we employed to support our children receiving Pupil Premium funding to be successful last year.

Gaps in attainment and progress in all subjects in certain cohorts across the school are an issue we are exploring.

Monitoring and analysis of results as well as discussion with staff in Pupil Progress Meetings and Performance Management discussions prompted us to study the style of support in place.

We identified an enhanced degree of planning and evaluation of interventions by class teachers to be a beneficial development. This will give more understanding and “ownership” of the strategies and interventions in place to support these “vulnerable” children.

Planning and implementation of the interventions for these vulnerable children will be the subject of closer scrutiny this year with planning time with our SENCO provided each term and more frequent observations of the interventions by members of the SLT.

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.	Any existing “gap” between the achievement of those children receiving Pupil Premium and those children not receiving Pupil Premium is reduced or reversed. By July 2019 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%. Our aim is 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. Focus will be on ensuring high quality teaching and successful use of	Children receiving Pupil Premium continue to develop the knowledge and understanding to be successful learners and confident readers, writers and mathematicians.

	<p>strategies such as further developing “questioning” skills, greater understanding of “mastery”, the creative teaching of times tables, developing more frequent opportunities to write more extended pieces more frequently, greater use of whole class reading (with targeted support for PP children) and the teaching of reading by LSAs.</p>	<p>Our aim is for the gaps between their performance in comparison with “other” children across the school to be reduced by 50% by July 2019. Our aim is that our outcomes continue to compare favourably with national figures.</p>
3	<p>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 number of sessions will be led by highly skilled senior leaders. DH and SENCO.</p> <p>Interventions will also include Fischer Family Trust, Wave 3 Maths interventions, daily or weekly small group and individual Reading, Writing and Maths interventions. There will be phonic intervention programmes across the EYFS and KS1, additional Speech and Language programmes and early language programmes eg “Talk Boost”. Our SENCO will lead termly planning sessions with all staff involved in leading these interventions.</p>	<p>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 reduced by 50% by July 2019. Our aim is 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 2019. Our aim is for our outcomes to compare “favourably” with national figures.</p>
5	<p>Teachers, with support and leadership from the SENCO, will design an “action plan” or provision map to ensure that additional support and interventions are in place. SLT, teachers and support staff target these children for close monitoring of performance through marking and targeting in their teaching. These action plans will be reviewed by teachers and leaders on a termly basis.</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 2019. Our aim is 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</p>	<p>Staff develop teaching skills and strategies so that all our children receiving Pupil Premium benefit from consistently</p>

	<p>responsibility. Our DH has a responsibility to provide direct teaching to individuals and small groups of children. 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>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 100% is judged to be good or outstanding by July 2019 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 lesson observations. PP outcomes are a frequent focus of SLT Meetings and of our Pupil Premium Meetings.</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. Our aim is to further improve the quality of teaching so that 90% is judged to be good or outstanding by July 2019 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>
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 some 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. 45% of our SEN children are also PP. We have increased the numbers of days on which our SENCO works by 1 day each week as a result of analysis of our needs for 2018 / 2019.</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 2019 and to continue to be comparable favourably with SEN children receiving PP in other schools.</p>

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”, developing “Social Stories”, supporting them during times of emotional challenge, and additional 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 in 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 and are thus 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 2019. Our aim is for our outcomes to compare “favourably” with national figures.				
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 and 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 our activities and experiences.	Children receiving PP regularly attend Sports Clubs, music lessons, 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 Trips and School Journey costs	Total funding apportioned to Pupil Premium
£15,000	£5,000	£35,000	£6,000	£3,000	£5,240	£69,240

Monitoring and evaluating the outcomes of Pupil Premium Strategy 2018 / 19

We will continue to closely monitor and evaluate the outcomes of our Pupil Premium Strategy through:

- Pupil Progress Meetings
- Performance Management Meetings
- Enhanced monitoring of outcomes for Pupil Premium children during work scrutiny
- Enhanced monitoring of outcomes for Pupil Premium children during lesson observations
- Monitoring in Governors Meetings
- Monitoring during meetings with our SIP
- Evaluations of our SEF
- Review of our SDP

Our analysis of our own data will be enhanced once we receive national statistics and are able to compare figures more accurately.

SLT will strive to explore reasons and understand the variations in outcomes for different cohorts and subjects.

We are always mindful of the “multiple groups” that our PP children belong to. Many of our PP children also belong to our other target groups including SEND and WBR children.