

Pupil Premium at Greenslade Primary School 2020/21

The Pupil Premium is a fund paid by the Government to support children who they describe as “disadvantaged”. 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. Funding is also granted to any Looked After Child and to children from Service Families. The aim of this funding is to raise aspirations, address issues related to underlying inequalities and to improve educational outcomes for this group of children. Our objective is to provide additional support to accelerate the progress these children make, to close the attainment gap between our Pupil Premium children and their peers and to broaden and extend their educational and social experiences. 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 for the financial year 2020/2021 is £59,575.

Though it will be impossible to accurately measure progress made by different groups of children this year as there will be no baseline to measure from, outcomes from assessments in whatever form they take, may provide some information to support us in developing a strategy for supporting our most vulnerable children. The pandemic will have affected all of our children in different ways and it will be important that we build up an accurate picture of the gaps that have developed amongst different groups of children across the school.

Attainment Outcomes 2019 – This is the last set of data we have available.

Outcomes for our children receiving Pupil Premium Funding at the end of Key Stages 1 and 2 in the summer of 2019 reflected very positive outcomes for this group of disadvantaged children. Our use of this funding can only therefore be seen as successful. These pupils are seen to be our most vulnerable children so we were delighted with these results.

Outcomes 2018 / 2019. Attainment at the end of July 2019 Disadvantaged children.

Key Stage 2	All children Our school	Disadvantaged children our school (4)	Disadvantaged children nationally	Non disadvantaged our school (21)	Non disadvantaged nationally	All children nationally
Key Stage 2 % Achievement in R, W, M Combined. At expected level	76%	75% 80% PP (1)	51%	76%	71%	65%
Key Stage 2 Reading Achievement At expected level	88%	75% 80% PP (1)	62%	90%	78%	73%
Key Stage 2 Writing Achievement At expected level	84%	75% 80% PP (1)	68%	86%	83%	78%
Key Stage 2 Maths Achievement At expected level	92%	100% 100% (1)	67%	90%	84%	79%
The figures in red relate to one of our children whose family have been in the armed services. She counts as a “Pupil Premium child”						

but not a disadvantaged child so her outcomes are recorded separately.						
Key Stage 1	All children our school	Disadvantaged children our school (6)	Disadvantaged children nationally	Non disadvantaged our school (23)	Non disadvantaged nationally	All children nationally
Key Stage 1 % Achievement in R, W, M combined At expected level	59%	67%	NA	57%	NA	65%
Key Stage 1 Reading Achievement. At expected level	72%	83%	62%	70%	78%	75%
Key Stage 1 Writing Achievement At expected level	66%	67%	55%	65%	73%	69%
Key Stage 1 Maths Achievement At expected level	66%	83%	62%	61%	79%	76%
Phonics Check						
Year 1						
Early Years Foundation Stage						
EYFS % achieving GLD						
Identified barriers to learning for our “disadvantaged” children receiving Pupil Premium funding						
<p>It is important that we do not stereotype all of our “disadvantaged” pupils and many of our children receiving Pupil Premium achieve extremely well at school and experience a broad range of opportunities that enrich their lives outside of school. However, a large number of our children receiving Pupil Premium funding face emotional challenges and require additional support to overcome these issues.</p> <p>Many of our children receiving Pupil Premium funding (35%) also have some type of identified special educational need. This can have a significant impact on their rates of progress and levels of attainment.</p> <p>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.</p> <p>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. Our work here includes extending vocabulary, building confidence and skills in sharing their ideas, and improving their ability to infer meaning in reading and their comprehension of texts and word problems in Maths. We also provide additional support to support Pupil Premium children to acquire skills in phonic deciphering.</p>						

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 previous strategies

We assessed the strategies we employed to support our children receiving Pupil Premium funding to be extremely successful in the last year for which we have reliable data. Gaps in attainment and progress have fallen across the school and our end of Key Stage outcomes for Pupil Premium children are a source of great pride.

Monitoring and analysis of results, as well as discussion with staff in Pupil Progress Meetings enabled us study the style of support in place. The funding we receive for our Pupil Premium children was reduced which had an impact on the support we were able to provide. The falling funding means we are unable to provide large scale initiatives that other schools are able to implement eg purchasing class sets of ipads.

We continue to explore issues related to gaps in outcomes in certain subjects in some cohorts.

Ensuring that we provide opportunities for our "More Able" children who receive pupil premium to reach Greater Depth in their learning will be an area for us to keep working on and will be a specific target as we go forward.

We identified an enhanced degree of planning and evaluation of interventions by class teachers to be a beneficial development. This gave more understanding and "ownership" of the strategies and interventions in place to support these "vulnerable" children. Planning and implementation of these targeted interventions was the subject of close scrutiny again last year during our monitoring and moderation work. Planning and evaluation time with our SENCO was an important development.

We slightly adapted this strategy by inviting the LSAs who are leading the interventions to join the planning and evaluation meetings.

Priorities for the use of Pupil Premium funding for the next academic year. 2020 / 2021

Priority	Desired Outcome	Success Criteria
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. Any numerical evaluation based on assessment and progress data is currently impossible. Our aim is that our outcomes continue to compare "favourably" with any national figures if these are produced.
2	Further improve the key skills of children receiving Pupil Premium in Literacy and Numeracy. Focus will be on	Children receiving Pupil Premium continue to develop the knowledge and understanding to be successful learners and

	ensuring “Quality First Teaching” and successful use of strategies such as modelling objectives and success criteria, further developing “questioning” skills, teaching using “mastery”, the creative teaching of times tables, developing more frequent opportunities to write extended pieces of writing and greater use of whole class reading (with targeted support for PP children).	confident readers, writers and mathematicians. Any numerical evaluation based on assessment and progress data is currently impossible. Our aim is that our outcomes continue to compare “favourably” with any national figures if these are produced.
3	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 will 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.	Children receiving Pupil Premium funding benefit from a planned programme of targeted, regular support that accelerates their rate of progress and improves their confidence, knowledge, skills and understanding.
4	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. Interventions will include 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” in the Nursery. Our SENCO will lead planning sessions with all staff involved in leading these interventions.	Children receiving Pupil Premium funding benefit from a planned programme of targeted, regular support that accelerates their rate of progress and improves their confidence, knowledge, skills and understanding.
5	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 whole classes, individuals and small groups of children. She leads training, models good practice and works 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.	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 confidence, knowledge, skills and understanding.
6	Close monitoring of the progress and performance of	Accelerated rates of progress and high levels of achievement

	<p>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 Progress Meetings.</p>	<p>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. Any numerical evaluation based on assessment and progress data is currently impossible. Our aim is that our outcomes continue to compare “favourably” with any national figures if these are produced.</p>
7	<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 (35%) 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. We increased the numbers of days on which our SENCO works by 1 day each week as a result of analysis of our needs.</p>	<p>Any numerical evaluation based on assessment and progress data is currently impossible. Our aim is that our outcomes continue to compare “favourably” with any national figures if these are produced.</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”, ELSA, developing “Social Stories”, supporting them during times of emotional challenge, and additional support in Circle Times. Our LM and LSAs continually</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 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 and positive members of our community.</p>

	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.	Any numerical evaluation based on assessment and progress data is currently impossible. Our aim is that our outcomes continue to compare “favourably” with any national figures if these are produced.
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		£36,075	£4,000	£1,500	£3,000	£59,575

Monitoring and evaluating the outcomes of Pupil Premium Strategy 2020 /21
Historically we have evaluated the outcomes of our Pupil Premium Strategy on a termly basis during our Pupil Progress Meetings and through ongoing monitoring carried out by school leaders.
Any numerical evaluation based on assessment and progress data is currently impossible.
Our aim is that our outcomes continue to compare “favourably” with any national figures if these are produced.
Our full review will be during the Summer Term 2021 so we can plan our strategy for the next academic year.

Though it will be impossible to accurately measure progress made by different groups of children this year as there will be no baseline to measure from, outcomes from assessments in whatever form they take may provide some information to support us in developing a strategy for supporting our most vulnerable children. The pandemic will have affected all of our children in different ways and it will be important that we build up an accurate picture of the gaps that have developed amongst different groups of children across the school.

