

## **GREENFIELD PRIMARY PUPIL PREMIUM REPORT 2015-16**

### **(Including Autumn 2016 update for 2016 – 17)**

The Pupil Premium is a government initiative designed to target resources on those pupils deemed to be from a disadvantaged background. The pupil premium is allocated to pupils on free school meals (FSM), children from families with parents in the armed forces, looked after children in care (LAC) and those who have left local-authority care because of one of the following:

- adoption
- a special guardianship order
- a child arrangements order (previously known as a residence order)

This year the premium is worth £1320 per pupil (2015-16), with all children who have been eligible for FSM at any point in the last six years being included. Historically, levels of attainment have been lower for pupils who are eligible for FSM and this is a national trend. At Greenfield Primary we aim for each pupil, regardless of background or ability, to have every opportunity to achieve their very best. Our commitment to striving for excellence for all pupils is supported by our commitment to provide outstanding care, guidance and support so that we do not limit our pupil's potential in any way. Greenfield Primary has excellent partnerships with a range of agencies and outside providers so that we can effectively support all pupils and families in need of help. There is no stigma attached to being in an intervention group at Greenfield Primary. Everyone needs something.

At Greenfield Primary we aim to overcome the barriers to achievement for our Pupil Premium and vulnerable families so that we can look to help remove barriers to learning so that this group of pupils have the best chance to achieve at least in line with national expectations for their age. We review pupils at least half-termly.

For us, the barriers to achievement tend to include:

- Emotional confidence and resilience
- Attendance
- Speech and language
- Special educational needs
- Low attainment in maths, English (reading and writing) which stops them fully accessing the curriculum
- Low level of attainment on entry
- Low / poor general knowledge and cultural awareness
- Parents who will not engage with school

Our children may be disadvantaged as a result of many circumstances:

- Special educational needs
- Debt
- Young carer
- Bereavements
- Parents who have difficulty engaging with school
- Social care
- Uneducated parents
- Disability parent / child
- Lone parent
- Domestic violence
- SEN/D
- LAC
- Teenage pregnancy
- Parents with long term health issues
- Unemployment
- Substance abuse
- Housing issues
- EAL
- Divorce and separation relationship management
- Involvement in crime / parent in prison
- Mental health debt
- Young carer

At Greenfield Primary, we are using our Pupil Premium money to promote strategies that **narrow the attainment gap between the highest and lowest achieving pupils.**

**Percentage of children receiving FSM at Greenfield Primary:**

<u>Percentage FSM</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
<u>Greenfield</u>	<b>6.7%</b>	<b>6.6%</b>	<b>8.0%</b>
<u>National</u>	<u>26.7</u>	<u>26.6</u>	<u>26.0</u>

**Principles of use:**

- We aim to ensure that all pupils make good progress and that any gaps are closing through intervention and provision.
- Appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils that the school has legitimately identified as being vulnerable or socially disadvantaged.
- Pupil premium will be allocated following a continually reviewed needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at any one time.
- The governors will look at the impact of this spending. The school will look at data (quantitative and qualitative) as part of our governance including assessment data, pupils' work, observations, case studies and the views of pupils and staff.

### **Pupils Premium Progress 2015 – 16**

**2015 - 2016**

**EYFS**

	<b>% Good level of development</b>					
	<b>2015</b>			<b>2016</b>		
	<b>No Pupils</b>	<b>School</b>	<b>National</b>	<b>No Pupils</b>	<b>School</b>	<b>National</b>
<b>All pupils</b>	87	74	66			
<b>Disadvantaged</b>	2	50	52			

**Phonics Year 1**

	<b>2015</b>		<b>2016</b>	
	<b>School</b>	<b>National</b>	<b>School</b>	<b>National</b>
<b>All</b>	82	77	<b>81</b>	<b>81</b>
<b>Disadvantaged</b>	86	66	<b>67</b>	<b>70</b>

### Phonics Year 2 cumulative

	2015		2016	
	School	National	School	National
<b>All</b>	95	90	<b>96</b>	<b>91</b>
<b>Disadvantaged</b>	73	84	<b>100</b>	<b>86</b>

### Key Stage 1

#### KS1 % meeting expected standard by key groups

		Reading		Writing		Maths	
	No pupils	School	National	School	National	School	National
<b>All</b>	91	80	74	76	65	80	73
<b>Disadvantaged</b>	9	<b>89</b>	<b>78</b>	<b>56</b>	<b>70</b>	<b>89</b>	<b>77</b>

#### Pupil Group gap analysis

	Reading			Writing			Maths		
	Progress score	Ave scaled score		Progress score	%EXS		Progress score	Ave scaled score	
	Sch	Sch	Nat	Sch	Sch	Nat	Sch	Sch	Nat
<b>Dis</b>	<b>-1.85</b>	<b>104.2</b>	<b>103.8</b>	<b>-1.64</b>	<b>80</b>	<b>79</b>	<b>-1.92</b>	<b>104.0</b>	<b>104.1</b>

#### Closing the gap for disadvantaged pupils

#### Progress summary: all pupils and disadvantaged

	Reading		Writing		Maths	
	All	Dis	All	Dis	All	Dis
Cohort	66	5	66	5	66	5

Score	-2.99	<b>-1.85</b>	0	<b>-1.64</b>	-2.93	<b>-1.92</b>
CI +/-	1.51	<b>5.49</b>	1.52	<b>5.54</b>	87	

### **2016 – 17 Autumn term update for Pupil Premium / Disadvantaged Current Pupils**

#### **2016 – 17 Greenfield Year 2 (3 pupils)**

- Y2 Reading 100% of disadvantaged pupils made at least expected progress during the autumn term 2016
- Y2 Writing 67% of disadvantaged pupils made at least expected progress during the autumn term 2016
- Y2 Maths 100% of disadvantaged pupils made at least expected progress during the autumn term 2016

#### **Year 2 Targets guided by FFT**

- Y2 Reading 33% of disadvantaged pupils on track for ARE
- Y2 Maths 100% of disadvantaged pupils on track for ARE
- Y2 Maths 33% of disadvantaged pupils on track for above / greater depth
- Y2 Writing 33% of disadvantaged pupils on track for ARE

#### **2016 – 17 Greenfield Year 3 (8 pupils)**

- Y3 Reading 87% of disadvantaged pupils made at least expected progress during the autumn term 2016
- Y3 Writing 37% of disadvantaged pupils made at least expected progress during the autumn term 2016
- Y3 Maths 100% of disadvantaged pupils made at least expected progress during the autumn term 2016

#### **2016 – 17 Greenfield Year 4 (8 pupils)**

- Y4 Reading 63% of disadvantaged pupils made at least expected progress during the autumn term 2016
- Y4 Writing 33% of disadvantaged pupils made at least expected progress during the autumn term 2016
- Y4 Maths 63% of disadvantaged pupils made at least expected progress during the autumn term 2016

### **2016 – 17 Greenfield Year 5 (5 pupils)**

- Y5 Reading 100% of disadvantaged pupils made at least expected progress during the autumn term 2016
- Y5 Writing 100% of disadvantaged pupils made at least expected progress during the autumn term 2016
- Y5 Maths 83% of disadvantaged pupils made at least expected progress during the autumn term 2016

### **2016 – 17 Greenfield Year 6 (10 pupils)**

#### **6/10 of the pupils are on the SEND register with 3 EAL**

- Y6 Reading 100% of disadvantaged pupils made at least expected progress during the autumn term 2016
- Y6 Writing 80% of disadvantaged pupils made at least expected progress during the autumn term 2016
- Y6 Maths 100% of disadvantaged pupils made at least expected progress during the autumn term 2016

### **Pupil Premium Funding**

At Greenfield Primary, the Pupil Premium funding is spent in a variety of ways with the direct and explicit aim of narrowing the attainment gap between the highest and lowest achievers. This includes investment in both academic and pastoral initiatives.

<b>Number of pupils and pupil premium grant (PPG) received 2015-16</b>	
<b>Total number of pupils on roll</b>	614
<b>Total number of pupils eligible for PPG</b>	46 (7.4%)
<b>Amount of PPG received per pupil</b>	£1300 (£300 Service, £1900 post LAC)
<b>Total amount of PPG received</b>	£63,020

### **Strategies for narrowing the gap**

No single intervention provides a complete solution to the complex educational issues in any school and this is why we adopt a multi-faceted approach to support at Greenfield Primary. The key to narrowing the gap between the highest and lowest

achieving pupils is careful and thorough monitoring and tracking of pupil attainment and progress. At Greenfield Primary, we combine this tracking with monitoring the impact of interventions and specific emotional and well-being support. All pupils who attract Pupil Premium funding are monitored very closely by all staff and school governors. We take great care to identify and cater for their individual needs and as a result, they are making at least good progress. All interventions are supported by the school's action plan written by the Senior Team with governors, supported by the Sutton Trust Toolkit.

At Greenfield Primary, all Pupil Premium children are targeted within our pupil progress discussions; all teachers, subject leaders and members of the Leadership and Management Team are responsible for their progress. The impact of our work is monitored by a committee of governors who check on progress. It is this monitoring that informs effective interventions. Interventions come in a variety of forms and are specific to the needs of the pupil/group of pupils. We also know that for pupils to succeed, attendance is critical. Our Attendance Improvement Officer specifically tracks the attendance of all Pupil Premium children and liaises with the Head teacher and class teacher to provide support as required.

**We have set out below the support and interventions during the 2015 - 16 academic year**

**Year 6**

<b>Year 6 Project</b>	<b>Objective</b>
<b>Curriculum resources: Additional reading books purchased and additional reading comprehension</b>	To provide better quality and high interest books for in school and at home. Reading comprehension work to support skills
<b>Employ additional part-time support assistant each morning for targeted intervention (maths, reading, writing)</b>	To target support more effectively and have impact on overall progress and attainment of PP children, to close gaps  Additional maths intervention for more able PP in maths
<b>Employ additional part-time HLTA</b>	Targeted maths and reading support
<b>Targeted spelling and grammar intervention</b>	Additional practice and teaching of spelling and grammar work

<b>Speech and language therapist</b>	Targeted intervention to support speaking, reading and writing as well as confidence
<b>Clubs and activities: sport, dance, cooking and forest schools</b>	To build confidence and excitement for learning and provide additional learning opportunities within school and after school
<b>Professional services</b>	To improve attendance and support learning  Additional support for SEN  Counselling support as required  Emotional Literacy Support
<b>Pupil progress meetings</b>	Discussions with senior staff to discuss progress, interventions as well as pastoral and emotional support
<b>Homework club</b>	Additional teacher support with homework to help close the gap and provide additional resources which are not available at home
<b>Social communications groups with pastoral support assistant</b>	Provide structured programme to support emotional well-being, resilience and communication skills
<b>Resilience / mentoring programme</b>	Targeted mentoring group work and presentation project to support aspirations, speaking skills, organisational skills as well as confidence skills
<p><b><u>Outcomes Autumn 2016</u></b></p> <p><b><u>2016 – 17 Greenfield Year 6 (10 pupils)</u></b></p> <p><b>6 / 10 of the pupils are on the SEND register with 3 EAL</b></p> <ul style="list-style-type: none"> <li>• <b>Y6 Reading 100% of disadvantaged pupils made at least expected progress during the autumn term 2016</b></li> </ul>	



- **Y6 Writing 80% of disadvantaged pupils made at least expected progress during the autumn term 2016**
- **Y6 Maths 100% of disadvantaged pupils made at least expected progress during the autumn term 2016**

## Year 5

<b>Year 5 Project</b>	<b>Objective</b>
<b>Curriculum resources: Additional reading books purchased and additional reading comprehension</b>	To provide better quality and high interest books for in school and at home. Reading comprehension work to support skills
<b>Employ additional part-time support assistant each morning for targeted intervention (maths, reading, writing)</b>	To target support more effectively and have impact on overall progress and attainment of PP children, to close gaps  Additional maths intervention for more able PP in maths
<b>Employ additional part-time pastoral support assistant for targeted emotional well-being support</b>	Targeted social and emotional support for PP to support emotional needs
<b>Targeted spelling and grammar intervention</b>	Additional practice and teaching of phonics. Spelling and grammar work
<b>Mentoring programme for year 5</b>	All pupils have access to mentoring sessions during the autumn term to support emotional and aspirational development (to be continued as part of transition to year 6)
<b>Speech and language therapist</b>	Targeted intervention to support speaking, reading and writing as well as confidence

<b>Clubs and activities: sport, dance, cooking and forest schools</b>	To build confidence and excitement for learning and provide additional learning opportunities within school and after school
<b>Professional services</b>	To improve attendance and support learning  Additional support for SEN
<b>Pupil progress meetings</b>	Discussions with senior staff to discuss progress, interventions as well as pastoral and emotional support
<b>Homework club</b>	Additional teacher support with homework to help close the gap
<b>Social communications groups with pastoral support assistant</b>	Provide structured programme to support emotional well-being, resilience and communication skills
<b><u>Outcomes Spring 2016</u></b>	
<b>Gaps in writing are closing</b>	

<b><u>Outcomes Autumn 2016</u></b>
<b><u>2016 – 17 Greenfield Year 5 (5 pupils)</u></b>
<ul style="list-style-type: none"> <li>• Y5 Reading 100% of disadvantaged pupils made at least expected progress during the autumn term 2016</li> <li>• Y5 Writing 100% of disadvantaged pupils made at least expected progress during the autumn term 2016</li> <li>• Y5 Maths 83% of disadvantaged pupils made at least expected progress during the autumn term 2016</li> </ul>

#### Year 4

<b>Year 4 Project</b>	<b>Objective</b>
<b>Curriculum resources: Additional reading books purchased</b>	To provide better quality and high interest books for in school and at home

<b>Employ additional part-time support assistant each morning for targeted intervention (maths, reading, writing)</b>	To target support more effectively and have impact on overall progress and attainment of PP children, to close gaps
<b>Targeted phonics and spelling intervention</b>	Additional practice and teaching of phonics. Spelling and grammar work
<b>Speech and language therapist</b>	Targeted intervention to support speaking, reading and writing as well as confidence
<b>Clubs and activities: sport, dance, cooking</b>	To build confidence and excitement for learning and provide additional learning opportunities within school and after school  Edale residential funded for PP
<b>Professional services</b>	To improve attendance and support learning  Additional support for SEN and autism
<b>Pupil progress meetings</b>	Discussions with senior staff to discuss progress, interventions as well as pastoral and emotional support
<b>Social communications groups</b>	Provide structured programme to support emotional well-being, resilience and communication skills
<p><b><u>Outcomes Autumn 2016</u></b></p> <p><b><u>2016 – 17 Greenfield Year 4 (8 pupils)</u></b></p> <ul style="list-style-type: none"> <li>• <b>Y4 Reading 63% of disadvantaged pupils made at least expected progress during the autumn term 2016</b></li> <li>• <b>Y4 Writing 33% of disadvantaged pupils made at least expected progress during the autumn term 2016</b></li> <li>• <b>Y4 Maths 63% of disadvantaged pupils made at least expected progress during the autumn term 2016</b></li> </ul>	

### Year 3

Year 3 Project	Objective
<b>Curriculum resources: Additional reading books purchased as well as online materials for access at home</b>	To provide better quality and high interest books as well as online books for in school and at home
<b>Employ additional part-time support assistant each morning for targeted intervention (maths, reading, writing)</b>	To target support more effectively and have impact on overall progress and attainment of PP children, to close gaps
<b>Employ additional part-time teaching assistant for targeted emotional well-being support</b>	Targeted social and emotional support for PP to support emotional needs
<b>Homework club</b>	Additional support
<b>Targeted phonics and spelling intervention</b>	Additional practice and teaching of phonics. Spelling and grammar work
<b>Speech and language therapist</b>	Targeted intervention to support speaking, reading and writing as well as confidence
<b>Clubs and activities: sport, dance, cooking and forest schools</b>	To build confidence and excitement for learning and provide additional learning opportunities within school and after school
<b>Professional services</b>	To improve attendance and support learning  Additional support for SEN and autism
<b>Pupil progress meetings</b>	Discussions with senior staff to discuss progress, interventions as well as pastoral and emotional support
<b>Social communications groups</b>	Provide structured programme to support emotional well-being, resilience and communication skills

### Outcomes Autumn 2016

#### 2016 – 17 Greenfield Year 3 (8 pupils)

- Y3 Reading 87% of disadvantaged pupils made at least expected progress during the autumn term 2016
- Y3 Writing 37% of disadvantaged pupils made at least expected progress during the autumn term 2016
- Y3 Maths 100% of disadvantaged pupils made at least expected progress during the autumn term 2016

### Year 2

<b>Year 2 Project</b>	<b>Objective</b>
<b>Employ additional part-time teaching assistant / HLTA for targeted intervention (maths, reading, writing)</b>	Target support based on pupil progress meetings and PP evaluation.
<b>Curriculum resources: Additional reading and picture books purchased</b> <b>Additional resources purchased for more able PP</b>	To provide better quality and high interest books for in school and at home
<b>Employ additional part-time teacher for targeted emotional well-being support</b>	Targeted social and emotional support for PP to support emotional needs
<b>Targeted phonics, intervention</b>	Additional practice and teaching of phonics
<b>Speech and language therapist</b>	Targeted intervention to support speaking, reading and writing as well as confidence
<b>Clubs and activities: sport, dance, cooking and forest schools</b>	To build confidence and excitement for learning and provide additional learning opportunities within school and after school

<b>Professional services</b>	To improve attendance and support learning
<b>Pupil progress meetings</b>	Discussions with senior staff to discuss progress, interventions as well as pastoral and emotional support
<b>Social communications groups</b>	Provide structured programme to support emotional well-being, resilience and communication skills
<b><u>Outcomes Autumn 2016</u></b>	
<b><u>2016 – 17 Greenfield Year 2 (3 pupils)</u></b>	
<ul style="list-style-type: none"> <li>• <b>Y2 Reading 100% of disadvantaged pupils made at least expected progress during the autumn term 2016</b></li> <li>• <b>Y2 Writing 67% of disadvantaged pupils made at least expected progress during the autumn term 2016</b></li> <li>• <b>Y2 Maths 100% of disadvantaged pupils made at least expected progress during the autumn term 2016</b></li> <li>• <b>Year 2 Targets guided by FFT</b></li> <li>• <b>Y2 Reading 33% of disadvantaged pupils on track for ARE</b></li> <li>• <b>Y2 Maths 100% of disadvantaged pupils on track for ARE</b></li> <li>• <b>Y2 Maths 33% of disadvantaged pupils on track for above / greater depth</b></li> <li>• <b>Y2 Writing 33% of disadvantaged pupils on track for ARE</b></li> </ul>	

#### Year 1

<b>Year 1 Project</b>	<b>Objective</b>
<b>Employ additional teaching assistant support hours for targeted intervention (reading, maths, writing)</b>	Additional TA support based on pupil progress meetings and PP evaluation
<b>HLTA x 2 PMs per week</b>	To target support more effectively and have impact on overall progress and attainment of PP children, to close gaps
<b>Targeted phonics, intervention</b>	Additional practice and teaching of phonics. Adapting additional resources

<b>Speech and language therapist</b>	Targeted intervention to support speaking, reading and writing as well as confidence
<b>Clubs and activities: sport, dance, cooking and forest schools</b>	Engagement and excitement within the curriculum, collaborative learning, experiences to draw upon within learning
<b>Social communications groups</b> <b>Pastoral support groups</b>	Provide structured programme to support emotional well-being, resilience and communication skills  Pastoral support to support transition
<b>Professional services</b>	To improve attendance and support learning
<b><u>Outcomes Autumn 2016</u></b>	

### Year Reception

<b>Reception Project</b>	<b>Objective</b>
<b>Additional teaching assistant support</b>	Additional EYFS curriculum support: CLL, phonics
<b>Targeted phonics, intervention</b>	Additional practice and teaching of phonics. Additional resources
<b>Clubs and activities: sport, dance, cooking and forest schools</b>	To provide opportunities for group learning, choices, risk taking and decision making
<b>Speech and language therapist</b>	Targeted intervention to support speaking, reading and writing as well as confidence
<b>Professional services</b>	To improve attendance and support learning

<b>Pupil progress meetings</b>	Discussions with senior staff to discuss progress, interventions as well as pastoral and emotional support
<b>Reception outcomes: to be assessed from baseline scores (June 2017)</b>	

**As a result of the review of our 2015 – 16 PP/disadvantaged action and data, the following areas have been considered as priorities to continue to improve the quality of our provision during 2016 – 17. During 2016 – 17, Greenfield Primary will:**

- Stretch and challenge PP if they are to realise their potential
- Challenge low expectations of the poorest pupils
- Provide guidance and support for pupil premium and their families including advice, support, guidance
- Strive to treat PP as individuals and not just as a homogenous group
- All PP / disadvantaged pupils will continue to be given a high profile within the school
- Work on implementing PP Outcome Provision Plans for summer 2017 to ensure focus on outcomes and not just provision
- Ensure full access to a broad and rich curriculum
- Prioritise consistently good and outstanding teaching
- Continue to work with AIO, exploring high levels of parental engagement and good attendance
- Ensure that all senior leaders, looking strategically at the impact of our approaches
- Ensure that our pastoral support makes a difference to pupils' achievement and will extend this support during 2017
- Ensure that the work of the senior leaders with responsibility and subject leaders link directly to governors with clear view of how funding is making a difference
- Continue to strive to never confuse eligibility for the pupil premium with low ability and we not assume that eligible pupils will have learning difficulties
- We do not rely on interventions to compensate for less than good teaching
- We track and monitor achievement data to check progress and if any interventions are working and then make adjustments
- Ensure that the allocated spending of the pupil premium is given high priority in terms of staffing
- Ensure that leaders at all levels, including governors, prioritise the achievement of disadvantaged pupils



- Value pupils' personal development, behaviour and welfare needs
- Continue to provide Strategic planning at points of transition
- Work with our Nursery School to ensure that we supplement the Early years PP £300 allocated to eligible 3 to 4 years olds (working with our Nursery school resources and learning opportunities)

**Ongoing Nature of support 2015/16 - 17**

<p><b>Analysis of Pupil Data and any within-school variance.</b></p> <p><b>Analysis of individual needs and identifying barriers to learning.</b></p> <p><b>Quality first teaching with consistent implementation of the Learning and Teaching policy and agreed year group actions.</b></p> <p><b>Additional LSA and class teacher intervention support</b></p> <p><b>Homework club for pupils</b></p>	<p>All pupil premium children benefit from the funding, not just those who are underperforming.</p> <p>£6000</p>	<p>All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school. Targets are set for all pupils to ensure provision is linked to pupil outcomes</p> <p>Pupil progress meetings discussions ensure that All staff are aware of pupil premium and vulnerable groups.</p> <p>Increased % of children working at or above age related expectations and EYFS Good Level of Development scores.</p> <p>Pupils' individual needs are considered carefully so that we provide support for those pupils who could be doing 'even better if...'</p> <p>Pre and post teaching for pupils</p>
<p><b>Pupil Premium Co-ordination overseen by Deputy Head teacher abd allocation of learning support assistants additional hours</b></p> <p><b>Intervention for phonics, maths, reading and writing to enable children to reach</b></p>	<p>£20,000</p>	<p>Pupil premium leadership overseen by SLT and governors as part of the learning and well-being committee</p> <p>Pastoral support lead and ELSA for vulnerable groups</p> <p>Additional staffing for intervention and social/ emotional support.</p> <p>Additional staffing support for intervention and classroom support leading to increased attainment in EYFS, key stage one and key stage two English and Maths.</p>

<p><b>at least age related expectations.</b></p> <p><b>Special needs co-ordinator intervention</b></p> <p><b>Speech and language support and intervention</b></p> <p><b>Assertive mentoring sessions.</b></p> <p><b>EAL, SEN support.</b></p>	<p>£10,000</p> <p>£1200</p>	<p>Early intervention for pupils. Additional support, challenge and intervention to support pupil progress and close the gap between key groups.</p> <p>Mentoring and discussion time with class teacher provides individualised support and pupils understand clearly what they are trying to learn and what is expected of them.</p>
<p><b>Additional curriculum materials, resources and ICT.</b></p>	<p>£4,000</p>	<p>Reading and maths Numicon resources to support maths, SEN for PP pupils</p> <p>ICT programs to support intervention.</p> <p>Restorative thinking resources and R Time materials.</p> <p>New self esteem and well-being resources</p>
<p><b>Pastoral and emotional wellbeing support and nurture groups.</b></p> <p><b>Emotional Literacy Support work (part funded)</b></p>	<p>£2,000</p> <p>£6,000</p>	<p>Attachment Aware school.</p> <p>Increased confidence and self-awareness.</p> <p>Improved attendance.</p> <p>Nurture /social communication groups and support for children with social, emotional and behavioural issues.</p>

		Daily pastoral support and intervention programmes Counselling for pupils and families
<b>Additional lunch time support and resources.</b>	£2,000	Emotional and play support. Additional pastoral support groups with adult support
<b>Reading Resources for high interest and low ability readers as well as resources for more able readers.</b>	£2000	Increased attainment in reading and writing.
<b>Electronic interactive reading resources (bug club)</b>	£500	Increased attainment in reading and writing.
<b>Sport and team building provision through clubs and sport.</b>  <b>Holiday clubs Easter and summer funded for three weeks</b>	£2000  £500	Increased sports provision and partnership working for in-school and extra-curricular activities.
<b>ICT.</b>	£600	Additional iPads purchased to support lunchtime clubs
<b>Woodland and cooking lessons.</b>	£1200	Pupils have opportunities to work creatively in small groups.
<b>Support to enable children to access additional extra-</b>	£2,000	Opportunities for pupils to participate in after school activities, trips and residential to promote self -confidence, team skills and independence.

<b>curricular school activities and trips and residential</b>		Increased confidence, collaborative skills. Learning workshops
<b>Financial support for essential school uniform and clothing, swimming and music lessons.</b>	£200	As required
<b>Opportunities to attend events and workshops to raise aspiration.</b>	£200	Assertive mentoring from class teachers to support children to achieve potential and increase percentages of children working at or above age related levels. Children are aware of their academic and social emotional targets and have opportunity to reflect on their preferred learning styles.
<b>Pupil voice and opportunities to develop children as leaders.</b>	£50	Money for rewards to help build belief and extending life skills by extending opportunities for children to take a lead across the school in initiatives.  Increased confidence, collaborative skills.
<b>Attendance support and intervention.</b>	£2000	Attendance Improvement Officer supporting individual children and their families.
<b>Mentoring support and intervention</b>	£2000	Mentoring training for staff and coaching for staff and pupils to be completed autumn 2016
	<b>Total £64,450</b>	

## Attendance

Pupil attendance is monitored by the school and pupils whose attendance levels fall below 90% are referred to the Attendance Improvement Officer. All of our pupil premium pupils are specifically monitored by the AIO and we can show improved attendance

### Attendance for the academic year 2015/16

**% of persistent absentees – absent for 15% or more sessions**

<b>All Pupils Greenfield Primary School</b>	<b>All Pupils National</b>	<b>Difference Greenfield / National</b>	<b>% of sessions missed due to Overall Absence Greenfield Primary</b>	<b>% of sessions missed due to Overall Absence National</b>	<b>Difference Greenfield Primary / National</b>
%	2.8%	%		3.9	0

### Attendance for the academic year 2014/15

**% of persistent absentees – absent for 15% or more sessions**

<b>All Pupils Greenfield Primary</b>	<b>All Pupils National</b>	<b>Difference Greenfield / National</b>	<b>% of sessions missed due to Overall Absence Greenfield Primary</b>	<b>% of sessions missed due to Overall Absence National</b>	<b>Difference Greenfield Primary / National</b>
%	2.7%	- %		4.0	-

### Impact of Pupil Premium Spending Plans for 2015 - 16

Greenfield Primary's evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough so that we can identify any dips and develop strategies and interventions to promote improvement.

- A wide range of data is used – achievement data, pupils' work, observations, learning and subject leader walks, case studies, and staff, parent and pupil voice.
- Assessment data is collected at least termly to that the impact of interventions can

be monitored regularly.

- Assessments are moderated and supported by testing.
- Teaching staff and support staff contribute to pupil progress meetings.
- Regular feedback through marking, parent consultations and home-school links provide regular feedback about performance to pupils and parents.
- Interventions are adapted or changed if they are not working or having desired impact.
- Case studies and discussions with the Head teacher, governors and the Pupil Premium Lead are used to evaluate the impact of pastoral interventions, such as on pupil progress, attendance and behaviour.
- The Head teacher maintains an overview of pupil premium spending.
- A group of governors are given responsibility for pupil premium (see action plan).
- School, Local Authority and National data comparisons are used to evaluate the impact in terms of attainment and progress.

### **Action plan for reading, writing and maths Closing the Gap 2015 -16**

The following table summarises the identified areas of focus, barriers to learning, chosen strategies and success criteria needed to improve outcomes for the school's disadvantaged pupils

<b>Focus</b>	<b>Barriers to learning</b>	<b>Desired Outcomes</b>	<b>Success Criteria</b>	<b>Chosen Strategies</b>
<b>Improving reading attainment for disadvantaged pupils so that the gap is closing and that it is inline with all pupils</b>	Disengagement  Lack of parental support  Lack of reading literature at home	Context: Reading data 2015  KS1  Particular focus  Improved access to resources,	Reading progress for disadvantaged pupils is accelerated to catch up to expected attainment      Gaps in expected levels in reading	For all classes across the school:  Daily guided reading and reading   1:1 reading (comprehension and decoding)   all staff to identified more opportunities

<p><b>Particular focus years</b></p> <p><b>Reading</b></p>	<p>PP enter reception below age related expectations n instead of the national expectations of 40-60 months</p> <p>Poor vocabulary</p> <p>Lack of play and interactions / choices</p> <p>Poor spoken grammar, phonics and spelling knowledge</p> <p>Social needs impact on school life</p>	<p>improved engagement skills to read</p> <p>Improved progress and attainment</p>	<p>attainment between disadvantaged pupils and others reduced by summer 2016</p> <p>Gap in expected level of progress in reading between disadvantaged pupils and others is reduced by summer 2016</p> <p>Focus areas / years groups</p>	<p>to promote reading across the curriculum</p> <p>Daily phonics and reading intervention</p> <p>Half –termly pupil progress meetings</p> <p>Guided and shared reading opportunities (twice weekly) KS2</p> <p>Reading targets</p> <p>Reading parent workshops</p> <p>Daily reading material to take home each day</p> <p>e-book to take home with additional access to e books at schools</p> <p>purchase of additional material to engage pupils</p>
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				<p>Speech and language therapist to target identified pupils</p> <p>Phonics information and guidance to reception and foundation parents</p> <p>Online assessment materials (Test base) to target areas of weakness</p> <p>Phonic interventions and SEN/D interventions</p> <p>School counselling to support and pupil profiles identify additional support / emotional and pastoral support</p>
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Focus	Barriers to learning	Desired Outcomes	Success Criteria	Chosen Strategies
<p><b>Improving writing attainment for disadvantaged pupils so that it is in line with all pupils</b></p> <p><b>Particular focus years</b></p> <p><b>Improve writing progress for disadvantaged pupils so that it is accelerated to ensure pupils catch up to expected attainment age related expectations</b></p> <p><b>Particular focus years</b></p> <p><b>Improving EGPS attainment for disadvantaged pupils so that it is in line with all pupils</b></p>	<p>Disengagement</p> <p>Lack of parental support at home</p> <p>Lack of writing materials or support at home</p> <p>Pupils enter Reception disadvantaged to their peers instead of the national expectations of 40-60 months</p> <p>Lack of play and purpose for writing</p> <p>Poor vocabulary</p> <p>Poor spoken grammar</p>	<p>Improved engagement</p> <p>Purpose for writing / audience</p> <p>Progress and attainment in writing and EGPS</p>	<p>Gap in expected level in writing attainment between disadvantaged pupils and others reduced by % by summer 2016-05-07</p> <p>Gap in expected level of progress in writing between disadvantaged pupils and others is reduced by % by summer 2016</p>	<p>Daily intervention and guided writing sessions</p> <p>Daily phonics and spelling</p> <p>Daily spelling and grammar sessions</p> <p>Vocabulary extension activities</p> <p>School counselling to support and pupil profiles identify additional support / emotional and pastoral support</p> <p>Speech and language / SEN interventions</p> <p>Parent information and workshops</p> <p>Homework support club</p>

<p><b>Particular focus</b></p>	<p>Poor phonics and spelling knowledge</p> <p>Lack of role models at home</p> <p>Social needs / home life impact on school life</p>			<p>Year groups to promote writing opportunities across the curriculum</p> <p>Additional reading intervention to support writing</p> <p>Speech and language interventions, literacy resources and training for support staff</p> <p>School counselling to support and pupil profiles identify additional support / emotional and pastoral support</p> <p>Learning walls and learning environment support writing, support, word banks, displays</p> <p>Additional writing resources to support writing (test base )</p> <p>Phonics interventions</p>
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Focus	Barriers to learning	Desired Outcomes	Success Criteria	Chosen Strategies
<p><b>Improving maths attainment for disadvantaged pupils so that it is in line with national expectations and all pupils</b></p> <p><b>Particular focus on</b></p> <p><b>Improve maths progress for disadvantaged pupils so that it is accelerated. Gaps closing to ensure catch up to expected attainment levels</b></p>	<p>Disengagement</p> <p>Parental lack of confidence with maths</p> <p>Lack of support with homework or to learn tables</p> <p>Children in Reception enter below age expectations in maths</p> <p>Social needs / home life impacts on school life</p>	<p>Enjoyment of maths</p> <p>Success in maths</p> <p>Improved parental and pupil knowledge of how maths is taught and how pupils can be supported</p> <p>Improved engagement progress and attainment in maths</p>	<p>Gap in expected level in maths attainment between disadvantaged pupils and others reduced by % by summer 2016</p> <p>Gap in expected level of progress in maths between disadvantaged pupils and others is reduced by % by summer 2016</p>	<p>Homework support club</p> <p>Additional interventions</p> <p>School counselling to support and pupil profiles identify additional support / emotional and pastoral support</p>
<p><b>Providing access to enrichment activities and experiences which lead to the enjoyment</b></p>	<p>Lack of opportunities to work collaboratively</p>	<p>Closing the gaps and improved progress and attainment in</p>		<p>Fully funded or subsidised activities, trips, residentials, clubs</p>

<p><b>of learning, development of knowledge, personal and social skills as well as develop skills and understanding across the curriculum</b></p> <p><b>Activities promote SMSC and Promoting British Values</b></p>	<p>with others outside schools</p> <p>Poorer general knowledge and aspirational knowledge</p> <p>Limited access to SMSC (theatre trips, sporting, art, other clubs, risk taking)</p> <p>Limited experiences to draw upon for</p> <p>Inspiration for writing, reading and to apply learning skills to</p>	<p>English, maths and other curriculum subjects</p> <p>Development of the whole child so that knowledge, skills and understanding can be applied within real-life situations and across the curriculum</p> <p>Development of moral, social, cultural and spiritual skills for life and preparation for life in modern Britain</p>		<p>Additional access to curriculum initiatives each term</p> <p>School counselling to support and pupil profiles identify additional support / emotional and pastoral support</p>
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Focus	Barriers to learning	Desired Outcomes	Success Criteria	Chosen Strategies
<p><b>Improving attendance for Pupil / disadvantaged pupils</b></p> <p><b>Focus on</b></p> <p><b>2014 -15</b></p> <p><b>PP</b></p> <p><b>Non-PP</b></p> <p><b>2015 – 16</b></p> <p><b>PP</b></p> <p><b>Non-PP</b></p>	<p>Breakfast, sport and intervention opportunities</p> <p>Ensure good level of attendance by PP pupils, issues with attendance for some PP because of home / family circumstances</p>	<p>Attendance for PP meets national expectations at minimum and exceeds expectations at best</p>	<p>Breakfast club intervention leads to improved attendance</p> <p>Attendance Improvement Officer support</p> <p>Gaps in expected level in maths and English is closing due to improved attendance.</p>	<p>Case studies and pupil profiles track and identify PP children with poor attendance</p> <p>School Attendance Improvement Officer to monitor weekly attendance</p> <p>Rewards given for good attendance / improving attendance</p>

Focus	Barriers to learning	Desired Outcomes	Success Criteria	Chosen Strategies
<p><b>2016 – 17</b></p> <p><b>Improving pupil's readiness to learn</b></p>	<p>Pupils arrive for school late and/or without any breakfast</p> <p>Pupils not necessarily have had access to any help or physical exercise at home</p>	<p>Pupils are supported before the school and</p> <p>Pupils enter the classroom ready to learn, confident with their basic needs met. This has an impact on their attitudes for learning and their readiness to learn</p>	<p>Gap in expected levels in maths and English attainment and level of progress between disadvantaged pupils and others reduced by % by 2016 and % 2017</p>	<p>Breakfast / learning and sport club (funded places )</p> <p>School counselling to support and pupil profiles identify additional support / emotional and pastoral support</p> <p>Creation of Family Liaison role for PP / vulnerable groups</p>

<b>Development of support 2016- 17</b>	
<b>Pupil Premium and Closing the Gap Leader</b>	To ensure barriers to learning are overcome and targeted children make 2 sublevels+ progress.  1:1 additional assertive mentoring for all pupil premium.
<b>Family support worker and AIO (shared)</b>	To support families in overcoming barriers to the pupil's learning.  Improved attendance and pupils making 2/3 sublevels + progress (equivalent APS progress)  To support families at point of need including referrals to Supporting Leicestershire Families to target action to vulnerable children and family with emerging.
<b>Further development of Pupil voice: Children as Leaders</b>	Pupil voice and pupils having a range of leadership throughout the school.  Pupils taking responsibility for leading their own learning and the learning of others.  Child leaders achieve leadership accreditation.
<b>Provide breakfast club</b>	Fund breakfast for all pupil premium pupils during 2016 – 17