

Greenfield Pupil Premium Strategy Statement 2017-18

This statement is supported by the annual Pupil Premium action plan, target setting and case studies

External review with PUPIL Premium consultant planned for **Monday 24th and Tuesday 25th September 2018**

1. Summary information					
School	Greenfield Primary School				
Academic Year	2017-18	Total PP budget	£67,800	Date of most recent PP Review	Sep 2017
Total number of pupils	618	Number of pupils eligible for PP	44	Date for next internal review of this strategy	Jul 18

2a. Current Attainment: Key Stage 2 SATs 2017		
% pupils achieving at least the expected standard by the end of KS2	<i>Pupils eligible for PP</i>	<i>All pupils (national average)</i>
% achieving the expected standard in reading	36	71 (71.4)
% achieving the expected standard in writing	36	83.1 (76)
% achieving the expected standard in mathematics	9	68.5 (74.8)
% achieving the expected standard in reading, writing and mathematics	9.1	59.6 (61)

2b. Current Attainment: Key Stage 1 SATs 2017		
% pupils achieving at least the expected standard by the end of KS1	<i>Pupils eligible for PP</i>	<i>All pupils (national average)</i>
% achieving the expected standard in reading	50	75 (75.5)
% achieving the expected standard in writing	72	74 (75)
% achieving the expected standard in mathematics	25	88 (75)
% achieving the expected standard in reading, writing and mathematics	25	65.2 (64)

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	To ensure children are secure in achieving age-related expectations through quality first teaching, mastery teaching, focused whole school agreed developmental marking and challenging target setting to close gaps	
B.	Support PP students with Special Educational Needs in making accelerated progress through targeted additional teaching such as over-learning strategies to boost working memory which increases fluency and reasoning in maths, spelling, phonics. To develop strategies to support reading and comprehension and application of phonics and spelling strategies across all subjects. To develop emotional wellbeing support for PP	
C.	Support the development of spoken language and communication skills to enhance comprehension and inference in reading, and organisation and composition in writing through targeted intervention programmes and additional support in class	
D.	Ensure PP students have regular opportunity to reflect and recap on the week's learning, looking at marking and verbal feedback, responding to comments and are supported to progress towards targets and next steps via intervention with teaching staff.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
E.	Continued opportunities for pupils to develop their experiences, aspirations and talents through our creative curriculum and enrichment opportunities	
4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>	Success criteria	
A.	Our mastery teaching approach with scaffolded support ensures all children achieve the age-related learning expectations. To continue accelerated progress each term to narrow attainment gap.	PP tracking identifies termly progress towards diminishing the gaps Classtrack assessment and pupil progress meetings demonstrate that that gaps are diminishing and PP attainment is at least in line with cohort targets
B.	Visible impact of targeted SEND intervention programmes, pre-teaching and overlearning intervention strategies support the improvement of working memory as well as Boxall /emotional well-being targets . As a result, PP/SEN students can demonstrate improved fluency, recall and reasoning responses.	100% SEN targets achieved, progress in line with cohort targets. 100% PP pupils with SEN make good progress from their starting points and where there are gaps these are diminishing
C.	Improved communication is evident when responding to comprehension questions. Pupils have strategies to engage with a text and can use a wider range of vocabulary to accurately explain their thinking. In writing, pupils can select ambitious vocabulary and grammatical structures that reflect what the writing requires.	100% of pupils can apply the age-related features of school's writing framework within their their writing. 100% PP pupils with SEN make good progress from their starting points within their writing and use the appropriate frame or pre-year group writing frames

D.	Increase in retention of concepts reported by teacher / pupils, boost in self- confidence and resilience to challenge which impacts on PP outcomes (emotional well-being, pupil outcomes sheets, Boxall Profile)	Increase in self-esteem and confidence evident in class which impacts on pupil outcomes Pupil voice shows growing self-confidence (pupil outcomes /Boxall) 100% PP without SEN students making targeted expected progress across the school.
E.	Increased opportunities for pupils to attend enrichment activities to further aspirations.	100% parents of PP students are aware of how we are supporting their children and how they can access additional support within school, including access to enrichment activities (including post adopted children in care plans) Pupil voice shows that PP pupils are supported academically and with their emotional wellbeing so that they have the best opportunities to achieve age related expected and are better prepared for the next phase of their education

5. Review of expenditure

Previous Academic Year

2016/17

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To ensure the standards achieved by those eligible for the pupil premium continues to at least match the progress of other pupils and in all cases the gaps are diminishing.	<ul style="list-style-type: none"> Use of additional PP intervention LSA support and / or additional PP support from class teacher to deliver in- class support / bespoke intervention linked to classroom learning. 	Through target setting and termly reviews, accelerated progress for all PP children. All PP students have intervention to achieved expected progress targets in their year group.	<p>We are more focused on identifying the learning targets for the PP pupils and need to further develop specific targeted programmes alongside class support.</p> <p>Approach of the PP Lead working with the Headteacher to to continue in 2017/18 due to good impact on learning and progress.</p> <p>Half termly review of provision alongside termly review and ongoing monitoring by Deputy Headteacher and SLT, ensured the provision was highly effective, providing recommendations for future learning needs to inform planning.</p>	PP LSA support including, counselling, Leadership and Pastoral support £ 50,000
<p>To ensure that Quality First</p> <p>Teaching has a high impact through the targeted intervention support</p>	<p>Regular review of quality of teaching through:</p> <ul style="list-style-type: none"> Work sampling Pupil Progress reviews PP progress reviews 	<p>Clear impact trail evident from monitoring. See pupil progress data</p> <p>PP Teacher / Class Teachers / Teaching assistants</p> <p>Ensured in-class support had a clearer focus and additional focus within marking / verbal feedback to support pupils to reflect on their learning and ensuring good impact on learning</p>	<p>Continued monitoring of PP students ensured groups were frequently refined, responding to progress and learning needs.</p> <p>PP Leader needs to ensure that conversations link with set targets and focus on future curriculum planning and targeted intervention (pupil progress meetings)</p>	As above

ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To continue closing the attainment gap for PP students with SEN, using additional pre-and post teaching and intervention approach.	<ul style="list-style-type: none"> PP interventions from teachers / LSAs / HLTA to provide catch up within lessons (reading and maths) LSAs to run ongoing additional intervention sessions to over-learn / practise in class concepts as well as individualised intervention 	<p>See data</p> <p>Quality first teaching and intervention has focussed on pupil gaps diminishing</p> <p>Increase in pupil confidence and engagement in class.</p>	<p>The use of the class teacher and support staff providing additional support sessions were more focused on ensuring pupils consolidated learning ready for the next session.</p> <ul style="list-style-type: none"> The success of this approach will be continued next year. Additional training from LSAs on targeted reading, writing and maths intervention programmes and support staff have been allocated hours to ensure further support is provided in each class during 2017-18 	Staffing costs see above
LSAs / HLTA continue to deliver a high impact provision for PP students.	<ul style="list-style-type: none"> Ongoing high quality bespoke training for staff prior to delivery of PP intervention Coaching from class teacher and PP Lead and Deputy to provide ongoing support / teacher modelled sessions 	Good delivery from our highly-trained staff supported PP pupils in making accelerated progress in 16/17.	<p>The impact of ongoing training/coaching was demonstrated by the quality of teaching and pupil progress from starting points, progress in books during class and the HLTA/LSA intervention sessions. (SIP 2016-17)</p> <p>Coaching to continue as part of pupil progress meetings in 2017-18 led by PP Lead and Deputy.</p>	See above costs
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>To continue to ensure a personalised use of PP to support talents / aspirations</p>	<ul style="list-style-type: none"> • 10% of PP used to fund extra-curricular activities - decided in partnership with parents, Headteacher , PP lead and SENCo (per pupil) • Further plan and tailor special events to raise aspirations for PP students 	<p>100% PP students access PP additional fund ensuring all pupils benefitted from wider learning and enrichment opportunities.</p>	<p>Pupils were involved in an increased number of enrichment activities – clubs, residentials, holiday schemes</p> <ul style="list-style-type: none"> • Class teachers and the PP Lead will continue to liaise with parents of PP pupils to ensure we offer a personalised approach and variety of engaging enrichment activities for pupils to further widen learning opportunities. 	<p>Sport: £4,000</p> <p>£6,000 (10% PP per pupil)</p>
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6. Planned expenditure

Academic year

2017-18

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired outcome(s)	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To ensure children are secure in achieving their targets towards age- related expectations through quality first teaching and mastery teaching.</p> <p><i>To ensure the standards achieved by those eligible for the pupil premium continues to at least match that of other pupils <u>in all cases</u> to diminish the gap.</i></p>	<p>Pupil Premium Lead, Asistant Head / Deputy and class teachers to lead the deployment of LSA intervention and support in each class to deliver focused in-class support / bespoke intervention linked to classroom learning.</p>	<p>EEF Toolkit demonstrates the impact of Quality First Teaching led by the class teacher and targeted intervention.</p> <p>Our learning and teaching procedures and mastery approach to learning in all subjects ensures lessons are consistently aspirational shown by diminishing the gaps for attainment and progress from starting points in EYFS, KS1/2.</p>	<ul style="list-style-type: none"> Frequent monitoring of PP teaching to ensure high quality Refinement of all intervention programmes to maximise progress (ensuring expected progress targets are achieved for all pupils) Target KS2 Reading 67% Expected standard with 33% Greater Depth Target KS2 Writing 83% and 33% Greater Depth Target KS2 Maths 83% and 17% Greater Depth 	<p>SLT PP Leader</p> <p>Class Teacher</p> <p>Support staff and teaching staff</p>	<p>Regular review of quality of PP teaching through:</p> <ul style="list-style-type: none"> Cycle of observation P review, scrutiny of work and action plan updates linked to termly progress Review of intervention work Work sampling, case studies and PP profile updates Termly data analysis & review at PP progress meetings <p>Frequent assessment and planning between class teacher and support staff - reviewed by SLT PP Leader.</p>
Total budgeted cost					£60,000

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure PP students with Special Educational Needs make accelerated progress through intervention and over learning strategies to boost working memory, increasing fluency and reasoning.	PP Leader and Class Teacher to plan and provide ongoing catch up / recap sessions personalised to the needs of PP students. Concepts taught are reinforced through fluency and recap tasks.	Diagnostic testing of SEND pupils has shown a need to improve working memory to support pupils in retaining concepts in order to recall and apply them consistently.	Ongoing reviews by SLT PP Leader / Class Teacher using: PP tracking record sheets SEND provision plans Work sampling PP Lead monitoring	SLT PP	Termly reviews at PP / SEND progress meetings Frequent assessment and planning between class teacher as part of pupil progress reviews Reviewed by SLT PP Leader.

<p>To ensure PP students develop their language and communication skills to enhance comprehension and inference in reading, and organisation and composition in writing.</p>	<ul style="list-style-type: none"> • Class Teacher to plan and provide ongoing 1:1 and group 'read and respond' sessions providing opportunities for pupils to rehearse and improve their retrieval and interpretation skills. • Personalised catch up literacy reading sessions and maths sessions. This will also support PP students in manipulating vocabulary and grammatical structures. 	<p>The discrete teaching of reading and comprehension techniques helped to diminish gaps and improve pupil progress led to an increase in attainment and progress in 2017. This approach to writing led to an increase in attainment and progress in 2017.</p> <ul style="list-style-type: none"> • Catch up literacy and maths intervention 	<p>Ongoing reviews by SLT PP Leader / Class Teacher using:</p> <ul style="list-style-type: none"> • PP record sheets • SEN provision maps • Case studies • Internal tracking data • Work sampling • Pupil progress meetings • Lesson observations 	<p>PP Lead Deputy Head Class Teacher</p>	<p>Half termly - termly reviews at PP progress meetings</p> <p>Frequent assessment and planning between class teacher and – Reviewed by SLT PP Leader.</p>
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ii.Targeted support (Continued from previous page...)					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
HLTA / LSAs continue to deliver a high impact provision for PP students (academic as well as pastoral / wellbeing support)	<ul style="list-style-type: none"> Ongoing quality training for staff prior to delivery of PP intervention and to provide ongoing support / teacher modelled sessions 	Excellent delivery from our highly-trained staff supported PP students in making accelerated progress in 16/17.	Ongoing reviews by PPT using: <ul style="list-style-type: none"> PP record sheets Work sampling Session observations Self-assessment / learning audit by LSAs / HLTAs	SLT PP Leader SENCO Class Teacher Specialist HLTA	Coaching network support for staff via SJ, SW Ongoing training of HLTAs/LSAs prior to new intervention to support high quality staff delivery
Total budgeted cost					
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To continue to ensure a personalised use of PP to support talents / aspirations	<ul style="list-style-type: none"> 10% of PP used to fund extra-curricular activities - decided in partnership with SENCO parents (per pupil) Further plan and tailor special events to raise aspirations for PP students 	PP review demonstrated the effectiveness of this approach in continuing to widen learning opportunities.	Review meetings (x2 a year) with parents to discuss wider opportunities, linking with student's ideas and views.	SLT PP Lead Class Teacher	Termly review of spending and impact on pupil opportunities
Total budgeted cost					£6,000 (10% PP per pupil)
					Trips and clothing additional payments