

**Greatstone Primary School**  
**Pupil Premium Strategy Statement 2017-18**

1. Summary Information					
<b>School</b>	Greatstone Primary School				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£110,566	<b>Date of most recent PP Review</b>	June 2017
<b>Total number of pupils</b>	360	<b>Number of pupils eligible for PP</b>	59	<b>Date for next internal review of this strategy</b>	December 2018

**2. Current Attainment**

**KS2 2017 Test Summary Information**

	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing and mathematics	38.5%	67.3%
% achieving expected standard or above in reading	79%	76.7%
% achieving expected standard or above in writing	71%	81.0%
% achieving expected standard or above in mathematics	43%	80.1%

**KS2 2016 Progress Measure Averages**

<b>Group Focus / pupil number</b>		<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
Pupil Premium	14	0.04	0.40	-5.13
Non Pupil Premium	38	-0.16	1.19	-2.01

**3. Barriers to Future Attainment**

**In-school Barriers**

<b>A.</b>	A language deficit both in vocabulary and in the ability to manipulate language for effect.
<b>B.</b>	Levels of resilience, low self-esteem and social emotional and mental health (SEMH) for some pupils (including those eligible for PPG) are not as strong as they could be; this leads to fixed mind sets, an over-reliance on adults and a detrimental effect on academic progress, with children feeling defeated when faced with challenging tasks.

<b>C.</b>	Access to high quality first teaching for all combined with a lack of metacognitive strategies	
<b>External Barriers</b>		
<b>D.</b>	Parental engagement with school and perceptions of education	
<b>E.</b>	Limited cultural experiences and enrichment opportunities that limit knowledge and understanding.	
<b>4. Desired Outcomes</b>		<b>Success criteria</b>
<b>A.</b>	Improved language skills (Speaking and Listening and Comprehension) Increased number of pupils reaching 'greater depth' across the curriculum	All children attain expected within the prime areas of Listening and Attention, Understanding and Speaking There is no gap between the percentage of PP children attaining GLD and national percentages Outcomes at KS2 show an increase of 10% in reading, EGPS and maths at the higher level
<b>B.</b>	Develop growth mindsets in pupils eligible for PP which will improve levels of resilience, self-esteem, determination and independence.	The resilience, self-esteem, determination and growth mindsets of pupils eligible for PP in learning situations will be improved. Attainment and progress for these (and other) pupils is improved.
<b>C.</b>	All pupils access high quality First Teaching	Pupils take ownership of their learning and are able to recognise their progress and use this as a springboard to independence.  Pupils make consistent progress and outcomes are improved by at least 20% in Mathematics at KS2 and by 10% combined reading, writing and mathematics. Percentage of pupils attaining Greater Depth is increased by 10% for EGPS and Maths at KS2  All teaching is at least Good

<b>D.</b>	Increased parental engagement through workshops	High attendance at workshops  Evaluations and parent questionnaires show that parents welcome support with their child's learning
<b>E.</b>	Pupils are exposed to a wide range of social/cultural and sporting experiences	Pupils attend events/visit places they would not normally be exposed to.

## 5. Planned Expenditure

**Academic year**      **£110,566**

The three headings below demonstrate how we 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	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>A: Improved language skills Increased number of pupils reaching 'greater depth' across the curriculum</p>	<p>Ensure that disadvantaged pupils access very high quality Early Years provision</p> <p>There is high quality, challenging language in all aspects of school life</p> <p>Teachers and TAs staff receive effective, targeted guidance and CPD.</p> <p>Staff training on high quality feedback</p> <p>Oral Rehearsal for written work</p>	<p>Quality First teaching and targeted teaching on non-negotiables is effective in ensuring consistent / rapid progress. Some pupils need targeted support to diminish differences</p> <p>Evidence sources (EEF Toolkit) shows that structured oral language interventions and extending pupils vocabulary has a positive impact on progress</p> <p>Evidence sources (EEF Toolkit) suggest high quality feedback is an effective way to improve attainment</p>	<p>Quality CPD used and acted upon Robust tracking feeding through to Pupil Progress Meetings. Evaluation of feedback strategies through monitoring books, lessons and through pupil consultation</p> <p>Appraisal reviews</p>	<p>SLT English and Maths co-ordinators</p>	<p>December 2017 March 2017 June 2018</p>

<p>B: Develop growth mindsets in pupils eligible for PPG which will improve levels of resilience, self-esteem, determination and independence.</p>	<p>Teachers and TAs staff receive effective, targeted guidance and CPD.</p>	<p>Wellbeing and involvement scales highlighting pupils as a concern Some pupils exhibiting disruptive behavior which makes learning challenging for themselves and others Some children internalizing their anxieties so that they are not ready to learn Children with issues concerning adult attachment</p>	<p>CPD on growth mindset  PP pupil audits to address individual barriers to learning. These to be used as a tool for monitoring  Monitoring of books and pupil conferencing to focus on impact of increased pitch and challenge on confidence and independence.</p>		
<p>C: All pupils access high quality First Teaching</p>	<p>Up-skilling teachers to improve practice  Collaborative learning teams so tha teachers work together to support vulnerable learners in each others classes  Pupils will be actively involved in the decision making about learning tasks and will be able to articulate their progress with teachers and leaders  Opportunities for pupils to use metacognitive strategies in their learning  Strong Learning and Teaching policy</p>	<p>Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving pupils  Higher attainment through consistent progress is achieved by effective assessment and targeted teaching.  The Sutton Trust EEF toolkit identifies feedback as significantly improving children's progress.</p>	<p>A whole school restructure to move to single year groups of smaller class sizes meaning pupils can access more of teachers time and verbal feedback can be shared more readily.  Quality CPD focussed on Meta cognition and self-regulation Robust tracking feeding through to Pupil Progress Meetings.  Drop ins and observations monitor impact  Teaching and `learning Governor walks ensure accountability  Monitoring includes targeted PP children</p>	<p>SLT</p>	<p>December 2017 March 2017 June 2018</p>
<b>Total budgeted cost</b>					<b>£36,000</b>

<b>ii. Targeted Support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved language skills Increased number of pupils reaching 'greater depth' across the curriculum	Intervention groups in phonics and reading  Specialist maths teacher 1:1 and small groups	School data shows that we need to increase the number of most able PP pupils reaching the higher standard Intervention and small group tuition will make an impact if it is additional to and explicitly linked with normal lessons. Quality First teaching and targeted teaching on non-negotiables is effective in ensuring consistent / rapid progress.  Improve S&L and comprehension skills for pupils eligible for PP in Years 3, 4 and 5 through additional reading sessions. Regular questioning will develop oral explanations.	Quality CPD used. Robust tracking feeding through to Pupil Progress Meetings.  Monitoring of links to class teaching	SLT English and Maths Co-ordinators	December 2017 March 2017 June 2018
Pupils with low self-esteem have access to a variety of personalised initiatives so that achievement is in line with that of peers.	Early identification of issues and effective mentoring. Liaison with and Intervention with other professionals.	Emotional wellbeing is key to supporting pupils learning. Some pupils need additional support to address these needs. Well-being and self-esteem are barriers to learning. Removal or alleviation of these barriers prepare pupils to learn and achieve more.	Robust monitoring feeding through to Pupil Progress Meetings.	SENCo	December 2017 March 2017 June 2018
<b>Total budgeted cost</b>					<b>£65,500</b>
<b>iii. Other Approaches</b>					

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?
Increased parental engagement through workshops	Senior leaders and subject leads to deliver workshops	Parents are key in supporting effective learning as shown by a number of research projects (EEF Toolkit)	Monitoring of attendance at workshops  Good communication with children and families.  Using parent voice to ascertain where support may be needed and then matching provision to that need.	SLT	December 2017 March 2017 June 2018
Pupils are exposed to a wide range of social/cultural and sporting experiences	Supporting pupils with a wide range of activities linked to the challenge curriculum as well as extra curricular activities	The Marsh is a culturally limited community and many children are not accessing wider experiences.	Individual pupils audits are completed to gauge interests and therefore make appropriate provision  Review programme of trips and attendance	SLT	December 2017 March 2017 June 2018
Other costs such as equipment, material and monitoring					
<b>Total budgeted cost</b>					£10,000

## 1. Review of expenditure

### Previous Academic Year

#### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Improved language skills Increased number of	Teachers and TAs staff receive effective,	At KS1 the percentage of pupils attaining greater depth in reading, writing and maths was in line with the National	We know we need to obtain accurate information about targets and gaps. Joint meetings have proved successful in engaging TAs in every child's learning	

pupils reaching 'greater depth' across the curriculum	targeted guidance and CPD. Staff training on high quality feedback	averages at 26% for reading 18% for writing and 22% for maths In reading at KS2 disadvantaged pupils exceeded the national average by 2% However this was less favourable for writing and maths.	needs; knowledge of individual children has improved significantly. We need to continue this approach – joint meetings; using data effectively & responsive teaching – to further accelerate progress, especially in maths.  We will continue with this approach, refining our assessment of barriers and gaps. We will also invest in further training for all staff.	
Pupils take ownership of their learning and are able to recognise their progress and use this as a springboard to independence. Increased number of pupils reaching 'greater depth' across the curriculum	Pupils will be actively involved in the decision making about learning tasks and will be able to articulate their progress with teachers and leaders  Tracking of pupil progress leads to targeted teaching and individualised initiatives.	CPD lacked specific focus which in turn meant little measurable impact on classroom practice.	We find that some of the more specific difficulties that can make our PP children more likely to fluctuate in performance in stressful situations, seem to have been exacerbated by the new SATs tests. Being able to perform on the day is often a huge challenge for these children if they are also coping with additional external stress factors. We saw this in the way our PP performed in the KS2 Sats. This shows that further work in developing resilience and working on test technique with these children would be beneficial	

## ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Improved language skills Increased number of pupils reaching 'greater depth' across the curriculum	Intervention groups in phonics and reading  Specialist maths teacher 1:1 and small groups	As above	Additional interventions must be closely linked to class work for there to impact on overall learning	

<p>Pupils with low self-esteem have access to a variety of personalised initiatives so that achievement is in line with that of peers.</p>	<p>Early identification of issues and effective mentoring. Liaison with and Intervention with other professionals</p>	<p>Small group &amp; 1:1 work has had a significant beneficial impact on children's ability to access learning, particularly in terms of developing self-esteem, which is a significant issue for many of our children. Children also come to school carrying worries from home and the intervention has begun to help them to cope with these worries effectively. Evidence data is soft in many cases, and we are yet to see the impact in progress data for key pupils.</p>	<p>This work is vital and will continue, but ideally with a greater capacity. Funding currently does not support this. A change in staffing in September means the SENCo will be able to take additional Parental Engagement sessions and support additional 1:1 &amp; small group work with vulnerable pupils.</p>	
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### iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
<p>Increased parental engagement through workshops</p>	<p>Senior leaders and subject leads to deliver workshops</p>	<p>Parental Engagement is improving and relationships have been built with a few core families who have benefited from significant support. However, getting other families to engage remains a significant challenge.</p>	<p>The number of hours for needed to meet the demands of the community needs to be increased. However, currently funds do not facilitate this. Budgeting has been carried out to sustain the current staffing rates over the coming couple of years.</p>	

## 2. Additional detail