**Greatstone Primary School**

**Pupil Premium Strategy Statement 2018-19**

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| 1. **Summary Information** | | | | | |
| **School** | Greatstone Primary School | | | | |
| **Academic Year** | 2018-19 | **Total PP budget** | £88,445 | **Date of most recent PP Review** | Sept 2017 |
| **Total number of pupils** | 360 | **Number of pupils eligible for PP** | 38 | **Date for next internal review of this strategy** | Dec 2018 |

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| 1. **Current Attainment** | | | | | | |
| **KS2 2018 Test Summary Information** | | | | | | |
|  | | *Pupils eligible for PP* | | | *All Pupils* | |
| % achieving expected standard or above in reading, writing and mathematics | | 12.5% | | | 28.8% | |
| % achieving expected standard or above in reading | | 43.8% | | | 61.5% | |
| % achieving expected standard or above in writing | | 62.5% | | | 71.2% | |
| % achieving expected standard or above in mathematics | | 18.8% | | | 32.7% | |
| **KS2 2018 Progress Measure Averages** | | | | | | |
| **Group Focus / pupil number** | | | **Reading** | **Writing** | | **Maths** |
| Pupil Premium | 14 | | -3.5 | -0.9 | | -5.6 |
| All Pupils | 38 | | -2.6 | -1.4 | | -6.0 |

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| 1. **Barriers to Future Attainment** | | | |
| **In-school Barriers** | | | |
|  | | A language deficit both in vocabulary and in the ability to manipulate language for effect. | |
|  | | 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.    Some pupils have low self-esteem, which affects longer-term achievement. | |
| **C.** | | Access to high quality first teaching for all combined with a lack of metacognitive strategies | |
| **External Barriers** | | | |
| **D.** | | Attendance for this group can be a concern. | |
| **E.** | | Limited cultural experiences and enrichment opportunities that limit knowledge and understanding. | |
| 1. **Desired Outcomes** | | | **Success criteria** |
|  | Improved language skills (Speaking and Listening, Comprehension and Vocabulary)  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  Outcomes at KS2 show a significant increase on 2017-18. |
|  | Targeted well being support to ensure PP children feel safe and fully engaged in learning. | | The resilience, self-esteem, determination PP pupils in learning situations will be improved. Attainment and progress for these (and other) pupils is improved. |
|  | 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 to be in line with national expectation  All teaching is at least Good. |
|  | Ensure Early Help is in place for families that need further support. Rigorously track the attendance of pupils. | | PP Pupils attendance is in line with other pupils |
|  | 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. |

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| 1. **Planned Expenditure** | | | | | | |
| * **Academic year** | | **£88,445** | | | | |
| The three headings below demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies | | | | | | |
| 1. **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?** |
| A:  Improved language skills  Increased number of pupils reaching ‘greater depth’ across the curriculum | There is high quality, challenging language in all aspects of school life  Teachers and TAs staff receive effective, targeted guidance and CPD.  Staff training on high quality feedback  Oral Rehearsal for written work  Quality Speech and language support targeted to ensure programmes are carried out effectively and accurately | | Quality First teaching and targeted teaching on non-negotiables is effective in ensuring consistent / rapid progress.  Some pupils need targeted support to diminish differences  Evidence sources (EEF Toolkit) shows that structured oral language interventions and extending pupils vocabulary has a positive impact on progress  Evidence sources (EEF Toolkit) suggest high quality feedback is an effective way to improve attainment | 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  Appraisal reviews | SLT  English and Maths co-ordinators | December 2018  March 2019  June 2019 |
| B:  Targeted well being support to ensure PP children feel safe and fully engaged in learning. | Teachers and TAs staff receive effective, targeted guidance and CPD.  Provide targeted well being and academic support in class form Nurture TA. This support to be focussed on underachieving children in KS1 and those entering KS2 | | 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 | PP pupil audits to address individual barriers to learning to be used as a tool for monitoring.  Improved engagement for PP pupils in class work with good progress across reading writng and maths.  Monitoring of books and pupil conferencing to focus on impact of increased pitch and challenge on confidence and independence. | SLT/CAFE Team | December 2018  March 2019  June 2019 |
| C:  All pupils access high quality First Teaching | Up-skilling teachers and TAs to improve practice  Collaborative learning teams so that teachers work together to support vulnerable learners in each others classes  Opportunities for pupils to use metacognitive strategies in their learning  Strong Learning and Teaching policy | | 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. | Quality CPD focussed on Meta cognition and self-regulation  Robust tracking feeding through to Pupil Progress Meetings.  Drop ins and observations monitor impact  Governor walks ensure accountability  Monitoring includes targeted PP children | SLT | December 2018  March 2019  June 2019 |
| **Total budgeted cost** | | | | | | £36,000 |

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| 1. **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?** |
| 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  Reading Recovery | 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 2018  March 2019  June 2019 |
| 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 2018  March 2019  June 2019 |
| PP to make good progress through access to strong Quality First Teaching | | Academic Coaching  To increase academic progress through 1:1 mentoring for all disadvantaged pupils with tailored C&L interventions | | EEF research proves that the impact of mentoring for pupils is effective | Robust tracking feeding through to Pupil Progress Meetings.  Monitoring impact within class teaching and pupil learning | | SLT | December 2018  March 2019  June 2019 |
| **Total budgeted cost** | | | | | | | £65,500 |
| 1. **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?** |
| Increased attendance | Monitor Early Help progress | Parents are key in supporting effective learning as shown by a number of research projects (EEF Toolkit) | | Monitoring of attendance  Good communication with children and families. | HT/SENCO | | December 2018  March 2019  June 2019 |
| 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 pupil audits are completed to gauge interests and therefore make appropriate provision  Review programme of trips and attendance | SLT | | December 2018  March 2019  June 2019 |
| **Total budgeted cost** | | | | | | | £10,000 |

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| 1. **Review of expenditure** | | | | | |
| **Previous Academic Year** | |  | | | |
| 1. **Quality of teaching for all** | | | | | |
| **Desired outcome**  Improved language skills  Increased number of pupils reaching ‘greater depth’ across the curriculum | **Chosen action/approach**  Teachers and TAs staff receive effective, targeted guidance and CPD.  Staff training on high quality feedback | | **Estimated impact:**  At KS1 the percentage of pupils attaining greater depth in reading, writing and maths was in line with the National averages at 29.4% for reading 13.7% for writing and 23.5% for maths  In reading at KS2 disadvantaged pupils did not perform well and were significantly low | **Lessons learned**  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 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. | **Cost** |
| 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 be exacerbated 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 again 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 |  |
| 1. **Targeted support** | | | | | |
| **Desired outcome**  Improved language skills  Increased number of pupils reaching ‘greater depth’ across the curriculum | **Chosen action/approach**  Intervention groups in phonics and reading  Specialist maths teacher 1:1 and small groups | | **Estimated impact:**  As above | **Lessons learned**  Additional interventions must be closely linked to class work for there to impact on overall learning | **Cost** |
| 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 | | Small group & 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. | This work is vital and will continue The SENCo and additional SEN teacher will be able to take additional Parental Engagement sessions and support additional 1:1 & small group work with vulnerable pupils. |  |
| 1. **Other approaches** | | | | | |
| **Desired outcome** | **Chosen action/approach** | | **Estimated impact:** | **Lessons learned** | **Cost** |
| Increased parental engagement through workshops | Senior leaders and subject leads to deliver workshops | | 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. | 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. |  |