**Greatstone Primary School**

**Pupil Premium Strategy Statement 2016-17**

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| 1. **Summary Information** | | | | | |
| **School** | Greatstone Primary School | | | | |
| **Academic Year** | 2016/17 | **Total PP budget** | £106,467 | **Date of most recent PP Review** | July 2016 |
| **Total number of pupils** | 422 | **Number of pupils eligible for PP** | 75 | **Date for next internal review of this strategy** | January 2017 |

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| 1. **Current Attainment** | | | | | | | | | | | | | | |
| **KS2 2015 Test Summary Information** | | | | | | | | | | | | | | |
|  | | *Pupils eligible for PP* | | | | | | | *Pupils not eligible for PP (national average)* | | | | | |
| % achieving Level 4b or above in reading, writing & maths (or equivalent) | | 70.6% | | | | | | | 80% | | | | | |
| % making at least 2 levels of progress in reading (or equivalent) | | 100% | | | | | | | 91% | | | | | |
| % making at least 2 levels of progress in writing (or equivalent) | | 93.8% | | | | | | | 94% | | | | | |
| % making at least 2 levels of progress in maths (or equivalent) | | 81.3% | | | | | | | 90% | | | | | |
| **KS2 2016 Test Summary Information (unvalidated)** | | | | | | | | | | | | | | |
| **Disadvantaged**  *16 FSM Ever*  *3 CiC* | **Expected standard %** | | | | | | | **Higher threshold %** | | | | | | |
| **Greatstone** | | | **Kent** | | **National** | | **Greatstone** | | | **Kent** | | **National** | |
| **D** | | **Non** | **D** | **Non** | **D** | **Non** | **D** | | **Non** | **D** | **Non** | **D** | **Non** |
| **Reading** | 63.1 | | 80.9 | 54.7 | 74.8 | 52.4 | 71.8 | 5.2 | | 14.2 | 10.5 | 24.9 | 9.6 | 22.9 |
| **Writing** | 68.4 | | 100 | 67.3 | 84.9 | 63.2 | 78.7 | 10.5 | | 14.2 | 6.0 | 17.8 | 8.1 | 17.8 |
| **GPS** | 52.6 | | 85.7 | 57.2 | 78.4 | 60.2 | 77.7 | 10.5 | | 14.2 | 11.3 | 26.4 | 13.2 | 26.4 |
| **Mathematics** | 47.3 | | 80.9 | 56.9 | 76.9 | 56.7 | 75.3 | 0.0 | | 19.0 | 7.5 | 21.0 | 8.4 | 19.9 |
| **RWM Combined** | 26.3 | | 57.1 | 41.0 | 64.5 | 38.4 | 59.9 | 0.0 | | 4.7 | 1.5 | 7.3 | 1.9 | 6.9 |
| **KS2 2016 Progress Measure Averages** | | | | | | | | | | | | | | |
| **Group Focus / pupil number** | | | | | **Reading** | | | **Writing** | | | | **Maths** | | |
| Pupil Premium | | | | 17 | 0.6 | | | 5.2 | | | | 1.6 | | |
| Non Pupil Premium | | | | 21 | 0.4 | | | 4.7 | | | | -1.8 | | |

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| 1. **Barriers to Future Attainment (for pupils eligible for PP)** | | | |
| **In-school Barriers** | | | |
|  | | Low levels on entry, particularly in communication, literacy and language | |
|  | | Some pupils have low self-esteem, which affects longer-term achievement. | |
| **C.** | | A lack of aspiration and therefore lack of motivation to learn | |
| **External Barriers** | | | |
| **D.** | | Some parents are not skilled in providing support for basic learning at home | |
| 1. **Desired Outcomes** | | | **Success criteria** |
|  | Improved language skills  Increased number of pupils reaching ‘greater depth’ across the curriculum | | Outcomes at the end of the EYFS, KS1 in English show a 10% increase on 2016 data  Outcomes at KS2 show an increase of 10% in reading at the higher level |
|  | Pupils with low self-esteem have access to a variety of personalised initiatives so that achievement is in line with that of peers. | | Improved self-esteem as measured by Leuven scales |
|  | 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 make consistent progress and outcomes are improved by at least 10% in Mathematics at KS2 and by 20% combined reading, writing and mathematics |
|  | Increased parental engagement through workshops | | High attendance at workshops  Evaluations and parent questionnaires show that parents welcome support with their child’s learning |

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| 1. **Planned Expenditure** | | | | | | |
| * **Academic year** | | **£106,467** | | | | |
| 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?** |
| Improved language skills  Increased number of pupils reaching ‘greater depth’ across the curriculum | Teachers and TAs staff receive effective, targeted guidance and CPD.  Staff training on high quality feedback | | 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) 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 | SLT  English and Maths co-ordinators | January 2017  March 2017  July 2017 |
| 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. | | 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  Higher attainment through consistent progress is achieved by effective assessment and targeted teaching. | Quality CPD focussed on Meta cognition and self-regulation  Robust tracking feeding through to Pupil Progress Meetings. | SLT | January 2017  March 2017  July 2017 |
| **Total budgeted cost** | | | | | | £26,000 |

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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 | 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. | Quality CPD used.  Robust tracking feeding through to Pupil Progress Meetings.  Monitoring of links to class teaching | SLT  English and Maths Co-ordinators | January 2017  March 2017  July 2017 |
| 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 theses 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 | January 2017  March 2017  July 2017 |
| **Total budgeted cost** | | | | | £65,433 |
| 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 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. | SLT | January 2017  March 2017  July 2017 |
| Other costs such as equipment, material and monitoring | | | | | January 2017  March 2017 |
| **Total budgeted cost** | | | | | **£9300** |

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| 1. **Review of expenditure – Previous academic year** |

**Pupil Premium Grant Expenditure Financial Year 2015/16**

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| **Amount of PPG** | £122,691.50 |
| **Total Number of Children Eligible for PPG** | 94 |

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| **Initiative/Activity** | **Objective** | **Cost** |
| *Provision of expert teaching and interventions including 1:1.*  *Targeted interventions at Y2 and Y6 including 1:1* | * To support pupils to make accelerated progress * To enable small group and 1:1 tuition teaching in Maths and English * To facilitate focused teaching and high quality feedback | £34,000 |
| *Targeted Use of Teachers and TA’s* | * To accelerate progress for FSM and disadvantaged students making slow progress across school. * To enrich pupil experiences and raise expectations by * Developing confidence and raising self esteem * Developing basic life skills | £49,000 |
| *SENCo Support for group interventions* | * To accelerate progress for pupils in receipt of PPG with SEN making slow progress in KS1 and KS2 * Monitoring and ensuring provision for Looked After children / liaising with Virtual School Kent to claim funding | £12,000 |
| *DH support for small group work / Monitoring* | * To accelerate progress for pupils in receipt of PPG with SEN making slow progress in KS1 and KS2 | £6,000 |
| *Staff training / release for termly student Assertive Mentoring and target setting.* | * To facilitate appropriate targeted learning opportunities | £7,049 |
| *Beanstalk Readers* | * Specially trained adults to provide support for those pupils who are not regularly engaged in literacy activities at home | £933 |
| *Subsidising the cost of school visits* | * To ensure all pupils have access to school visits to enrich their curriculum, increase their first hand experiences and remove the potential cost barrier | £5549 |
| *Provision tracking system* | * IT based provision and progress tracking system and training | £1945 |
| *Play Therapy* | * To instil well-being | £2985 |
| *Professional counselling* | * To instil well-being | £1300 |
| *Lunch-time club* | * To instil well-being and develop social skills | £1800 |
| *Music lessons* |  | £400 |
| *Provision of tutoring* | * Specific home tutoring to accelerate learning | £1,670 |
| *Provision of specific materials and equipment* |  | 3,300 |
|  |  | **Total**  **£127,931** |

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| 1. **Additional detail** |
| Please note:  **Test Results**  2016 Test results are unvalidated and will be amended when validated results are published.  **Planned Expenditure**  Self-esteem and well-being expenditure includes lunch-time club, Beanstalk Readers, play therapy, professional counselling,  music lessons, tutoring and subsidies for school trips. |