

Greatstone Primary School
Pupil Premium Strategy Statement 2019-2020

1. Summary Information					
School	Greatstone Primary School				
Academic Year	2019-2020	Total PP budget	£73, 500	Date of most recent PP Review	Nov 2018
Total number of pupils	347	Number of pupils eligible for PP	76	Date for next internal review of this strategy	December 2019

2. Current Attainment			
KS2 2019 Test Summary Information			
	<i>Pupils eligible for PP (20 children)</i>	<i>All Pupils (51 children)</i>	<i>National</i>
% achieving expected standard or above in reading, writing and mathematics	35%	49%	65%
% achieving expected standard or above in reading	45%	57%	73%
Reading: average scaled score	79	101	104
% achieving expected standard or above in writing	60%	75%	78%
% achieving expected standard or above in mathematics	55%	61%	79%
Mathematics: average scaled score	86.6	102.3	105
KS2 2018 Progress Measure Averages			

Group Focus / pupil number		Reading	Writing	Maths	
Pupil Premium	20	-3.9	-0.5	-2.4	
All Pupils	51	-4.1	-1.2	-3.8	

KS1 2019 Summary Information			
	<i>Pupils eligible for PP (4 children)</i>	<i>All Pupils (51 children)</i>	<i>National</i>
% achieving expected in reading	100%	82%	75%
% achieving expected in writing	100%	73%	69%
% achieving expected in maths	100%	78%	76%

EYFS and Phonics Information			
	<i>Pupils eligible for PP</i>	<i>All Pupils</i>	<i>National</i>
EYFS Good Level of Development	12	77%	
Year 1 meeting phonics threshold	6	69%	

3. Barriers to Future Attainment	
In-school Barriers	
A.	A language deficit both in vocabulary and in the ability to manipulate language for effect from entry to the school.

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. Children do not have the strategies to self regulate their
C.	Not all children are able to cognitively access the teaching and learning across the school and need personalised learning

External Barriers

D.	Attendance for this group can be a concern and is not in line with all other pupils.
E.	Limited cultural experiences and enrichment opportunities that limit knowledge and understanding. Children do not access a wide

4. Desired Outcomes		Success criteria
A.	Improved language skills (Speaking and Listening, Comprehension and Vocabulary) Increased number of pupils reaching 'greater depth' in reading, writing and maths at the end of KS2 for all eligible children.	All children attain expected within the prime areas of Listening and Attention, Understanding and Speaking At the end of KS1 a greater percentage of children will attain expected levels in reading, writing and maths.
B.	Children will develop metacognition strategies and be able to self-regulate their emotions so that high levels of well being and involvement will be seen.	The resilience, self-esteem, determination PP pupils in learning situations will be improved. Attainment and progress for these (and other) pupils is improved. The Leuven Scales will show increased rates of well being and involvement
C.	All pupils access high quality First Teaching. All year groups will receive at least good teaching where individual learning styles are planned for.	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 so that the percentage of children reaching the expected standards in reading, writing and maths increases (at the end of KS2)
D.	Ensure Early Help is in place for families that need further support. Rigorously track the	PP Pupils attendance is in line with other pupils in the school
E.	Pupils are exposed to a wide range of social/cultural and sporting experiences. Pupils	Pupils attend events/visit places they would not normally be exposed to.

5. Planned Expenditure

Academic year	£73,500
----------------------	----------------

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 (Speaking and Listening, Comprehension and Vocabulary) Increased number of pupils reaching 'greater depth' in reading, writing and maths at the end of KS2 for all eligible children.</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 Speech and language support targeted to ensure programmes are carried out effectively and accurately</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 2019</p> <p>All children have been logged on to language link in Years 3 and 4. They all be assessed as per guidance. In years 5 and 6 priority will be given to the pp children as well as children selected by the class teacher of being a concern. This has begun it has not yet been completed.</p> <p>Teachers received training on high quality feedback and modelling good language.</p> <p>PPM suggest that suggested strategies are being used and children are getting used to answering questions, particularly in mathematics in full sentences, using the correct mathematical</p>

<p>B: Children will develop metacognition strategies and be able to self-regulate their emotions so that high levels of well being and involvement will be seen</p>	<p>Teachers and TAs staff receive effective, targeted guidance and CPD.</p> <p>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</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>PP pupil audits to address individual barriers to learning to be used as a tool for monitoring.</p> <p>Improved engagement for PP pupils in class work with good progress across reading writing and maths.</p> <p>Monitoring of books and pupil conferencing to focus on impact of increased pitch and challenge on confidence and independence.</p>	<p>SLT/CAFE Team</p>	<p>December 2019 Due to staff absence this hasn't happened yet. Teachers provide targeted well being support in class.</p>
<p>C: All pupils access high quality First Teaching. . All year groups will receive at least good teaching where individual learning styles are planned for</p>	<p>Up-skilling teachers and TAs to improve practice</p> <p>Collaborative learning teams so that teachers work together to support vulnerable learners in each others classes</p> <p>Opportunities for pupils to use metacognitive strategies in their learning</p> <p>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</p> <p>Higher attainment through consistent progress is achieved by effective assessment and targeted teaching.</p> <p>The Sutton Trust EEF toolkit identifies feedback as significantly improving children's progress.</p>	<p>Quality CPD focussed on Meta cognition and self-regulation Robust tracking feeding through to Pupil Progress Meetings.</p> <p>Drop ins and observations monitor impact</p> <p>Governor walks ensure accountability</p> <p>Monitoring includes targeted PP children</p>	<p>SLT</p>	<p>December 2019 Learning walks by SLT have shown pp children are receiving targeted support in lesson where needed. The use of an additional teacher for maths in year 6 and maths groupings across the school to align year group opportunity is working well.</p>
<p>Total budgeted cost</p>					<p>£23,520</p>

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?
Improved language skills (Speaking and Listening, Comprehension and Vocabulary) Increased number of pupils reaching 'greater depth' in reading, writing and maths at the end of KS2 for all eligible children.	Language Intervention in EYFS, Years 1 and 2 Years 3-6 Beanstalk Reading. Year 2 Beanstalk Reading Specialist maths teacher 1:1 and small groups. Beanstalk Reading in years 2, 4 and 6. Focused writing interventions Years 1-6	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	Quality CPD used. Robust tracking feeding through to Pupil Progress Meetings. Monitoring of links to class teaching Monitoring of interventions and delivery.	SLT English and Maths Co-ordinators	December 2019 Maths groupings have enabled the highest achieving pupils to work to a higher level throughout maths lessons. Accelerated Reader has helped to support children to be reading at the level appropriate to them.
B: Children will develop metacognition strategies and be able to self-regulate their emotions so that	Early identification of issues and effective mentoring. Liaison with and Intervention with other professionals. Nurture group with the Specialist school	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 2019 Help has been sought by professionals, play therapy and drawing and talking continue to be a success. Daily Senco support continues to be hard to sustain however where this

All pupils access high quality First Teaching. All year groups will receive at least good teaching where individual learning styles are planned for	Academic Coaching To increase academic progress through 1:1 mentoring for all disadvantaged pupils with tailored C&L interventions CPD counselling course	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 2019 Learning walks and lesson observations show teaching across the school to be good. All teachers and many TAs have been mentoring children from year 6 on a 1:1 basis through academic coaching. This has been offered to all children that it was felt would benefit. Their academic and emotional needs were considered in this.
Total budgeted cost					£35,415
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?
Ensure Early Help is in place for families that need further support. Rigorously track the attendance of pupils.	Monitor Early Help progress Attendance Officer to work with families (morning a week) to support them with attendance and consider next steps.	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 2019 Many families now access Early help and attendance is being tracked and followed up especially with those who had persistent absence. Communication with parents, particularly of those vulnerable pupils has improved. There is regular contact between those and SLT members. Class Dojo helps class teachers to also keep in regular contact.

Limited cultural experiences and enrichment opportunities that limit knowledge and understanding. Children do not access a wide	Supporting pupils with a wide range of activities linked to the challenge curriculum as well as extra curricular activities Funded school trips	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 2019 This began and many trips were planned for the spring/summer term, including a residential trip. These failed to happen because of Covid restrictions.
Total budgeted cost					£14,788

1. Review of expenditure 2018-2019				
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 pupils reaching 'greater depth' across the curriculum	Intervention groups in phonics and reading Specialist maths teacher 1:1 and small groups Reading Recovery	1:1 maths intervention was successful with 11 out of 17 (65%) who were able to access the test getting a scaled score of 100 or more. However there were no PP children in year who gained GD in maths. In year 2 25%of disadvantaged pupils achieved GD in reading.	The interventions worked well. We need to do even more to ensure that our children are getting an even broader curriculum that is improving language skills. More structured language interventions are needed throughout the school.	

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	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 approach needs to continue as it has proved successful with so many children.	
iii. 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.	