

# Pupil premium strategy statement (primary)

1. Summary information					
School	Greenmount Primary school				
Academic Year	2017/18	Total PP budget	£217500		
Total number of pupils	421	Number of pupils eligible for PP	167	Review date	Jan 2018

2. Current attainment		
EYFS 2017-18		
	<i>Pupils eligible for FSM (20% of pupils)</i>	<i>Pupils not eligible for FSM (national average)</i>
% of pupils achieving a good level of development (GLD)	46%	32%
% of pupils achieving at least the expected standard in reading	46%	44%
% of pupils achieving at least the expected standard in writing	46%	29%
% of pupils achieving at least the expected standard in maths	61%	47%

KS1 2016-17		
	<i>Pupils eligible for PP (national)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	(49%)	45.7% (68%)
% of pupils achieving at least the expected standard in reading	45%	51%
% of pupils achieving at least the expected standard in writing	41%	50%
% of pupils achieving at least the expected standard in maths	55%	57%

KS2 2016-17		
35% pupils PP, 65% pupils not eligible for PP (national 32% PP, 68% non PP)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	35% (47%)	35% (66%)
% of pupils achieving at least the expected standard in reading	41%	38%
% of pupils achieving at least the expected standard in writing	65%	74%
% of pupils achieving at least the expected standard in maths	53%	76%

<b>% of pupils achieving at least the expected standard in GPS</b>	53%	68%
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**1. Barriers to future attainment (for pupils eligible for PP, including high ability)**

**In-school barriers** (*issues to be addressed in school, such as poor oral language skills*)

<b>A.</b>	Communication skills, especially the development of early oral language, tend to be lower for pupils eligible for PP than for other pupils, which slows progress in other years.
<b>B.</b>	Reduced reading comprehension, especially in KS2, due to limited receptive vocabulary.
<b>C.</b>	Lack of confidence and writing skills due to limited language acquisition and real-life experiences
<b>D.</b>	Reduced social and emotional development of PP pupils impacts on their readiness to learn.
<b>E.</b>	Reduced reasoning skills due to lower language acquisition, resulting in lower attainment in maths compared to 'Other' children nationally.

**External barriers** (*issues which also require action outside school, such as low attendance rates*)

<b>F.</b>	Persistent Absence and lower punctuality rates are lower for PP pupils than for other pupils, this affects their attainment.
<b>G.</b>	Parental engagement for some PP pupils is not as strong as for other pupils, (i.e. completion of homework and reading at home) and this affects attainment. Parental awareness and opportunities to support children in English is limited due to parent's first spoken language may not be English.

**2. Desired outcomes**

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve attainment in Phonics in early Years and Yr 1. Improve attainment and make rapid progress in Reading in KS1 and KS2.	Pupils eligible for PP make rapid progress in both Reception classes by the end of the year resulting in a GLD closer to 50%. All PP reach age related expectations at the end of KS1 and 2 in Reading.
<b>B.</b>	Higher rates of progress for all children eligible for PP.	Pupils eligible for PP make as much progress as 'other' pupils across ks1 and 2 in Reading, Writing and Maths. Measured by teacher assessments and successful moderation practices established across school.
<b>C.</b>	To increase attendance rates for Pupil Premium pupils.	Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance improves from 94% to beyond 96%.
<b>D.</b>		

### 3. 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	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) Improve attainment in Phonics in early Years and Yr 1.	<ul style="list-style-type: none"> <li>- Phonics training on Letters and Sounds by external consultant – Jane Dallas.</li> <li>Daily phonics lessons in each class up to Year 3.</li> <li>- Resources for each class to be able to deliver Letters and Sounds effectively.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- GLD is well below the national average and half the percentage of Leeds. (32% in 2017)</li> <li>-</li> <li>- Year 1 phonics results have remained the same for the past 3 years (57% in 2017).</li> </ul>	<ul style="list-style-type: none"> <li>- Organise class timetables to ensure Phonics is delivered effectively.</li> <li>-Half termly phonics assessments to be carried out by class teachers. Results fed back to Literacy co-ordinator. Target children for extra catch up.</li> <li>- Consultant to observe Phonics lessons in Autumn 2.</li> </ul>	<p>Hannah McGuire (AH and Literacy Lead)</p> <p>Samantha Hubbard (TLR 2A – Phonics/Spelling Lead)</p>	<p>December 2017</p> <p>Termly thereafter.</p>
A) Improve attainment and make rapid progress in Reading in KS1 and KS2.	<ul style="list-style-type: none"> <li>-Parent workshops for each year group to support reading at home.</li> <li>-Home school reading journals reintroduced to go home in children's book bags.</li> <li>- Literacy Shed + scheme introduced in Guided Reading from Year 2-6 to replace Cracking Comprehension.</li> <li>-Introduce a Reading journal for each child from Yr 2-6.</li> <li>- Order new Reading scheme for KS1 Called Phonics Bug.</li> </ul>	<ul style="list-style-type: none"> <li>-History of poor results well below national expectations in KS2 (33% in 2016, 41% in 2017)</li> <li>- KS1 results have remained the same for the past 3 years (Reading 51% in 2017, 45% PP)</li> </ul>	<ul style="list-style-type: none"> <li>-Literacy co-ordinator to work alongside teachers in the delivery off Guided Reading.</li> <li>- Lesson observations, monitoring and work scrutiny of Reading Journals.</li> <li>- Pupil Progress meetings data analysis.</li> </ul>	Hannah McGuire	<p>Spring 1 2017 to review teaching.</p> <p>Spring 2 2017 to measure impact of teaching new scheme.</p>

B) Higher rates of progress for all children eligible for PP.	<ul style="list-style-type: none"> <li>- Training for teachers. Sam Adams Maths Consultant to introduce new planning for Years 1 to 6 based on Fluency plans and Maths working wall.</li> <li>-Sam Adams to model Maths lessons in each phase and plan together as a team.</li> <li>- Staff meetings to discuss strategies for different lesson structures to stretch and challenge pupils.</li> </ul>	<ul style="list-style-type: none"> <li>-Maths results improved to 69% (53% PP) at the end of KS2 in 2017 compared to 31% the previous year. Results still below national expectations.</li> <li>-SEF rewritten for 2017/18 indicated more CPD needed for teachers on lesson structure and eyes on learning.</li> </ul>	<ul style="list-style-type: none"> <li>-Maths leader to work alongside Maths consultant to initiate CPD for Fluency plans.</li> <li>-Autumn Assessments will show increased progress in Maths data from Years 1-6 compared to previous years.</li> <li>-Maths Leader/SLT to monitor and observe Maths lessons.</li> <li>-Monitor working walls and work scrutiny of books.</li> </ul>	Fiona Redshaw – (Maths Leader)	Termly
<b>Total budgeted cost</b>					<b>£45,000</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>
A) Improve attainment in phonics in Early Years and Year 1.	<ul style="list-style-type: none"> <li>- Lunchtime readers 1:1 with NN, GLA or TA's.</li> <li>- Read to Succeed after school club led by GLA.</li> <li>-KS2 Phonics catch up programme for LA and SEN children for daily sessions.</li> <li>-Literacy lead to train key staff.</li> <li>-Volunteer readers from BT.</li> <li>-Music professionals to lead sessions in EY and after school club for targeted PP pupils.</li> </ul>	<ul style="list-style-type: none"> <li>- Low KS2 SATs data in 2016 and 2017.</li> <li>-No identified trend with PP and non-PP in KS2 (both 41% in 2017) or FSM/Non FSM in EY (46% Non FSM, 44% FSM).</li> <li>- To close the gap between PP and non PP in KS1 (51% Reading, 45 PP Reading).</li> </ul>	<ul style="list-style-type: none"> <li>- Literacy leader to monitor and analyse data from pupil meetings that will show accelerated progress of PP pupils in Reading.</li> </ul>	Hannah McGuire	Termly

B) Higher rates of progress for all children eligible for PP.	<ul style="list-style-type: none"> <li>- Pupil premium Champion to identify and target PP children for initiatives and to monitor progress.</li> <li>-SENDCO to work closely with Pupil Premium Champion to identify and support PP pupils.</li> <li>-Lunchtime behaviour support worker to support targeted pupils at lunchtimes.</li> <li>-TLR behaviour/CP</li> <li>-Booster classes for Yr 2 and Yr 6 children.</li> </ul>	<ul style="list-style-type: none"> <li>-Year 3 and 4 cohorts have identified a trend of the gap between PP and non-PP increasing over time and the number of children reaching age related expectations has decreased, therefore the gap need to be closed between both groups.</li> <li>- small proportion of persistent offenders for behaviour to be supported through play at lunchtimes.</li> </ul>	<ul style="list-style-type: none"> <li>-Pupil progress meetings will show an increased rate of progress in Reading for PP pupils with little or no difference between groups.</li> <li>-Data will inform targeted support/challenges for identified pupils to close the gap further.</li> <li>-Feedback from behaviour worker to and from class teachers to show positive impact of behaviour in class and outside.</li> </ul>	Pupil Premium leader	Termly and on-going through formative assessments within targeted support.
<b>Total budgeted cost</b>					£118,500
<b>iii. Other approaches</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>
B) Higher rates of progress for all children eligible for PP.	<ul style="list-style-type: none"> <li>-Sports coach for 2 days per week to focus on key skills and games.</li> <li>-Basketball clubs after school.</li> <li>-Residential to Lineham Farm and Robinwood.</li> <li>-Experiences – trips, visitors, theatre etc.</li> </ul>	<ul style="list-style-type: none"> <li>- To provide an enriched curriculum and draw on expertise in a given area e.g. Tempus Fugit in History, Sports coach for PE.</li> </ul>	<ul style="list-style-type: none"> <li>-Monitoring and lesson observations.</li> <li>-pupil interviews carried out by subject leaders.</li> </ul>	<ul style="list-style-type: none"> <li>PE coordinator</li> <li>Curriculum co-ordinators</li> </ul>	
C) To increase attendance rates for Pupil Premium pupils.	<ul style="list-style-type: none"> <li>-Family support worker to support families and conduct home visits/parent workshops.</li> <li>-Learning mentor to monitor whole school attendance, key trends and persistent offenders.</li> <li>-Core Therapeutics to work with identified children and parents.</li> <li>-Breakfast club from 8am each morning, 2 key staff and breakfast.</li> <li>-Attendance rewards/resources.</li> </ul>	<ul style="list-style-type: none"> <li>- Poor attendance at the end of 2016/17 – 94.4% for all pupils. 94% for PP pupils.</li> <li>- Learning mentor and Family support worker to work with identified families.</li> <li>-Walking bus for identified children and breakfast club to provide the best start to a child's day.</li> </ul>	<ul style="list-style-type: none"> <li>-Attendance continually monitored and analysed for key trends.</li> <li>-Attendance to increase above 96% (Currently at 97.2% Oct 2017).</li> <li>-Case studies of identified children.</li> </ul>	<ul style="list-style-type: none"> <li>HT and PP Lead</li> <li>Family support worker and Learning mentor</li> </ul>	On-going and termly
<b>Total budgeted cost</b>					£54,000



**4. Review of expenditure**

This is a review of the previous year, so the outcomes and success criteria will be different to above.

**Previous Academic Year**

Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies.

**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

Lessons learned may be about impact or implementation. For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if so, why.

**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

**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

**5. Additional detail**

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
 Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)