

Pupil Premium Strategy statement: Greatwood CP School 2019-20

1. Summary information					
School	Greatwood Community Primary and Nursery School			Attendance	PP 97.8% Non PP 95.14%
Academic Year	2019-20	Total PP budget	£73,920	Date of most recent PP Review	January 2020
Total number of pupils	240 (incl. nursery)	Number of pupils eligible for PP	41	Date for next internal review of this strategy	September 2020

2. Current attainment		
Year 1 to Year 6	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% on track to achieve age related in R,W and M (Combined)	37%	69%
% making progress in reading	49%	79%
% making progress in writing	39%	71%
% making progress in maths	46%	79%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Below or well-below average personal, social, self-confidence and making relationships on entry to school. Age-related attainment is below average on-entry to school
B.	Some Pupil Premium pupils show some anxieties about learning. This can be a barrier to their learning.
C.	Parental engagement of some PP families – relating to parents evening attendance, support at home with reading, spelling and homework, modelling positive learning attitudes and supporting social and emotional needs.

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

D. 63% of our Pupil Premium children have involvement with Early Help, Social Care, Pastoral needs.
63% of PP children need additional and different support in class to ensure that their needs are met

E. Financial barrier to supporting children - Children wearing correct school uniform, PE Kit, participation in extra-curricular clubs etc

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Ensure best possible progress and outcomes for children through high-quality teaching and support staff provision. Most children to have made expected or better than expected progress in reading, writing and maths by the end of the academic year.	All pupil premium children, whatever their prior attainment, make at least expected progress. Improvements in the learning behaviours demonstrated by targeted pupil premium children are evident through pupil interviews and reports from class teachers. Monitoring of in-school progress tracking system and intervention records demonstrates that children are accessing high quality provision.
B.	All pupils in receipt of pupil premium can access additional curriculum opportunities, including sports, in addition to the school day. Pupil voice to gain views on clubs offered Attendance registers Variety of additional activities is varied and appeals to the wide school community	PP pupils are supported to complete homework through lunchtime clubs with the pastoral lead An increase in the number of PP students take part in clubs and extra-curricular activities (41% of children have accessed clubs after school) Pupils access tailored clubs to cater for any additional support needed (e.g. meditation club)
C.	Improve emotional wellbeing for pupils through targeted support and provision of wider opportunities Children will have access to breakfast, pastoral support, an outdoor education programme and sporting opportunities.	All pupil premium children will be given the opportunity to attend SELFA sessions. Children's voice will show that they feel emotionally supported in school.

5. Planned expenditure

Academic year

2019-20

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?
Ensure best possible progress and outcomes for children through high-quality teaching and support staff provision	<p>Targeted support in class from all staff (teachers, HLTAs and TAs) All teachers to ensure that they know who the pupil premium children are and that they are supported appropriately in class. High expectations for all pupils.</p> <p>Whole school training ensures consistency of approaches.</p> <p>A large proportion of PP spending contributes towards the costs of employing staff in each year group who are able to provide higher quality teaching and support of targeted children and groups of children linked to needs.</p>	<p>The NFER Report 2015 (Supporting the Attainment of Disadvantaged Pupils) indicates that high quality teaching for all is fundamental to supporting the attainment of disadvantaged pupils. We need to raise the expectations for all PP pupils including the possible progress.</p> <p>Adults working with children need to have a clear focus on gaps in learning</p> <p>Evidence based interventions are delivered by our high quality support staff. These include:</p> <ul style="list-style-type: none"> • Reading inference • Rapid read • Rapid write • Rapid phonics • First class at number • Read, write, inc phonics • Talk Boost • Socially speaking • Clicker 7 	<p>Ongoing monitoring programme by HT, SENCo and Governors.</p> <p>Monitoring of impact through discussions with children, analysis of data and pupil progress meetings.</p> <p>Ongoing monitoring programme by subject leaders, HT, SENCo and Governors.</p> <p>HLTAs accountable to the head teacher and will be included in the monitoring cycle.</p>	<p>HT DHT CF</p>	<p>Monitoring of progress will be half termly with the head teacher.</p> <p>Impact will be reported in the summer.</p>
Total budgeted cost					£73,040

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?

<p>All pupils in receipt of pupil premium can access additional curriculum opportunities, including sports, in addition to the school day.</p>	<p>Pupil voice to gain views on clubs offered</p> <p>Attendance registers to identify PP pupils Discussion with families to support access to afterschool clubs and clubs that have a cost</p> <p>Outdoor education programme for all PP children</p> <p>Subsidised residential costs for PP pupils</p> <p>Lunchtime clubs offered</p> <p>Specific clubs organised on an individual basis, to cater for pupil's need or interest</p> <p>PP students take part in clubs and extra-curricular activities</p>	<p>PP pupils have bespoke clubs/interventions to cater for any additional support needed or specific interests</p> <p>A greater majority of pupils in receipt of pupil premium do not complete their homework and do not have regular home reading routines at home. Some pupils in receipt of pupil premium find it hard to access some extracurricular clubs.</p>		<p>HT DHT</p>	<p>Pupil voice at points in the year to evaluate clubs on offer and need for alternative clubs</p> <p>Assess attendance of clubs and identify the need for new/different clubs</p>
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Total budgeted cost

£

iv. 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?
<p>Improve emotional wellbeing for pupils through targeted support and provision of wider opportunities Children will have access to breakfast, pastoral support, an outdoor education programme and sporting opportunities.</p>	<p>A contribution to SELFA (Skipton Extended Learning for All) funding (holiday clubs) places for which are then offered to all our PP children</p> <p>Breakfast offered in school at the start of the day</p> <p>Weekly visits from the reading dog 'Cerys'</p>	<p>We believe that raising self-esteem and building resilience will impact on academic achievement.</p> <p>Some children come to school without having breakfast. This is now offered to all children at the start of the day if needed</p> <p>Evidence: <i>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress (EEF Aug 2018 Teaching and Learning Toolkit +4 – moderate impact and moderate cost)</i></p> <p>The PP children who are not making expected progress in reading are really motivated to read with Cerys the dog.</p>	<p>Registers of children who have attended SELFA</p> <p>Monitoring</p>	<p>SS to collate register of pupils accessing SELFA</p> <p>IM to lead the outdoor education programme</p>	<p>After each half term to monitor those who access SELFA and to target those who don't that we feel would benefit from going</p> <p>Review of outdoor education programme</p>
<p>To buy into NYCC Music Tuition and ensure that all children received exposure to expert music tuition and to instruments</p>					

before leaving primary school.					
Total budgeted cost					£1,200 (music) £3,960 (selfa)

6. Review of expenditure				
Previous Academic Year		2018-19		
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
Ensure best possible progress and outcomes for children through high-quality teaching and support staff provision. Most children to have made expected or better than expected progress in reading, writing and maths by the end of the academic year.	Targeted support in class from all staff (teachers, HLTAs and TAs) All teachers to ensure that they know who the pupil premium children are and that they are supported appropriately in class. High expectations for all pupils. Whole school training ensures consistency of approaches.	<p>KS2 results 81% achieved expected standard in reading (27% greater depth) 90.1% achieved expected standard for writing (2% greater depth) 90.1% achieved expected standard for maths (27% greater depth)</p> <p>81% combined</p> <p>KS1 results 87.5% achieved expected standard for reading 87.5% achieved expected standard for writing 87.5% achieved expected standard for maths</p> <p>Phonics 43% Y1 achieved expected score</p>	<p>Approach will be continued and developed with the whole teaching staff this coming academic year. For the first time, all children are achieving at least expected standard in all subject areas and this is now a result of staff initiative and commitment to happen this year to ensure PP children are making sufficient progress.</p> <p>This will continue to be an item on the agenda for Governors</p> <p>Robust, intense phonics programme to ensure year 2 children have fast track catch up. On track for passing when it is the retake in year 2.</p>	£791,260
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

Ensure best possible progress and outcomes for children through high-quality teaching and support staff provision

A large proportion of PP spending contributes towards the costs of employing staff in each year group who are able to provide higher quality teaching and support of targeted children and groups of children linked to needs.

	2019	Jan 2020	% difference
Reading	37%	49%	+12%
Writing	33%	39%	+6%
Maths	37%	46%	+9%
Combined	29%	37%	+8%

The above table shows that the % of PP reaching age related is improving

The use of HLTAs in 2018-19 to improve reading has had a positive impact on pupil progress.

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
Improve emotional wellbeing for pupils through targeted support and provision of wider opportunities	<p>A contribution to SELFA (Skipton Extended Learning for All) funding (holiday clubs) places for which are then offered to all our PP children</p> <p>After school clubs are now run every night free of charge enabling all children to be able to access after school learning clubs at least once per week.</p>	<p>17% of pupil premium children accessed clubs 2018-19</p> <p>21/56 children accessed SELFA 2018-19</p>	<p>Target PP children for clubs</p> <p>Offer bespoke clubs for children linked to their interests (e.g. meditation)</p>	
Increased parental engagement of all PP families –100% attendance at Parent/teacher consultations, support with reading, spelling and homework and support with their child's social and emotional needs.	<p>Track and follow up parent/teacher meetings. Staff to be flexible with times for consultations sessions. (Opportunity to engage in dialogue with all parents regarding pupil's progress)</p> <p>To offer parent information sessions relating to phonics, reading, writing, maths and eSafety.</p>	<p>52/56 met with the teacher for at least one parents evening 2018-19 93%</p> <p>Joining in times well attended</p> <p>7/56 regularly read/worked at home with their child (12.5%)</p>		

7. Additional detail

Pupil progress is tracked across all year groups each term with the aim of ensuring that all our Pupil Premium children are making good or better progress each school year.

Evidence of the impact of interventions and one to one support is monitored closely to ensure that this has a positive impact on Pupil Premium children's learning and progress at school. We put a high value at Greatwood of not only focusing on end of Key stage 2 outcomes but rather at the whole picture.

The outdoor education programme is about giving the children experiences outside of the classroom environment to have a positive outcome on their health and wellbeing which will ultimately lead to increased motivation in the classroom.