



Green Lane Church of England Primary School

Pupil Premium Strategy Statement 2018 - 2019

Summary information					
School	Green Lane CE Primary School				
Academic Year	2018 - 2019	Total PP budget	£55,250	Date of most recent PP Review	July 2018
Total number of pupils	226 pupils including reception	Number of pupils eligible for PP - 31	14%	Date for next internal review of this strategy	December 2018 March 2019 July 2019

Current attainment at end of KS2 2017/2018		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving age related expectations in reading, writing and maths	62	64
% achieving age related expectations in reading.	50	75
% achieving age related expectations in writing.	84	78
% achieving age related expectations in maths.	50	76
% achieving age related expectations in GPS.	84	78

Vision: to help the most disadvantaged pupils at Green Lane Church of England Primary School achieve their full potential, educating them for life in all its fullness.

Barriers to future attainment (for pupils eligible for PP, including high ability)

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

On-entry to School, PP children have lower starting points compared to their peers:
 Reading and writing difficulties – pupil premium pupils are more likely to enter school with reading skills below those expected for their age, with 100% below age related expectations at baseline on 2017 entry compared to 72% below for their peers.
 Maths difficulties - pupil premium pupils are more likely to enter school with writing skills below those expected for their age, with 80% below age related expectations at baseline on 2017 entry compared to 53% below for their peers.

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

Attendance rates which reduces school hours. Attendance for pupils eligible for PP averages at 93.9% (below the average for all children of 96.5%).
 Lack of opportunity for wider life experiences for PP children.

Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Vulnerable PP children are identified early within the EYFS, so that differences do not widen as they move through School.	PP children in the EYFS progress in line with other children and where a gap in attainment is identified intervention is swiftly put in place.
B.	PP Pupils receive appropriate and targeted interventions in reading, writing and maths as required to support them to achieve age related expectations and increase progress levels.	PP children are tracked closely by senior leaders and teaching staff as they progress through school so that they progress in line with other children and where a gap in attainment is identified intervention is swiftly put in place.
C.	Gap between attendance of PP children and their peers is reduced.	Disadvantaged PP children attend school regularly; access the curriculum which supports improved attainment, aspirations and well-being.
D.	Equality of Opportunity for all pupils	PP children have equal access to school visits and access to all additional enrichment experiences to enhance the curriculum.
E.	Vulnerable PPG children and their families access internal and external support for learning, emotional, behavioural and social needs.	Social, Emotional and mental health barriers are minimised for PP children enabling pupils to achieve their full potential.

1. Planned expenditure					
Academic year		2018 - 2019			
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
Vulnerable PP children are identified early within the EYFS, so that differences do not widen as they move through School.	<p>Placing of a Higher Level Teaching Assistant in our Foundation Stage provision to focus on inclusion support for pupils and targeted intervention.</p> <p>Early phonics and reading interventions in place with HLTA support.</p> <p>Early writing and number intervention with HLTA support</p>	<p>Of the 2017 starters in Reception 5 out of 5 were significantly below age related levels in reading – 100%</p> <p>Of the 2017 starters in Reception 5 out of 5 were significantly below age related levels in writing – 100%</p> <p>Of the 2017 starters in Reception 4 out of 5 were significantly below age related levels in maths – 100%</p> <p>This additional support will enable teachers to quickly give support to pupils on entry to school.</p> <p>PP children present with low levels of maths, reading, writing and communication on entry to school.</p>	SLT will monitor the impact of this support through lesson observations and learning walks.	HT/Early Years Lead	Pupil Progress Meetings Half Termly
PP Pupils receive appropriate and targeted interventions in reading, writing and maths as required to support them to achieve age related expectations and increase progress levels.	<p>Raising staffing levels to provide inclusion support for pupils and targeted intervention.</p> <p>ICT reader programmes to boost reading comprehension skills.</p> <p>Focus on opportunities for reading and writing intervention.</p>	<p>KS1 / KS2 2017/18 exit data</p> <p>PP in year 1 at age related expectations in reading - 66% (86% for peers)</p> <p>PP in year 2 at age related expectations in reading - 58% (84% for peers)</p> <p>PP in year 3 at age related expectations in reading - 75% (83% for peers)</p> <p>PP in year 4 at age related expectations in reading - 58% (67% for peers)</p> <p>PP in year 5 at age related expectations in reading - 86% (81% for peers)</p>	<p>SLT will monitor the impact of this support through lesson observations and learning walks. Book scrutinies will also show the progress of all pupils and evidence of the interventions received when they have not met the success criteria of a lesson.</p> <p>Governor monitoring</p> <p>Evidence of attainment and progress of PP children in line with peers and national. Differences diminished.</p>	HT/SLT	Pupil Progress Meetings Half Termly

		<p>PP in year 6 at age related expectations in reading - 50% (82% for peers)</p> <p>Showing that reading is an issue with pupil premium children in most settings across KS1 and 2, justifying expenditure on phonics programmes and additional staff to support intervention work.</p> <p>KS1 / KS2 2017/18 exit data PP in year 1 at age related expectations in writing –66% (79% for peers) PP in year 2 at age related expectations in writing -29% (76% for peers) PP in year 3 at age related expectations in writing –75% (83% for peers) PP in year 4 at age related expectations in writing -50% (55% for peers) PP in year 5 at age related expectations in writing -58% (68% for peers) PP in year 6 at age related expectations in writing -84% (94% for peers)</p> <p>This data coupled with the reading data shows that pupil premium children in most settings are significantly below age related expectations in both aspects of literacy. To counteract this the school funds teaching assistant support in each class with the aim to support teaching with targeted intervention. Planning highlights the pupil premium children in each class so that their progress can be more closely monitored.</p> <p>KS1 / KS2 2017/18 exit data PP in year 1 at age related expectations in maths –66% (79% for peers) PP in year 2 at age related expectations in maths -43% (84% for peers) PP in year 3 at age related expectations in maths –75% (90% for peers)</p>	<p>Evidence of accelerated progress. Disadvantaged pupils develop a love for reading and write well.</p>		
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		<p>PP in year 4 at age related expectations in maths -83% (88% for peers) PP in year 5 at age related expectations in maths -58% (75% for peers) PP in year 6 at age related expectations in maths -50% (79% for peers)</p> <p>This additional support will enable teachers to quickly give support to pupils that are not meeting success criteria in lessons. Through this these pupils will be less likely to fall behind in their learning. It will improve their confidence and enable them to fully participate in future lessons.</p> <p>Children are supported by resources to develop their number, reading and comprehension skills Children enjoy using computer programmes to enhance their reading.</p>			
Total budgeted cost					£43,250
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
Gap between attendance of PP children and their peers is reduced.	<p>First day calling for all PP pupils.</p> <p>Targeting of PP children for attendance support meetings with HT and Attendance Lead if % falls below 90%.</p>	<p>PP children who are in school at or above the national average progress in line with peers compared to those who do not.</p> <p>Attendance for PP children in July 2018 was at 93.9%, below the average for all children of 96.5%.</p>	<p>Termly attendance support meetings to ensure early identification of children with attendance issues.</p> <p>Systematic calling for children who have not attended school and home visits where necessary. Parent meetings to promote attendance</p> <p>Regular reviews of attendance data.</p>	HT / Attendance Lead	Termly attendance report to Full Governing Body.

<p>Vulnerable PP children and their families access internal and external support for learning, emotional, behavioural and social needs.</p>	<p>Raising staffing levels to provide inclusion support for pupils and targeted intervention.</p> <p>Staff trained in attachment, well-being and behavioural strategies so that they can better support vulnerable PP children and their families.</p>	<p>60% of pupil premium children in KS1 and 2 have been identified as being emotionally vulnerable and needing possible extra support to access learning in a positive and productive way. This makes it essential that we give them access to lunchtime support groups and one to one support as required; these are run by our teaching assistants.</p> <p>In KS1 and 2 the school identifies 18 out of 31 children as having additional emotional needs that is 60% of PP pupils.</p> <p>Some children are not ready for learning, behaviour issues have arisen or the impact of barriers arising at home and the children do not know how to move on from the incidents children are helped to self-reflect on their behaviour and develop strategies to manage different behaviour responses.</p> <p>We believe that once a child can self-regulate their emotions they will be ready to learn which will have a significant impact on their academic progress.</p>	<p>SLT meetings each week to ensure early identification of children with issues.</p> <p>Weekly pastoral meetings where actions are put into place for key individuals.</p>	<p>HT and SLT</p>	<p>Termly impact study on pupils to share with governors.</p>
Total budgeted cost					£10,000

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
<p>Equality of Opportunity for all pupils</p> <p>To ensure that all children have equal access to school visits and access to all additional experiences to enhance the curriculum</p> <p>To provide additional enrichment activities for children to support personal and curriculum development.</p>	<p>Educational visits are part funded via pupil premium funding to ensure all pupils can experience a variety of different visits and visitors into school to enhance teaching and learning.</p> <p>A range of trips across the year groups are planned for in the year. These will include enrichment visits and residential visits.</p>	<p>The deprivation within part of the local areas means that many PP children remain isolated in the town and it can be expensive to provide them with new opportunities.</p> <p>Research – Outdoor learning can increase academic achievement The main effects tend to be on self-confidence, independent learning, organisational skills, motivation and opportunities to develop team work and leadership skills.</p> <p>This follows the inclusive ethos of the school – for all children to have the opportunity to participate in these extra-curricular activities. There has been very positive feedback from children following the trips. This provides valuable experience (and memories) for children.</p> <p>Learning out of the classroom environment can be very beneficial.</p> <p>The quality of children’s writing greatly improves after educational visits</p>	<p>The visits will be monitored via pupils work following educational visits and the impact on learning.</p> <p>Children are able to experience visits that they would not be able to normally afford and can experience places that they would not normally be able to visit.</p>	HT / SLT	Summer Term
Total budgeted cost					£2,000

2. Review of expenditure				
Academic Year				
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
Vulnerable PP children are identified early within the EYFS, so that differences do not widen as they move through School.	<p>Raising staffing levels to provide inclusion support for pupils and targeted intervention.</p> <p>Early phonics and reading interventions</p>	<p>Of the 2018 starters in Reception 4 out of 9 were significantly below age related levels in reading – 45%. By the end of the summer term the figure stood at 22%.</p> <p>Of the 2018 starters in Reception 4 out of 4 were significantly below age related levels in writing – 45%. By the end of the summer term the figure stood at 22%.</p> <p>Of the 2018 starters in Reception 4 out of 9 were significantly below age related levels in number – 45%. By the end of the summer term the figure stood at 22%.</p>	<p>Funding an HLTA to support in EYFs has had a huge impact, the gap between pupil premium children and their peers has been reduced to just 9%, from 23% in 2017/18.</p> <p>The school will continue with this approach in 2019/20.</p>	

<p>PP Pupils receive appropriate and targeted interventions in reading, writing and maths as required to support them to achieve age related expectations and increase progress levels.</p>	<p>Raising staffing levels to provide inclusion support for pupils and targeted intervention.</p> <p>ICT reader programmes to boost reading comprehension skills.</p> <p>Focus on opportunities for reading and writing intervention.</p>	<p>KS1 / KS2 2018/19 exit data PP in year 1 at age related expectations in reading - 60% PP in year 2 at age related expectations in reading - 67% PP in year 3 at age related expectations in reading - 43% PP in year 4 at age related expectations in reading - 75% PP in year 5 at age related expectations in reading - 57% PP in year 6 at age related expectations in reading - 86%</p> <p>KS1 / KS2 2018/19 entry data PP in year 1 at age related expectations in writing –60% PP in year 2 at age related expectations in writing -67% PP in year 3 at age related expectations in writing –43% PP in year 4 at age related expectations in writing -75% PP in year 5 at age related expectations in writing -57% PP in year 6 at age related expectations in writing -86%</p> <p>KS1 / KS2 2018/19 entry data PP in year 1 at age related expectations in maths –60% PP in year 2 at age related expectations in maths -67% PP in year 3 at age related expectations in maths –43% PP in year 4 at age related expectations in maths -100% PP in year 5 at age related expectations in maths -57% PP in year 6 at age related expectations in maths -86%</p>	<p>In year 5 the gap between the attainment of pupil premium children and their peers has been reduced to almost zero in reading and writing.</p> <p>In year 6 the gap between the attainment of pupil premium children and their peers has been reduced by 20% in maths and writing.</p> <p>In year 4 the gap between the attainment of pupil premium children and their peers has been reduced to almost zero in maths, reading and writing.</p> <p>In year 3 the gap between the attainment of pupil premium children and their peers has been reduced by almost 20% in writing.</p> <p>In year 2 the gap between the attainment of pupil premium children and their peers has been reduced to almost 10% in reading and writing.</p> <p>In year 1 the gap between the attainment of pupil premium children and their peers has largely remained the same</p> <p>Overall there has been a reduction in the gap between pupil premium children and their peers. In the year group where this hasn't happened in year 1 the children who are pupil premium and not achieved age related expectations have significant SEN needs.</p> <p>Decision made to continue to target the pupil premium children in 2019/20, to close the gap still further.</p>	<p>£43,250</p>
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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
Gap between attendance of PP children and their peers is reduced.	Reward 96% attendance regularly starting in Early Years. First day calling for all PP pupils. Targeting of PP children for attendance review meetings with HT and	PP children who are in school at or above the national average progressed in line with peers compared to those who did not. Attendance for PP children in July 2019 was at 95.66%, average for all children is 97.15%.	The targeted approach to attendance and the attendance support meetings have had a significant impact, increasing pupil premium attendance by 2% this year. This will therefore be a focus for spending again in 2019/20.	
Vulnerable PP children and their families access internal and external support for learning, emotional, behavioural and social needs.	Raising staffing levels to provide inclusion support for pupils and targeted intervention. Staff trained in attachment, well-being and behavioural strategies so that they can better support vulnerable PP children and their families.	71% of pupil premium children in KS1 and 2 now identified as being emotionally vulnerable and needing possible extra support to access learning in a positive and productive way.	In 2019/20 the school will ensure that emotional well-being is a key SIP focus and half a day a week of pastoral support will be given to identified children by a trained senior leader.	£12500
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

<p>Equality of Opportunity for all pupils</p> <p>To ensure that all children have equal access to school visits and access to all additional experiences to enhance the curriculum</p> <p>To provide additional enrichment activities for children to support personal and curriculum</p>	<p>Educational visits are part funded via pupil premium funding to ensure all pupils can experience a variety of different visits and visitors into school to enhance teaching and learning.</p> <p>A range of trips across the year groups are planned for in the year. These will include the enrichment visits and residential visits.</p>	<p>Funding used to ensure that 100% pupil premium children took part in planned school trips and visits during the 2018/19 academic year.</p>	<p>Funding was set aside to pay for school trips, but in most cases parents wanted to pay a contribution. Next year we will set aside less of the pupil premium fund to pay for this.</p>	<p>£500</p>
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