

Pupil premium grant expenditure:

GREEN LANE CE PRIMARY SCHOOL

FIVE YEAR SUMMARY:

Number of pupils and pupil premium grant (PPG) received	2017/2018	2016/2017	2015/2016	2014/2015	2013/2014
Total number of pupils on roll	232	225	223	207	202
Total number of pupils eligible for PPG	41	43	44	37	33
Amount of PPG received per pupil	£1320	£1320	£1320	£1300	£900
Total number of Service pupils	1	1	2	2	1
Amount of Service grant per pupil	£300	£300	£300	£300	£300
Total amount of PPG received	£54420	£51480	£58680	£48700	£30,000

Previous performance of disadvantaged pupils (pupils eligible for free school meals or in local authority care for at least six months)	2017	2016	2015	2014
% of pupils making expected progress in English		77%	81%	80%
% of pupils making expected progress in maths		74%	72%	70%

Planned PPG Spending for 2017/2018	
Allocation	54420
Additional learning support	20000
Additional Emotional Wellbeing Support	20000
Additional teacher (interventions)	10000
Milk provision	1000
Subsidised school trips	1500
To be allocated	1920
Total	<u>54420</u>

PPG Spending for 2016/2017	
Allocation	51480
Additional learning support	14654
Additional Emotional Wellbeing Support	19983
Additional teacher (interventions)	9769
Milk provision	616
Subsidised school trips	795
IT resources	1707
Other resources	<u>3956</u>
Total	<u>51480</u>

PPG Spending for 2015/2016	
Allocation	58680
Additional learning support	12522
Additional Emotional Wellbeing Support	17865
Additional teacher (interventions)	12998
Milk provision	741
Subsidised school trips	1735
IT Resources	7627
Other Resources	<u>5224</u>
Total	<u>58712</u>

PPG Spending 2014/2015	
Allocation	48700
Additional learning support	12500
Additional Emotional Wellbeing Support	9875
IT resources	11000
Additional teacher (interventions)	6835
Additional counselling	1100
Milk provision	110
Subsidised school trips	2050
Curriculum resources	<u>5300</u>
Total	<u>48770</u>

PPG Spending 2013/2014	
Allocation	30000
Additional learning support	7500
Additional Emotional Wellbeing Support	1800
IT resources (i-Pad's & software)	10000
Additional teacher (interventions)	3600
Curriculum resources	7600
Total	<u>30500</u>

How do we use Pupil Premium funding to improve pupil attainment?
<p>The Pupil Premium funding that is received by the school annually is used in a variety of ways in order to improve pupil attainment and to help overcome any barriers to learning. We have utilised strategies from 'Narrowing the Gap' and the Sutton Trust EEF toolkit which has been researched and analysed extensively, to inform us of the best ways to utilise this money.</p>
<p>Effective feedback:</p> <ul style="list-style-type: none"> • Often mediation is required from our Emotional Health and Wellbeing Worker, to ensure that families of vulnerable children understand what is required to support their child. Effective signposting to outside agencies is also used to best support for progress. • Parents of vulnerable children are invited to attend half termly consultation meetings with the relevant staff, sometimes cover may be needed for these structured conversations. • Regular target setting is used which are SMART and are communicated to parents so they are able to support the progress of their child. • Rigorous marking using Assessment For Learning gives clear steps on a daily basis on how to move forward.
<p>Meta- cognition and self-regulation strategies:</p> <ul style="list-style-type: none"> • Effective interventions from our Emotional Health and Well Being Worker ensure vulnerable children build their self-esteem, resilience and positive behaviours. • Weekly pastoral lessons(PSHE/SMSC) help vulnerable children gain awareness and develop Emotional Intelligence strategies to improve their approach to learning. • Positive school ethos and approach to behaviour put self-esteem to the forefront with opportunities linked to responsibility – monitor roles, playground buddies, school council, castle captains etc. Weekly Celebration Assembly provides opportunities to tell others of good

work/behaviour both in and out of school, with certificates, castle points, superstar trophies and writer pens.

Peer tutoring / Peer assisted learning:

- Peer tutoring is used to increase learning – children listen to the views of others and seek to constantly improve their work.
- Paired reading provides a high peer focus on the importance of reading.
- Peer marking and the effective use of success criteria to develop an understanding of the next steps of learning.

Early Years intervention:

- EYFS children are screened to identify vulnerable groups and are supported in and out of class with targeted interventions to close the gaps as early as possible. Our SENCO works closely with the EYs team to Provision Map effectively.

1-2-1 tutoring:

- Timetables have been streamlined to allow some individual tutoring for vulnerable groups at appropriate times in the school day.

Phonics:

- A complete review of our phonics provision was completed in 2012 and we now have an individual system and rigorous timetable that begins in EYs and runs through Key Stage 1. Half termly reviews monitor progress and individual needs this allows vulnerable children to move through their targets and make progress.

Information Technology:

- A significant initial purchase of laptops and iPads since 2011 has allowed all children to develop ICT skills, vulnerable groups have had more targeted access to use them as a tool for learning.
- Subscription to Espresso enables all pupils to access exciting safe online learning activities either at home or at school to remove barriers and promote learning.

Parental Involvement:

- Termly Parents Evenings focus on targets, progress, support and celebration.
- Parents are regularly invited in to focused workshops, special assemblies and major school events.

Arts participation:

- We have been involved with an ongoing project linked to Well Being through the Durham University Humanities department; this uses the medium of art to instil self-esteem and a sense of self in pupils. This is particularly successful with vulnerable children and complements the work our Emotional Health and Well Being Worker, who collates impact data.

What is the impact?

The impact of these strategies is demonstrated by the following:

- Feedback from parents via questionnaires continues to improve on a yearly basis. Positive comments to teachers during the Parents Evenings show that the structure is appreciated.
- Attendance at school continues to be excellent, with children enthusiastic about coming to school and learning.
- There has been very good progress made in closing the gap which is shown in our RAISE online and during our termly progress and data meetings.
- Our current data shows that 62% of vulnerable pupils are on track or exceeding.
- The most recent Ofsted report praised strategies to improve attainment and the behaviour and safety of pupils was deemed outstanding, due to the cohesive work across school regarding pupils' well-being.
- The number of pupils on roll has grown showing that parents are pleased with the strategies we have implemented.