



## Green Lane Church of England Primary School

### Pupil Premium Strategy Statement 2020 - 2021

Summary information					
<b>School</b>	Green Lane CE Primary School				
<b>Academic Year</b>	2020 - 2021	<b>Total PP budget</b>	£58,080	<b>Date of most recent PP Review</b>	November 2020
<b>Total number of pupils</b>	201 pupils including reception	<b>Number of pupils eligible for Free School Meals - 44</b>	22% (compared to 16% in 2019)	<b>Date for next internal review of this strategy</b>	February 2021 July 2021

Current attainment at end of KS2 2018/2019 (data for 2019-20 is compromised due to Covid 19 pandemic)		
	<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	86	91
% achieving age related expectations in reading.	86	91
% achieving age related expectations in writing.	86	91
% achieving age related expectations in maths.	86	91
% achieving age related expectations in GPS.	86	91

***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 historically lower starting points compared to their peers:  
 Reading and writing difficulties – pupil premium pupils are historically 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 (when new strategy targets were introduced) compared to 72% below for their peers.  
 Literacy difficulties - pupil premium pupils are historically 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 PP children in 2019 was at 95.66%, average for all children was 97.15%.  
 Significantly high rates of pupil well-being issues identified within PP children (71% of the group in 2019 identified as requiring extra pastoral support).

**Desired outcomes**

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	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>B.</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.
<b>C.</b>	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.
<b>D.</b>	Vulnerable PP 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		2020 - 2021			
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>Data for 2019-20 is compromised due to the Covid 19 pandemic, however we feel outcomes would have been broadly similar for pupil premium children as they were for 2018:</p> <p>Of the 2018 starters in Reception 4 out of 9 were significantly below age related levels in reading – 45%</p> <p>Of the 2018 starters in Reception 4 out of 9 were significantly below age related levels in writing – 45%</p> <p>Of the 2018 starters in Reception 4 out of 9 were significantly below age related levels in maths – 45%</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> <p>PP Send pupils are less likely to meet GLD than those who are non-SEND. Of the two 2018 starters who were both PP and SEND only one achieved GLD.</p>	SLT will monitor the impact of this support through lesson observations and learning walks.	HT/Early Years Lead	Pupil Progress Meetings Half Termly

<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>Data for 2019-20 is compromised due to the Covid 19 pandemic, however we feel outcomes would have been broadly similar for pupil premium children as they were for 2018:</p> <p>KS1 / KS2 2018/19 exit data  PP in year 1 at age related expectations in reading - 78% (87% for peers)  PP in year 2 at age related expectations in reading - 60% (75% for peers)  PP in year 3 at age related expectations in reading - 66% (79% for peers)  PP in year 4 at age related expectations in reading - 43% (79% for peers)  PP in year 5 at age related expectations in reading - 75% (79% for peers)  PP in year 6 at age related expectations in reading - 57% (63% for peers)</p> <p>Showing that reading is still 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 2018/19 exit data  PP in year 1 at age related expectations in writing -78% (87% for peers)  PP in year 2 at age related expectations in writing -60% (75% for peers)  PP in year 3 at age related expectations in writing -66% (77% for peers)  PP in year 4 at age related expectations in writing -43% (71% for peers)  PP in year 5 at age related expectations in writing -75% (79% for peers)  PP in year 6 at age related expectations in writing -57% (60% 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.  Evidence of accelerated progress.  Disadvantaged pupils develop a love for reading and write well.</p>	<p>HT/SLT</p>	<p>Pupil Progress Meetings Half Termly</p>
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		<p>This data coupled with the reading data shows that many pupil premium children in most settings are below age related expectations in both aspects of literacy, although the gap to their peers has reduced since 2017. To counteract this the school funds teaching assistant support 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 and so that they can be more easily targeted.</p> <p>KS1 / KS2 2018/19 exit data  PP in year 1 at age related expectations in maths -78% (87% for peers)  PP in year 2 at age related expectations in maths -60% (75% for peers)  PP in year 3 at age related expectations in maths -66% (79% for peers)  PP in year 4 at age related expectations in maths -43% (75% 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 -57% (68% 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.</p>			
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		<p>Children enjoy using computer programmes to enhance their reading.</p> <p>PP Send pupils are less likely to meet age related expectations at the end of KS1 or KS2 than those who are non-SEND. The one KS1 and KS2 2018 starters who were both PP and SEND did not achieve age related expectations in any of the core subjects by the end of the year.</p>			
<b>Total budgeted cost</b>					£45,000
<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>
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 92%.</p>	<p>Attendance data for 2019-20 is compromised due to the Covid 19 pandemic, however we feel attendance percentages would have been broadly similar for pupil premium children as they were for 2018:</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>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>71% 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>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>In 2020/21 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</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 support 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>
<b>Total budgeted cost</b>					£15,000