



## Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	Greentrees Primary School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£70,000	<b>Date of most recent PP Review</b>	July 2016
<b>Total number of pupils</b>	398	<b>Number of pupils eligible for PP</b>	59	<b>Date for next internal review of this strategy</b>	Jan 2017
2. Current attainment					
		<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national average)</i>	
<b>% achieving Level 4b or above in reading, writing and maths</b>		33%		60%	
<b>Average Progress Score - Reading</b>		1.39		0.42	
<b>Average Progress Score - Writing</b>		tbc		tbc	
<b>Average Progress Score - Maths</b>		-2.78		-0.75	
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers					
<b>A.</b>	Attainment in phonics of year 1 pupils eligible for PP is still below the national average for disadvantaged pupils. This slows reading progress in subsequent years.				
<b>B.</b>	Pupils eligible for PP with high KS1 attainment are making less progress than middle / lower attainers, especially in mathematics				
<b>C.</b>	No pupils eligible for PP achieved 'Greater Depth' in any subject area at the end of KS1. This limits their ability to achieve higher levels of attainment at the end of KS2				
External barriers					
<b>D.</b>	Persistent absenteeism of a number of children eligible for PP is impacting negatively on their attainment and progress				

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Increased emphasis at all levels on disadvantaged pupils with high prior attainment	Class teachers in all year groups know who high attaining pupils are. Pupils with high prior attainment become specific focus group at pupil progress meetings. Provision maps clearly identify what is in place for children falling behind. End of KS2 progress score is at least in line with national average for all pupils.
<b>B.</b>	Increase rates of progress for disadvantaged pupils in mathematics	Disadvantaged pupils make at least 4 points progress in maths on Wiltshire Tracker by July 2017. End of Key Stage progress score for disadvantaged pupils is at least in line with national average for <i>all</i> pupils. Provision for high attainers identified on provision maps. Interventions in place and frequently monitored / reviewed.
<b>C.</b>	To increase the number of disadvantaged pupils who pass the year 1 phonics screening test	% of disadvantaged pupils who pass the phonics screening test is in line with national average for <i>all</i> pupils.
<b>D.</b>	Increased attendance rate for disadvantaged pupils	Attendance of all disadvantaged pupils is above 90% Increased participation of disadvantaged pupils in extra curricular activities.

## 5. Planned expenditure

**Academic year**

**2016/17**

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. Increased emphasis at all levels on disadvantaged pupils with high prior attainment	<p>PP Champion and SENCo to lead pupil progress meetings to analyse attainment and progress of PP children and plan necessary interventions.</p> <p>Time allocated for teachers to create provision maps, Personalised Learning Plans and One Page Profiles to target support provided to PP pupils.</p>	<p>This year's data shows a significant difference between the progress of disadvantaged pupils with high prior attainment compared to those in other groups. Raising awareness of these pupils will allow for better provision to be planned, implemented and monitored.</p>	<p>Pupil Progress meetings led by Head, Deputy and SENCo to monitor effectiveness.</p> <p>Regular review meetings with Deputy / Class Teachers to discuss impact of provision on identified pupils.</p>	Headteacher	February 2017
B. Increase rates of progress for disadvantaged pupils in mathematics	<p>Teachers to plan targeted maths support activities for TA to deliver (PLP completed)</p> <p>4x20 mins sessions per week in years 3 and 4. 1:2 / 1:3 Using 'Rapid Maths' intervention programme</p> <p>TA booster maths sessions in Y1 and Y2, focussing on PLP targets.</p> <p>Staff meetings focussing on 'Activity—led learning' and teaching for mastery</p> <p>Subject leader, AGAT leader and other identified staff members to attend relevant training to improve</p>	<p>We are currently working on ways of maximising the impact of the work of our TAs. Research suggests that TA support is most effective when a specific, proven programme is implemented under the direction of the class teacher. It is also highly recommended that any intervention is undertaken outside of the daily teaching sessions. Teachers will work closely alongside the PP TA to plan and implement the Rapid Maths intervention programme in afternoon sessions in addition to daily maths lessons.</p> <p>CPD will focus on a mastery approach to maths teaching, helping to build a culture of 'mastery for all.' Resources, including ICT, will be explored to facilitate the learning and teaching of skills at 'greater depth' to enable increased rates of progress for pupils with high prior attainment.</p>	<p>Regular meetings with PP TA to discuss implementation of the 'Rapid' Intervention programme. Progress data tracked frequently to monitor impact. Remove children if no evidence of impact on progress.</p> <p>Observations of sessions by Deputy to monitor effectiveness of provision.</p> <p>Regular staff meetings with cluster schools used to deliver training.</p>	<p>Deputy Head</p> <p>Maths Subject Leader</p>	December 2017

C.To increase the number of disadvantaged pupils who pass the year 1 phonics screening test	Phonics training for TAs new to KS1. Extra weekly phonics sessions for disadvantaged pupils at risk of not passing the test (From Feb 2017) Regular mock tests to monitor progress and target provision effectively.	We believe that there is a strong correlation between a lack of phonics skills in year 1 and low attainment in reading in later years. If children acquire these essential early reading skills, progress and attainment in reading throughout both Key Stages will improve.	Observations of phonics sessions to monitor effectiveness of provision. Regular updates from class teachers as to the progress of disadvantaged pupils in phonics. Data analysis of mock test results to track progress and target future provision.	Deputy Head Year 1 class teachers	
<b>Total budgeted cost</b>					£27, 740
<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>
B. Increase rates of progress for disadvantaged pupils in mathematics	1 to 1 tuition for identified pupils focusing on basic skills acquisition	EEF / Sutton Trust research indicates that high quality 1:1 tuition is one of the most effective ways of achieving accelerated progress.	Ensure the appointment of a highly skilled practitioner to deliver the tuition. Regular data analysis to monitor progress. Good communication with parents to ensure that learning is reinforced at home.	Helen Boole	February 2017

C. Increase rates of progress for disadvantaged pupils in mathematics	Weekly small group sessions in maths for high-attaining pupils with experienced teacher, in addition to standard lessons.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as the EEF Toolkit.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.  Impact overseen by maths subject leader  Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	Deputy Head	March 2017
D. Increased attendance rate for disadvantaged pupils	Employment of Family Support Advisor to support families with attendance issues.	This was very successful in 2015-16 with a number of vulnerable families.			February 2017
	Continuation of the Achievement for All programme to increase attendance by maintaining high levels of parental engagement and focussing on 'wider outcomes' for pupils to maintain high levels of engagement.	We have recently been successful in achieving the Achievement for All Quality Mark in recognition of the positive impact that the programme has on our disadvantaged learners. Continuation of the programme this year will help to fully embed the systems and strategies.	Regular focus groups with parents / carers and pupils to monitor the impact of the programme.  Review meetings with AfA coach to evaluate impact and plan next steps.		
	Counselling Service available to targeted pupils.  Social Skills Intervention for targeted pupils	Evidence throughout 2015-16 that these sessions contributed to the raising of attendance of vulnerable pupils.	Regular monitoring of attendance of targeted pupils  Regular meetings with Social skills teacher to monitor impact.		January 2017
<b>Total budgeted cost</b>					£17, 450
<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>
D. Increased attendance rate for disadvantaged pupils	Free or subsidised access for PP pupils to residential visits	We cannot improve attainment for children if they are not actually attending school. Persistent absenteeism is a current DFE key	Frequent communication with parents to discuss funding opportunities	Deputy Head / Liz Broadhurst	February 2017

	<p>Subsidised fees for music / sport tuition</p> <p>'Beginners Please' project with Salisbury Playhouse fully funded by Pupil Premium</p> <p>Free places at paid clubs offered as an incentive for improved attendance</p> <p>No PP pupil will have to miss the opportunity to participate in activities</p> <p>No PP pupil will have to miss any Educational visit, especially those that will have an impact on future learning and follow up</p>	<p>priority and a measure by which Ofsted will be judging overall school effectiveness.</p> <p>We believe that offering a wide range of extra-curricular opportunities will lead to increased engagement, improved self-esteem and ultimately, improved attendance.</p>	<p>Monitoring of attendance at after school clubs</p>	<p>(Attendance officer)</p>	
<b>Total budgeted cost</b>					£14, 000

6. Review of expenditure				
Previous 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
To increase the number of disadvantaged pupils who pass the year 1 phonics screening test		High: % of disadvantaged pupils who passed the test increased by 47% compared to the previous year. However, our results for disadvantaged pupils still remains below the national average. This will remain a priority for 2016-17.	Regular practice tests were very effective in preparing the children and collecting meaningful progress data. These will continue next year. Extra phonics sessions will begin earlier in the year in 2016-17 to give pupils as much time as possible to catch up.	£6,800
To increase the number of disadvantaged pupils who pass the year 6 GPS test.	Targeted GPS activities planned by class teachers and delivered by PP TA  PLPs for all disadvantaged pupils with GPS SMART targets	Very High: 67% of disadvantaged pupils met the expected standard – a gap of only 11% to NON disadvantaged pupils nationally. Also, our results for ALL pupils were above the national average, including the % of pupils achieving the higher level.	Setting of GPS targets will continue. TA small group support will be used only for pupils who show significant signs of falling behind as the school has new priorities for this support in 2016-17.	£6800
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
Improve attendance of disadvantaged pupils	Social skills groups delivered by trained ELSA and trained class teacher.  Counselling service provided to increase self-esteem, levels of engagement and improve readiness to learn.	Medium: Some success stories, including one pupil who had 20% attendance at a previous school and improved this to 100% for a four-week period. A minority of pupils continue to have very poor attendance. Ongoing medical issues are a large contributory factor in this. Anecdotal evidence, including comments from parents indicates that the counselling service is very effective.	Social skills groups, counselling and PSA support to continue throughout 2016-17. Incentives were not set up so this will be a priority for the coming year.	£14,100

	<p>Parent Support Advisor to offer support, guidance and advice to families of disadvantaged pupils.</p> <p>Incentives for pupils / families where attendance is below 90%</p> <p>Subsidies for extra-curricular activities including residential visits.</p>			
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### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To increase levels of parental engagement for disadvantaged families	<p>Continuation of the Achievement for All programme</p> <p>Full implementation of Structured Conversations for targeted families in all year groups.</p>	<p>High: Attendance at parents' evenings and other school events has increased. Key families are engaging in discussions about pupils' learning for the first time.</p> <p>Teachers report that home learning activities are being completed more regularly and to a better standard by all pupils, not just those who are disadvantaged.</p>	<p>Structured conversation will definitely continue. We need to make sure that this approach impacts very positively on progress data as so far, this has been mixed.</p> <p>As the Achievement for All programme finishes in January 2017, we will explore the implementation of family learning groups.</p>	£9,350

<p>To improve effectiveness of pupil tracking for disadvantaged pupils</p>	<p>Extended pupil progress meetings to allow for in depth discussion about progress and provision for disadvantaged pupils.</p> <p>All key members of staff involved in pupil progress meetings.</p> <p>Increased emphasis on detailed provision mapping to ensure impact.</p>	<p>Medium: Pupil Progress meetings are undoubtedly more rigorous and focussed on agreeing targeted provision that is informed by data. Teachers are more acutely aware of their disadvantaged pupils and track their progress more carefully. A number of disadvantaged pupils continue to not make expected rates of progress however. Increased emphasis is needed on prior attainment to ensure that progress is adequate.</p>	<p>This year's end of KS2 data shows that disadvantaged pupils with high prior attainment make significantly less progress than those in other groups. These children must be a focus for pupil progress meetings next year. When analysing data, we must track progress against EYFSP / end of KS1 starting points.</p>	<p>£7,200</p>
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