



Pupil Premium Strategy Statement

1. Summary information					
School	Greentrees Primary School				
Academic Year	2018/19	Total PP budget	£79,500 (£92,700 inc forces)	Date of most recent PP Review	July 2018
Total number of pupils	424	Number of pupils eligible for PP	58	Date for next internal review of this strategy	Jan 2019
2. Current attainment					
			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
% achieving Expected Standard in reading, writing and maths			57%	64%	
Average Progress Score - Reading				+0.33	
Average Progress Score - Writing				+0.17	
Average Progress Score - Maths				+0.28	
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers					
A.	Significant attainment gap between PP pupils and non-PP pupils in maths at end of both key stages				
B.	Poor progress scores from end of KS1 to end of KS2, particularly for pupils with high prior attainment.				
C.					

External barriers		
D.	Increasing number of pupils who are not 'ready to learn'	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To diminish the difference between the attainment of PP pupils and non-PP pupils in maths at end of both key stages	Attainment of PP pupils is in line with national average for ALL pupils Attainment of non-SEN PP pupils is in line with national average for NON-PP pupils
B.	To increase rates of progress for disadvantaged pupils in both key stages	Progress scores for PP pupils meet at least the 'minimum standards' set out by the LA for reading, writing and maths
C.	To continue to increase the % of PP pupils who meet the expected standard in maths	% of pupils achieving expected standard will increase. Difference between reading and maths will decrease.
D.	To improve mental health and wellbeing of disadvantaged pupils	Attendance of PP pupils continues to improve. Persistent absenteeism remains below the national average for ALL pupils. Increased participation in extra- curricular activities. Fewer incidents of disruptive behaviour – reduction in number of red cards.

5. Planned expenditure					
Academic year		2018/19			
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?
<p>To diminish the difference between the attainment of PP pupils and non-PP pupils in maths at end of both key stages</p> <p>To increase rates of progress for disadvantaged pupils in both key stages</p>	<p>PP Champion (DHT) employed 2 days per week</p> <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 attainment of disadvantaged pupils compared to those in other groups, especially at the end of KS1. 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>	AG	January 2019

<p>To increase rates of progress for disadvantaged pupils in both key stages</p> <p>To continue to increase the % of PP pupils who meet the expected standard in maths</p>	<p>High quality CPD for teachers and Teaching Assistants to further improve quality of Teaching and Learning.</p> <p>2 teachers to complete 'Outstanding Teacher Programme' and 'Targeted Leadership Programme' from September 2017</p> <p>Full access to additional training opportunities provided by Teaching Schools Hub, particularly focussing in maths teaching and learning.</p>	<p>There is significant, strong evidence to suggest that high quality teaching has a disproportionately positive impact on PP pupils.</p> <p>This approach is also recognised as an effective way of enabling the PP grant to impact positively on ALL pupils.</p>	<p>Staff encouraged and given time to disseminate training to colleagues.</p> <p>Impact evaluations to be completed a few weeks after the training is completed.</p>	<p>AG</p>	<p>January 2019</p>
Total budgeted cost					<p>PP Lead £26,061 Training £5,000</p>
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>To increase rates of progress for disadvantaged pupils in both key stages</p>	<p>1 to 1 tuition for identified pupils focusing on basic skills acquisition in maths and writing.</p>	<p>EEF / Sutton Trust research indicates that high quality 1:1 tuition is one of the most effective ways of achieving accelerated progress.</p> <p>Approach was highly effective in raising attainment of PP pupils in KS2 last year.</p>	<p>Ensure the appointment of a highly skilled practitioner to deliver the tuition.</p> <p>Regular data analysis to monitor progress.</p> <p>Good communication with parents to ensure that learning is reinforced at home.</p>	<p>LD CS HC</p>	<p>December 2019</p>

<p>To continue to increase the % of PP pupils who meet the expected standard in maths</p>	<p>Weekly small group sessions in maths for high-attaining pupils with experienced teacher, in addition to daily lessons.</p>	<p>We want to provide extra support to maintain high attainment and improve rates of progress. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as the EEF Toolkit.</p>	<p>Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.</p>	<p>AG</p>	<p>December 2019</p>
<p>To increase rates of progress for disadvantaged pupils in both key stages</p>	<p>Weekly small group session experienced teacher, focussing on reading comprehension</p>	<p>High impact of this approach last year.</p>	<p>Impact overseen by maths subject leader</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p>	<p>HC</p>	
<p>To improve mental health and wellbeing of disadvantaged pupils</p>	<p>Small group sessions in KS1 led by Teaching Assistants running proven intervention programmes and working towards Personalised Learning Targets, directed by class teachers.</p>	<p>Evidence throughout 2017-18 that these sessions contributed to the raising of attendance of vulnerable pupils.</p>	<p>Regular monitoring of attendance of targeted pupils</p>	<p>DB (FSW)</p>	<p>January 2019</p>
	<p>Counselling Service available to targeted pupils.</p>	<p>Mental health and wellbeing of pupils is a national priority. We have noticed a significant rise in the number of pupils facing very challenging circumstances outside of school. Increasing numbers of pupils, many with significant academic potential, are not in a place where they are ready to engage fully in learning.</p>	<p>Regular meetings with ELSA to assess impact</p>	<p>NP (ELSA)</p>	<p>February 2019</p>
	<p>Employment of full-time ELSA to provided targeted support to vulnerable pupils, giving them the best chance of being ready to learn</p>	<p>ELSA sessions have a proven track record of increasing levels of self-esteem, leading to improved attitudes and attendance. Increasing the number of ELSA hours available will enable us to support more pupils in all year groups.</p>			

Total budgeted cost					1:1 Tuition £14,943 TAs £11,961 ELSA £14,608 Counsellor £1,410
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?
To improve mental health and wellbeing of disadvantaged pupils	<p>Free or subsidised access for PP pupils to residential visits</p> <p>Subsidised fees for music / sport tuition</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>List of 'borderline' persistent absentees placed in both offices. Absence to be challenged. Pupils encouraged to come in to school for school to assess.</p>	<p>We cannot improve attainment for children if they are not actually attending school and are ready to engage in learning. Persistent absenteeism is a current DFE key 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, improved attendance and ultimately, better outcomes.</p>	<p>Frequent communication with parents to discuss funding opportunities</p> <p>Monitoring of attendance at after school clubs</p>	AG / Attendance officer	February 2019
Total budgeted cost					£5,000

6. Review of expenditure				
Previous Academic Year		2017/18		
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 diminish the difference between the attainment of PP pupils and non-PP pupils at end of KS1	<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>Attainment gap has reduced significantly at the end of KS1 (3% in writing, 9% in maths).</p> <p>Attainment of PP pupils in reading is higher than NON-PP pupils nationally.</p> <p>Comprehensive One Page Profiles and Personalised Learning Plans have ensured tailored provision for all pupils.</p>	<p>Dedicated time of Pupil Premium Champion allows for a flexible and rigorous approach to implementing and evaluated a number of strategies.</p> <p>This will continue next year.</p>	£27,740
	<p>High quality CPD for teachers and Teaching Assistants to further improve quality of Teaching and Learning.</p> <p>2 teachers to complete 'Outstanding Teacher Programme' and 'Targeted Leadership Programme' from September 2017</p> <p>Full access to additional training opportunities provided by Teaching Schools Hub</p>	<p>In latest round of observations, ALL teaching was judged at least good.</p> <p>The classroom practice of one teacher who completed the OTP has progressed to being consistently judged as 'Good with outstanding features.'</p>	<p>Maths CPD opportunities to be a priority next year as maths outcomes remain lower than outcomes in reading and writing at the end of both key stages.</p>	

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
<p>To diminish the difference between the attainment of PP pupils and non-PP pupils at end of KS1</p> <p>B. To continue to increase the % of PP pupils who meet the expected standard in maths</p>	<p>1 to 1 tuition for identified pupils focusing on basic skills acquisition in maths and spelling.</p> <p>Weekly small group sessions in maths for high-attaining pupils with experienced teacher, in addition to standard lessons.</p> <p>TA employed to deliver structured intervention programmes, directed by class teachers</p>	<p>2 PP pupils at risk of underachievement met the expected standard in RWM combined at the end of KS2.</p> <p>This approach was used in KS1 for the first time this year and resulted in a significant improvement in outcomes in year 2. See data above.</p> <p>In school data shows evidence of improved attainment for targeted pupils.</p>	<p>Focussing on pupils who were borderline expected resulted in two PP pupils with high KS1 attainment NOT achieving Greater Depth at the end of KS2. This impacted on our progress scores which were lower than in 2017. Increased focus next year on pupils with high prior attainment.</p> <p>It has been decided that next year, this approach will be replaced by the appointment of a full-time ELSA as many of the pupils targeted by interventions are not ready to engage in learning due to health and wellbeing issues. As a result, progress was limited.</p>	<p>£30,000</p>

<p>To reduce the level of persistent absenteeism of PP pupils</p>	<p>Employment of Family Support Advisor to support families with attendance issues.</p> <p>Counselling Service available to targeted pupils.</p> <p>Employment of trained ELSA to provide Social Skills Intervention for targeted pupils</p>	<p>Persistent absenteeism for PP pupils is now in line with the national average for ALL pupils. We are delighted with this outcome.</p>		
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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>To reduce the level of persistent absenteeism of PP pupils</p>	<p>Free or subsidised access for PP pupils to residential visits</p> <p>Subsidised fees for music / sport tuition</p> <p>Free places at paid clubs offered as an incentive for improved attendance</p> <p>List of 'borderline' persistent absentees placed in both offices. Absence to be challenged. Pupils encouraged to come in to school for school to assess.</p>	<p>Persistent absenteeism for PP pupils is now in line with the national average for ALL pupils. We are delighted with this outcome.</p> <p>All disadvantaged pupils participated in both residential visits last year (Year 5 and Year 6).</p>	<p>We need to ensure that all parents of eligible pupils are fully aware of the funding that is available for educational visits and club places.</p> <p>Teachers to be encouraged to share this information at parent / teacher consultations.</p>	<p>£14,000</p>