

Greet Primary School

Pupil Premium Grant Review of Action Plan 2015-2016

Context

All schools receive Government money to reduce the gap in educational attainment due to social disadvantage. This is called the Pupil Premium Grant. You will find a statement attached with details of how this money has been spent and what the impact has been on closing the attainment gap.

Context

The Government believes that the Pupil Premium, which is additional to the main school funding, is the best way to address the current underlying inequalities between disadvantaged children i.e. the children eligible for free school meals (FSM) and their peers by ensuring that the funding to tackle disadvantage reaches the pupils who need it most.

The Pupil Premium is allocated to children from families who are currently known to be eligible for FSM in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months. As a group, children who have been eligible for FSM at any point, have consistently lower educational attainment than those who have never been eligible.

The Government judged that eligibility for the Pupil Premium, which was first awarded in 2012-2013, is now to extend to include pupils who have been eligible for free school meals (FSM) at any point in the last six years.

Greet Primary School Pupil Premium Allocation

From 1 st April 2011-31 st March 2012	£122,518.00
From 1 st April 2012-31 st March 2013	£195,622.00
From 1 st April 2013-31 st March 2014	£282,600.00
From 1 st April 2014-31 st March 2015	£414,700.00
From 1 st April 2015-31 st March 2016	£395,680.00
From 1 st April 2016-31 st March 2017	announced in March 2016

Whilst the Pupil Premium is allocated during the financial year, the school plans over an academic year. Thus the grant received for the academic year 2015-2016 was 7/12ths of £395,680.00 = £230,813 and 5/12ths from 2016/17 still to be announced.

Schools have been asked to report on academic years.

Academic year 2015/16

Greet School Profile	Number of Pupils				
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number on roll	690 with an additional 39 place FTE nursery class	720 with an additional 39 place FTE nursery class	751 with an additional 39 place FTE nursery class	781 with an additional 39 place FTE nursery class	812 with an additional 39 place FTE nursery class
% of pupils eligible for FSM (Eversix)	38%	46%	44%	44%	48%
Number of 'Children Looked After' eligible for FSM	1	1	6	2	4

The pupil premium money has been used in a number of different ways to support the learning of the pupils concerned and to close the attainment gap. We recognise that it is necessary to close more than just the gap in attainment but also address the gap in the social, emotional and pastoral needs of the child. We have addressed these through opportunities to improve and enrich the experiences that the pupils have at school.

Pupil Premium Grant Expenditure Academic Year 2015/2016

Target	Allocation	Objective	Expected Outcomes	Actual Outcomes
Teaching and Learning				
Additional teacher in reception to support early reading, writing intervention.	2 days £12,977	To target reception pupils in early literacy strategy linking reading, writing and phonics skills to raise very low baseline.	Increased skills for all pupils leading to raised attainment in literacy. Gap closed between FSM and non FSM.	Due to the extra support in reception in early reading and writing intervention, the number of pupils attaining expected levels increased in reading by 6% to 62%, in listening and attention by 9% from 67% to 76% but decreased slightly in writing by 1% to 57% and in speaking from 72% to 70% from the previous year. Nursery and reception worked with an external consultant throughout the year to ensure consistency of judgements. All assessments were moderated both within the school, across the Federation and Sparkhill Circle schools and externally by the Local Authority in July 2016.

<p>Additional teacher in years 1-6 reducing adult pupil ratios in the target teaching groups and targeting disadvantaged pupils more effectively to make 'sufficient' progress.</p>	<p>6x ams x 6 staff £116,788</p>	<p>To target pupils who did not make good progress from previous year, or who have not made 'sufficient' progress over a key stage.</p>	<p>For all pupils to make 'sufficient' progress+. Standards raised.</p>	<p><i>Due to the change in the curriculum and the assessment of the pupils it is not possible to make a comparison with the figures presented in previous years. More data will be available once the RoL is published by December 2016.</i></p> <p>By the end of year 2 at KS1 the percentage of all pupils attaining Age Related Expectations (ARE) was: Reading 59% (TA 63%), writing 54% (TA 53%), maths 67% (TA 65%).</p> <p>By the end of year 6 at KS2 the percentage of pupils attaining Age Related Expectations (ARE) was: All Pupils: Reading 67% (70% TA), writing 70% (TA), maths 68% (76% TA), GaPS 79%, Combined 57%. FSM pupils: (TA): Reading 65%, writing 65%, maths 73%,</p> <p>(See table of results below)</p>
<p>To target pupils in phonics in years 1, 2 and year 3 to ensure the gap is closed. To monitor girls' attainment in year 1 to ensure they do not fall behind.</p>		<p>To target pupils in phonics. To close the gap between disadvantaged and non.</p>	<p>All pupils to make the expected standard in phonics at years 1 and 2.</p>	<p>In Year 1 80% pupils attained the pass mark for the phonics test, a rise of 1% on last year. In y2 (24/29) 83% who retook the phonics test passed. Only 5 pupils did not pass the test and they have either SEND or are new arrivals and new to English.</p>
<p>To target a group of underachieving pupils in years 3-6 using reading interventions e.g. Rapid Reading programme, accelerated reading programme, author's visits etc.</p>	<p>£3,000</p>	<p>To increase pupils' love of reading. To raise standards To consolidate reading development between home and school. To undertake staff training and purchase resources.</p>	<p>Increased staff skills in the teaching of reading. Increased pupil skills leading to raised attainment. Pupils able to talk confidently about their favourite books and authors.</p>	<p>The challenge of the new curriculum would appear to have widened the gap between Disadvantaged and non with results across the school showing that non disadvantaged are attaining more highly and making more progress. However results of strategies and interventions to close these gaps including the Rapid Reading programme show that the pupils love of reading is developing as is their ability to articulate their thoughts and ideas. This impacting positively on their attainment and progress:</p> <p>8x y6 pupils 14x y5 pupils 11x y4 pupils</p>
<p>To target individual year 6 pupils for 1-1 additional teaching in reading, writing and maths. To target those who have not made enough progress since year 2.</p>	<p>£10,000</p>	<p>To target pupils who have not made expected progress since the end of KS1</p>	<p>Gap is closed between FSM/Non FSM. Standards raised and rates of progress improved for vulnerable groups of pupils.</p>	<p>1-1 tuition supported pupils in reading including spelling and GaPS strategies. Pupils did not attain as well in the reading paper (which was extremely challenging) but attained well in GaPS.</p>

To target the most able pupils across the school to ensure they are being challenged to achieve 'mastery'.	Costs already included	To target the most able pupils to achieve 'mastery'	Raised standards.	Target Teaching Groups target all pupils within the school including our most able pupils. Results show that fewer of our disadvantaged pupils are exceeding expectations (see table below). This is a national trend but we have work to do to close the gap between disadvantaged and non across the school.
Speech and language therapist (2 days)	£19,200	For pupils across the school to receive speech and language support leading to raised attainment. To train EYFS TAs to deliver speech and language activities.	Raised standards in speech, leading to raised standards in reading and writing.	The speech and language therapist has targeted pupils throughout the school including those pupils with special educational needs. There has been an increased focus on support for the pupils in the lower phase particularly the early years. Teaching assistants and learning mentors have also been trained in how to support groups of pupils and this is undertaken weekly. This has increased the sustainability of the speech and language work and ensured that more pupils can be targeted. 42% of FSM achieved 90%+ on final assessment 92% of FSM achieved 80%+ on final assessment 50% of FSM have been discharged for the programme
Enrichment				
Contribution to the cost of trips and residential for FSM pupils.	£2,500	To enable all pupils to attend all curriculum trips regardless of cost.	Raised standards through participation in trips. Greater opportunities for all pupils.	The school continues to offer support to pupils from disadvantaged backgrounds to ensure that all pupils can attend school trips. 90% of the total cost of the residential was awarded to disadvantaged pupils. Equal numbers of disadvantaged and non-disadvantaged pupils were invited to attend. 45 pupils attended the residential. We continue to strive for all y6 pupils to attend the residential.
Music tuition	£20,000	To increase the number of pupils being able to play a musical instrument and sing in a choir. To provide wider opportunities for all pupils.	Increased musical skills for all pupils. Increased opportunities for all pupils to experience learning a musical instrument.	All children from years 2-6 (540 pupils) were given the opportunity to sing in a choir or learn a musical instrument. Pupils in the upper phase were given the opportunity to undertake a grade in music and were awarded badges and certificates. 19 pupils attained their copper music award in either guitar, woodwind, or string with 1 pupil attained a bronze award
Contribution to the cost of the whole school pantomime	£1,000	To widen opportunities for all	Raised attainment in quality of work following	Whole school pantomime raised opportunities for all children to experience a theatre type production in the form of a

		pupils to participate in a whole school pantomime	the pantomime stimulus. Raised enjoyment of writing.	pantomime. Curriculum work based on the pantomime resulted in a reading celebration event for parents and their children across the school. Raised levels of reading for pleasure and wide variety of cross curricular writing had very positive effects on the pupils' attainment and progress. Reading continues to be a focus next year.
Social, Emotional and Welfare				
Development of lunchtime nurture groups to support self-esteem and team building.	£6,000	To work with targeted groups of under-achieving pupils to raise self-esteem and confidence. To target groups including quiet/shy and poor behaviour groups to improve behaviour and social skills.	Raised standards. Increased motivation and enjoyment at playtimes and lunchtimes. Pupils able to make sensible choices about activities. Pupils able to achieve personal goals and challenges.	Further development of the nurture groups continues to support the pupils' development of their social skills particularly during the play time and lunchtime periods. Nurture groups including behaviour groups, quiet groups of pupils who find the playtimes and lunchtimes a difficult experience as well as those requiring support to eat their school lunches were supported by extra adults. This helped to reduce the trauma of outdoor play for some and had a very positive effect on behaviour.
Employment of a senior learning mentor for continued development of the mentoring team.	£28,270	To target vulnerable pupils across the school. To increase the range and number of clubs available to pupils	Increased confidence and self-esteem	The Senior Learning Mentor has ensured that the learning mentors are appropriately deployed and targeting our most vulnerable pupils during the school day. Lunchtime and after school activities such as homework clubs offer a wide range of support to vulnerable children. The senior Learning Mentor has also had to work alongside the safeguarding manager to support safeguarding in the school. This indicated the need to appoint a safeguarding support worker who will also support attendance which will be made early in September 2016.
To target pupils with poor attendance, punctuality or persistent absence.		To raise attendance and punctuality. Improved attendance in the early years. To raise parents' awareness of the importance of daily attendance.	Raised attendance. Increased parental awareness. Reduced persistent absence and long term absences abroad. Raised standards.	The Learning Mentor Team were used to support the challenging behaviour of a few children within the school and did not spend as much of their time supporting attendance as had been planned. This resulted in a drop in the total attendance percentage across the school. The Learning Mentor Team including the senior Learning Mentor will have an increased role in supporting the children's attendance and working with the families next year.

Support group for pupils newly arrived (twice weekly).	£5,000	To develop pupils confidence. To raise the basic level of English.	Increased pupil confidence and self-esteem.	Release for an experienced teaching assistant to work with new arrivals on supporting basic 'survival English'. This has allowed for all new arrivals to be able to fit back into their own classes more quickly.
Breakfast club staffing and catering	£10,000	To improve provision for the pupils at breakfast club.	Increased numbers of pupils able to attend breakfast club.	The free breakfast club has undergone an overhaul and offers an extensive range of activities and support to pupils before school as well as the opportunity to eat a hot meal. This is attended by between 130-150 pupils daily. Staffing increased in 2015 2016 but is constantly under review to ensure the pupils' safety.
Families and communities				
Develop a rolling programme of early literacy programmes to increase parental involvement. Release for teacher (1x pm per week x 6 weeks x 2)	£2,000	To raise parental knowledge and understanding of how children learn and how they can best support their child at home. To increase the opportunities for all pupils to learn at an appropriate level.	Raised standards through an increase in parents' confidence and ability in how best to support their child. Pupils, parents and school working together	A group of nursery pupils and their parents were targeted to support the development of early literacy skills. This was a six week programme targeting parents with little or no previous qualifications with a view to giving them the skills to take the National Literacy test. By the end of the programme parental confidence had increased both in their own spoken English and also their increased participation and communication with nursery staff. They developed a raised understanding of the importance of speech and language opportunities for their children. However due to staff changes the programme did not continue after Easter.
Foodnet classes	£2,000	To increase parents' awareness of the importance of being healthy through linking diet and exercise.	Raised awareness of a healthy lifestyle. Parents and children able to make healthy choices.	Worked with targeted parents and the school cook on raising awareness about the importance of eating healthily and making healthy choices. This included taster sessions for children and parents where they could sample different foods, opportunities for the youngest children to have a school meal prior to their start in September and working alongside parents to produce healthy packed lunches.
TOTAL:	£238,735*			

*figures are indicative @ September 2015.

Impact of the Pupil Premium for the academic year 2015/16

	Average percentage attaining Age Related Expectations+ (ARE) years 1-year 6		Average percentage making Expected Progress+ years 1-year 6	
	FSM (school figures)	All Pupils (school figures)	FSM (school figures)	All Pupils (school figures)
Reading	29%	34%	58%	64%
Writing	27%	32%	61%	64%
Maths	37%	32%	66%	65%

At the end of Key Stage 2:

	Attainment at the end of KS2 (based on tests)		
	FSM (school figures) Based on Teacher assessments	All pupils (school) (based on tests)	All pupils (national) (based on tests)
Age Related Expectations: Reading	65%	67%	66%
Age Related Expectations: Writing	65%	70%	74%
Age Related Expectations: Maths	73%	68%	70%
Age Related Expectations: GaPS	Data not yet available	79%	72%
Age Related Expectations: Combined	Data not yet available	57%	53%
High Score (Exceeding Expectations) Reading	8%	14%	19%
High Score (Exceeding Expectations) Writing	0%	0%	Data not available
High Score (Exceeding Expectations) Maths	1%	27%	17%
High Score (Exceeding Expectations) GaPS	Data not available	33%	23%
Progress in Reading	88% (89% non FSM)	0.0	Compared with expectation of 0.0
Progress in Writing	92% (94% non FSM)	-0.3	Compared with expectation of 0.0
Progress in Maths	99% (92% non FSM)	+1.7	Compared with expectation of 0.0