



Pupil Premium Grant Action Plan 2016-2017

Context

All schools receive Government money to narrow the difference 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.

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 for disadvantaged pupils and their peers by ensuring that the funding to tackle disadvantage reaches the pupils who need it most.

Pupil Premium is allocated to disadvantaged 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.

Eligibility for Pupil Premium which was first awarded in 2012-2013, has now been extended to include pupils who have been eligible for free school meals (FSM) at any point in the last six years.

Academic year 2016/17

Greet School Profile	Number of Pupils
	2016-2017
Number on roll	844 with an additional 39 place FTE nursery class
% of pupils eligible for FSM (Eversix)	44%
Number of 'Children Looked After' eligible for FSM	2
Pupil Premium Allocation From 1 st September 2016 – 31 st August 2017	£381,160



At Greet Primary School we recognise that high quality intervention by trained professionals has the biggest impact upon standards. We target pupils effectively through the organisation of our groupings and the effective use of all adults within the school setting. Interventions are the responsibility of all and are reviewed regularly through the use of pupil progress meetings as well as reviews of the School Improvement Plan.

The Pupil Premium Grant has been used in a number of different ways to target the attainment and progress of the disadvantaged pupils and to narrow the difference between this group when compared with all children. We recognise that it is necessary to narrow more than just the difference in attainment but also to address any gaps 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 2016/2017

We have a clear, strategic approach to the use of Pupil Premium funding and plans are integrated into our school improvement plan. Monitoring of pupils attainment and progress is regular and robust and ensures that support and interventions are appropriate to the needs of the pupils.

Barriers to learning include:

- high levels of EAL pupils including new arrivals throughout the school with little or no English and often little experience of previous schooling
- Numbers of SEND pupils with significant and complex needs
- Lack of parental understanding in how best to support their child's learning at home particularly speaking and listening and reading.
- High levels of deprivation affecting the number of resources available to the families
- High absence rates due to time off for extended holidays.

The Pupil Premium funding enables Greet School to maintain high levels of staffing in order to target disadvantaged children and to support their daily learning. Teachers and Teaching Assistant's offer support through a range of targeted interventions that include targeted teaching groups, precision teaching and pre-tutoring as well as support in class lessons. TA's spend a significant amount of time implementing targeted interventions with groups of children.



The Team of Learning Mentors targets disadvantaged children for social, academic and emotional issues. They support pupil engagement and run a number of clubs and initiatives through each day. Their emphasis on developing social and emotion well-being is a huge part of their role at Greet.

Target	Allocation	Objective	Expected Outcomes	Actual Outcomes
Teaching and Learning				
Additional teacher in Early Years to target early reading and writing interventions.	3 days £21,343	To target reception pupils in early literacy strategies linking reading, writing and phonics skills to raise very low baseline.	Increased skills for all pupils leading to raised attainment in literacy. Difference narrowed between FSM and non FSM.	The percentage of pupils at GLD is 55%. There has been an increase in Prime to 66% & APS to 28.6 Reading 56% Writing 57%
Teaching Assistants to support pupils with Wellcomm Assessments and interventions in Nursery, Reception and Y1.	5x20mins x 3 yr grps £5,000	To raise literacy standards from very low baseline		Wellcomm assessments and subsequent targeted interventions have been delivered consistently across the early years which has impacted positively on the number of pupils attaining expected in the Prime Areas. Linked closely with work of speech therapist and the Rainbow groups targeting groups of pupils.
Additional teacher in years 1-6 reducing adult pupil ratios in the target teaching groups, targeting disadvantaged pupils more effectively to ensure they make good attainment and progress. Target the most able pupils across the school from Nursery to Year 6 to ensure they are Working at Greater Depth	6x ams x 6 staff £137,700	To target pupils who did not make good progress from previous year, or who have not made appropriate progress over a key stage. To challenge and engage the most able pupils. To ensure they are attaining at Greater Depth and making good+ progress in reading, writing and maths.	For all pupils to make good progress+. Standards raised so that a greater percentage of pupils attain ARE and exceeding. Raised standards. Increased numbers of pupils working at greater depth.	As a result of clear targeting of pupils' needs this has led to an increase in the number of pupils attaining age related expectations by the end of year 6 in all subject areas. Above the national in all areas (reading, writing, maths, GaPS and combined). There has been an increase in the number of pupils attaining greater depth by the end of year 6 (reading 18%, writing 4%, maths 31% & GaPS 44%) 9/21 of pupils attaining greater depth are disadvantaged pupils (43%) in reading, 21% in maths.

Pupils targeted in phonics in years 1, 2 and year 3 to ensure the difference is narrowed. Monitor groups of pupils ensuring they do not fall behind e.g. girls' attainment in year 1.	(5x20 min sessions) x 3 yr grps £5,000	To target pupils in phonics. To narrow the difference between disadvantaged and all pupils.	All pupils to make the expected standard in phonics at years 1 and 2.	Targeting of phonics in year 1 has been consistent and effective in ensuring that pupils know their sounds and can blend. This has led to an increase of 10% on last year to make a total of 90% of pupils attaining the age related expectation for the end of year 1. Pupils now need to be encouraged to apply their phonic knowledge consistently in their reading and writing.
Target groups of underachieving pupils in years 3-6 using reading interventions e.g. Rapid Reading, Rapid Phonics, Bug Club programmes, accelerated reading programme, author's visits etc.	£3,000	To increase pupils' love of reading and to raise standards. To raise skill levels of staff through effective training and to purchase appropriate resources.	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.	High focus on improving reading resources, staff training and timetabling has increased the amount of reading taking place across the school. This has led to an increased engagement from the pupils seen in the number of books being read outside the school and the pupils' ability to articulate their likes and dislikes. GL assessments used twice a year to track progress in reading ages show that pupils at Greet from years 3-6 have made a greater amount of progress than when compared nationally
Target pupils with SEND using strategies such as Direct Phonics (years 2-5), Y2 Speech and Language groups, phonics interventions and Precision Teaching	(5x20 min sessions) x 3 yr grps £5,000	To ensure pupils with SEND make at least good progress.	Pupils attain well and make good progress in speaking and listening	Pupils with SEND have been targeted across the school with appropriate resources and teaching strategies. Teaching groups have been small reducing adult pupil ratios when appropriate. SEND
Target reading across the school through the acquisition of appropriate resources e.g. Rapid Readers/Bug Club.	£50,000 (topped up from school budget)	To increase enjoyment of reading. For all pupils to have access to on-line books and reading material. To give parents greater information about their child's reading	Increased enjoyment levels of the pupils through using online books. Greater access for the pupils to access appropriate reading material at home. Parents informed about their child's reading books.	On-line reading scheme has been welcomed by parents evidenced in comments at parents meetings. Pupil engagement appears high and many are accessing a range of texts when outside. Internal assessments and GL reading assessments show that pupils enjoy their reading, have made a greater amount of progress than when compared nationally and are better able to articulate their likes and dislikes Y6 Reading 78% dis./78%Non dis. at expected Y2 Reading 69% dis./59%Non dis. at expected

Target individual year 6 pupils for additional support in reading, writing and maths. Target those pupils who have not made sufficient progress since year 2.	£10,000	To target pupils who have not made expected progress since the end of KS1/end of reception.	Difference narrowed between FSM and all pupils. Standards raised and rates of progress improved for vulnerable groups of pupils.	As a result of clear targeting of pupils' needs this has led to an increase in the number of pupils attaining age related expectations by the end of year 6 in all subject areas. Above the national in all areas (reading, writing, maths, GaPS and combined). There has been an increase in the number of pupils attaining greater depth by the end of year 6 (reading 18%, writing 4%, maths 31% & GaPS 44%)
Speech and language therapist (2 days a week) to support Early Intervention and pupils Nursery to y6	£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.	13 out of the 15 disadvantaged pupils targeted for speech therapy (87%) have made expected progress. 8 out of the 15 (53%) have been discharged from the programme as they no longer require the support.
Purchase appropriate technology to support the teaching and learning of the curriculum i.e. I pads Netbooks	£50,000 Topped up from school budget	To increase the use of technology across the Curriculum. To improve the engagement of the pupils.	Raised standards in using IT across the curriculum.	Improved resourcing has lowered device ratios to pupils, improved resourcing e.g. access to quality texts and improved pupils' enjoyment evidenced in pupil voice responses. Increased access to technology is raising IT standards across the school e.g. standards at the end of reception have risen in the technology strand.
Work with Sparkhill Circle schools on developing an Oracy Project	Release for 2xAHTs	To develop pupils' communication and language skills across the school	Raised standards in speech, leading to raised standards in reading and writing.	The Oracy Project has raised awareness of need across the school and CPD has been provided to improve teaching and learning. Targets for increased improvement in oracy form part of the SIP for 2017-2018
Small group and 1-1 initiative for pupils newly arrived and new to English (daily).	£5,000 TA x 2	To develop pupils' confidence in speaking basic English. To accelerate their opportunity of accessing the full curriculum in their own class. To ensure that pupils with little or no English have an	Increased pupil confidence and self-esteem. Pupils learn basic vocabulary and simple/key questions quickly so that they can engage in their class more quickly.	Targeting of new arrivals with EAL from across the school supporting the development of early language acquisition including the development of spoken English, early phonics, reading and writing. Pupils are well settled and have made good progress in their basic English skills.

		individualised, focussed programme of intervention	Pupils able to return to main classes more quickly	
Enrichment				
Contribution to the cost of trips and Y6 residential to Kingswood 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.	Pupils on FSM were supported with the cost of the residential enabling all pupils to attend should they wish.
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.	Pupils across the school have the opportunity to sing in a group and learn a variety of musical instruments. There are opportunities for the most talented players and those who show the most enthusiasm to take their learning further undertaking exams in their chosen instrument
Contribution to the cost of the whole school pantomime	£1,000	To widen opportunities for all pupils to participate in a whole school initiatives such as the pantomime	Raised attainment and enjoyment in work following the pantomime stimulus. Ensure all pupils are treated equally regardless of their disadvantage.	The pantomime provides the stimulus for writing during the Spring 1 term resulting in a parent/child celebration event where writing is the focus. This raises parental knowledge of what is expected in the writing curriculum, encourages the pupils to write from first-hand knowledge and raises the quality of writing. Y6 Writing 75% dis./78%Non dis. at expected Y2 Writing 63% dis./56%Non dis. at expected
2x staff from Hams Hall Outdoor Centre to undertake Forest School sessions and Team Building Skills with Reception and year 5	£12,000	To increase talk, understanding of safety and enhance the pupils' team work.	To give children the opportunity to widen their experiences having quality sessions using the outdoor area.	Forest School has provided the pupils with a unique experience to work together and develop teamwork whilst learning about fire safety. Engagement levels are high.
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.	Pupils from Reception Yrs1,2 & Y3 receive daily targeted support to encourage healthy eating habits through group discussions around food. Pupils' confidence in eating and making healthy choices about food has increased. Y1 & 2 gardening club expands understanding of where food and plants come from. Parent voice highlights pupils understand what constitutes a healthy lifestyle. Daily

				targeted lunchtime clubs for Years 4,5 & 6 support approx.. 40 children with social and emotional development during 'fun club'. This has resulted in a reduction of individual referrals from teaching staff relating to strained friendship groups, and underdeveloped personal social confidence.
Employment of a senior learning mentor for continued development of the mentoring team.	£29,033	To target vulnerable pupils across the school. To increase the range and number of clubs available to pupils.	Increased confidence and self-esteem.	Pupils have been targeted for support throughout the year including 80 of our most vulnerable requiring on-going support, and referrals for Behaviour, Social and Emotional Wellbeing, Physical Wellbeing and Attendance (totalling 152 referrals and 680 mentoring sessions recorded since Spring Term 2017. Mentoring has brought about a reduction of re-referrals made by staff as issues are picked up promptly.
Target pupils with poor attendance, punctuality or persistent absence.		To improve attendance and punctuality. Improved attendance in the early years. To raise parents' awareness of the importance of attending school daily.	Raised attendance. Increased parental awareness Reduced persistent absence and long term absences abroad. Raised standards.	Absence due to long term absence abroad and religious observance continue to have a negative effect on whole school attendance percentage Total attendance for years 1-6 is 94.53% which is an increase on last year (academic year 2015/2016 94.04%).
Breakfast club staffing and catering	£10,000	To improve provision for the pupils at breakfast club including opportunities for the pupils to have a hot meal, talk and play as well as improve punctuality and readiness for school.	Increased numbers of pupils able to attend breakfast club. Pupils attending breakfast club have improved attendance, concentration and attainment. Pupils have greater access to structured play and organised sporting activities.	Breakfast club provision continues to be good and very well attended; 150 pupils regularly attend the breakfast club giving them a good start to their day and reducing the number of late arrivals.
Families and communities				

Employment of a safeguarding support worker	£24,717	To develop the pastoral team further to support the needs of children and families	Greater support for Pupils and families in Early Help strategies	Increased numbers of pupils are being supported through the provision of parenting classes, staff training, safeguarding knowledge and understanding. There have been a greater number of home visits undertaken building relationships with families and enabling Signposting to various services to be undertaken earlier.
Employment of a translator (part time) to support our children and their families from abroad	20 hours per week £10,393	To support the integration of our children and families from abroad.	Greater support for families newly arrived	Part time translator employed from September 2017
TOTAL:	£426,886			

*figures are indicative @ September 2016.

On top of the money provided from the Pupil Premium Grant the school also provides 1-1 support for some pupils with SEND but for whom no extra funding is provided to the school.

SEND: Provide adult support for those pupils with SEND or medical needs who require 1-1 support but for whom the school receives no additional funding.	6 x TAs paid from school budget totalling £147,302	To ensure equal access for all To provide quality teaching and learning opportunities for all. To ensure that all pupils regardless of special educational need can fully access the curriculum.	To ensure that all pupils have the opportunity and support to make the best progress possible.
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Early Years % of pupils attaining ELG2+



	Reading	Writing	Number
Disadvantaged pupils (18)	58%	58%	63%
All pupils	56%	57%	61%
School gap	+2%	+1%	+2%
National gap	Not yet known	Not yet known	Not yet known

Year 1 Phonics - % of pupils attaining expected standard

	Phonics
Disadvantaged pupils (28)	86%
All pupils	90%
School gap	-4%
National gap	Not yet known

KS1 % of pupils attaining expected+

	Reading	Writing	Maths
Disadvantaged pupils (32)	69%	63%	56%
All pupils	62%	58%	61%
School gap	+7%	+5%	-5%
National gap	Not yet known	Not yet known	Not yet known

KS2

Showing % of pupils who attained a scaled score of 100 or +

	Reading	Writing	Maths
Disadvantaged pupils (51)	76%	75% (TA)	73%
All pupils	76%	78% (TA)	79%
School gap	0%	-3%	-6%
National gap	Not yet known	Not yet known	Not yet known

Showing % of pupils who attained a scaled score of 110 or +

	Reading	Writing	Maths
Disadvantaged pupils (51)	18%	4% (TA)	22%
All pupils	18% (test)	4% (TA)	31% (test)
School gap	0%	0%	-9%
National gap	Not yet known	Not yet known	Not yet known