

Pupil premium strategy Review of statement 2018/2019

1. Summary information

Academic year: 2018-2019	Total PP budget: £336,000	Date of most recent PP review: AP3 July 2019
Total no. of pupils on roll: 840 + 39FTE Nursery (total 918)	Total no. of eligible pupils: (Ever 6) 30.4%	Date for next internal strategy review: AP1 Dec 2019, AP2 March 2020, AP3 July 2020

2. KS2 attainment and progress July 2018

	Pupils eligible for PP (55)	All Pupils
% achieving expected and above in reading, writing and maths combined (2019)	62%	63%
% making expected progress and more than expected from KS1 in reading (2019)	71%	82%
% making expected and more than expected progress from KS1 in writing (2019)	87%	83%
% making expected and more than expected progress in mathematics from KS1 (2019)	75%	77%

3. Barriers to future attainment for pupils eligible for PP, including high ability

<i>Vulnerable families and pupils with emotional and social needs</i>
<i>Delayed language and vocabulary skills (speaking and reading skills in English and first language)</i>
<i>Increasing numbers of pupils arriving in school with EAL and often no prior experience of schooling</i>
<i>Low attainment on entry</i>
<i>Low levels of attendance (Early Years pupils, Persistent Absence, numbers taking extended leave abroad)</i>

4. Desired outcomes

Desired outcomes	How they will be measured	Success criteria
1. <i>Narrow the gap between Pupil Premium funded pupils and Non funded national.</i>	<i>Termly internal tracking data across the schools. Assessments at the end of reception, yr2 and yr 6.</i>	<i>Increase % of pupils attaining ARE and GD in reading, writing and maths across the school. Gap is closing between Dis. and non-Dis. Increase % attaining ELG2+ and GLD by the end of reception.</i>
2. <i>Target language acquisition in the EYFS and Lower Phase to ensure that pupils make accelerated progress</i>	<i>Wellcomm Assessments Early Learning Goal (ELG2+)</i>	<i>Raised % of pupils at ARE in Wellcomm assessments by end of reception Raised % of pupils attaining ELG2+ in speaking and understanding by the end of Reception</i>
3. <i>Target EAL pupils ensuring they receive appropriate interventions to close raise their level of English</i>	<i>Evidence of attainment and progress on EAL Toolkit Language Support Worker to target groups of EAL pupils</i>	<i>Raised % of new arrivals reaching greater levels of competency in English Accelerated progress in speaking and understanding skills</i>
4. <i>Raise attendance of pupils with persistent absence. Improve attendance across the whole school</i>	<i>Termly attendance figures and data at the end of the year</i>	<i>Raised whole school attendance of EYrs pupils Reduction in % of PA pupils Reduction in % of absence for extended leave abroad</i>
5. <i>Continue to support vulnerable families and those new to the country</i>	<i>Raised % of parents attending workshops/parents meetings etc Responses from Parent Voice Questionnaires</i>	<i>Greater number of parents understanding how to support their child at home</i>

5. Planned expenditure

Objective	Actions	Allocation	Expected Outcomes	By when and whom	Outcomes
<i>Narrow the gap between Pupil Premium funded pupils and Non funded nationally</i>					
Increase % of PP pupils attaining ARE and GD across the school	Additional teacher 0.8 in year 1 Additional teacher in year 2 and 6 supporting targeting of English/maths – reducing adult/pupil ratios targeting disadvantaged pupils who did not make sufficient progress from previous year.	£39,908 £64,216 £56,095	Increase in the % of pupils attaining ARE and GD in reading, writing and maths across the school. Gap is closing between Disadvantaged and non-Disadvantaged pupils. Increase in % attaining ELG2+ / GLD by the end of reception.	AP1 Dec 2018, AP2 March 2019, AP3 July 2019	Due to the unusually high level of staff absence the targeting of PP groups has been minimal and has had to be undertaken by the class teacher or when TA support is available. However, the lack of extra support has meant that the teachers have had to plan more carefully for targeted support, with the result being that the gap between disadvantaged and non-disadvantaged pupils at both ARE and GD has narrowed and in many instances superseded the attainment of the non-disadvantaged pupils across the school.
Y6	Targeted reading intervention (1xTA) for 12x disadvantaged readers off track according to targets. 3x 30mins weekly during pms. Targeted maths intervention by DHT for 16 pupils (1 hr x 30 weeks)	£1,300 £4,600	Increase in the % of pupils attaining ARE and GD in reading. Gap is closing between Disadvantaged and non-Disadvantaged pupils.	Interim Oct 18 AP1 Dec 2018, Interim Feb 19 AP2 March 2019, AP3 July 2019	Outcomes by the end of year 6 show that disadvantaged pupils attain very well when compared with non-disadvantaged pupils. Disadvantaged pupils have outperformed non-disadvantaged pupils in every area except GD mathematics. (see table below for more specific information)
Y5	Targeted reading intervention 2 x 30 mins weekly (8 children) Targeted GAPS intervention 2 x 30 mins weekly (10 children) Targeted Maths intervention 1 x 30 min weekly (3 children)		Increase in the % of pupils attaining ARE and GD in reading, writing and maths across the school. Gap is closing between Disadvantaged and non-Disadvantaged pupils.	AP1 Dec 2018, AP2 March 2019, AP3 July 2019	A variety of interventions have taken place to target pupils' underperformance resulting in the gap narrowing and in some cases disadvantaged pupils attaining more highly. Reading: ARE 77% dis vs 79% Non Dis (-2% gap) widened by 2% since same point last year. Small increase in % attaining ARE Writing: ARE 77% dis vs 73% Non Dis (+4%) narrowed and reversed since same point last year. Maths: ARE 85% dis vs 80% Non Dis (+5%) narrowed and reversed by 5% since same point last year. 20%+ increase in % attaining ARE
Y4	Targeted provision for disadvantaged pupils to close gap at ARE/GD. Maintain and improve % at GD in reading.		Increase in the % of pupils attaining ARE and GD in reading, writing and maths across the school. Gap is closing	AP1 Dec 2018, AP2 March 2019, AP3 July 2019	A variety of interventions have taken place to target pupils' underperformance: maths Intervention 10 pupils (9 weeks x 30 mins), Writing 30 weeks x 30 mins TAs x 2 pupils, speaking and listening 1x pupil, phonics 1x pupil, reading intervention - underperforming ARE - daily in class (30 mins approx. per day) 3x pupils, handwriting intervention: 9x

			<p>between Disadvantaged and non-Disadvantaged pupils. Increase in the % of pupils attaining GD in reading.</p>		<p>pupils. All interventions have contributed to a rise in standards attained at ARE and GD with a significant improvement made in % and gap closed or significantly closed.</p> <p>Reading: ARE 83% dis vs 83% Non Dis (No gap) narrowed by 2% since same point last year. 20% increase in % attaining ARE GD 33% Dis vs 35% Non Dis (-2% gap) narrowed by 2% since same point last year. 20%+ increase in % attaining GD Writing: ARE 83% dis vs 78% Non Dis (+5%) narrowed by 2% since same point last year. 20%+ increase in % attaining ARE GD 31% Dis vs 34% Non Dis (-3% gap) narrowed by 2% since same point last year. 16% increase in % attaining GD Maths: ARE 86% dis vs 81% Non Dis (+5%) narrowed by 2% since same point last year. 20%+ increase in % attaining ARE GD 36% Dis vs 31% Non Dis (+5% gap) narrowed by 2% since same point last year. 21% increase in % attaining GD</p>
Y3	<p>Target disadvantaged pupils with extra reading intervention for ARE/GD. Bug Club intervention 2x 30mins weekly</p>		<p>Close the gap between disadvantaged and non-disadvantaged in reading.</p>	<p>AP1 Dec 2018, AP2 March 2019, AP3 July 2019</p>	<p>Reading: At ARE, Non-disadvantaged pupils are doing better than disadvantaged by 6%. The gap has widened by 1% since July 2018. At GD, disadvantaged pupils are attaining more highly than non by 7%. During the intervention, 6/8 pupils made progress on the continuum. 1/8 pupil with EAL made good progress. Writing: At ARE, Non-disadvantaged pupils are doing better than disadvantaged by 6%. The gap has widened by 4% when compared with July 2018. At GD, disadvantaged pupils are attaining more highly than non by 5%. 9/13 (69%) pupils made progress on the SEND continuums. Maths: At ARE, Non-disadvantaged pupils are doing better than disadvantaged by 12%. At GD, non-disadvantaged pupils are attaining more highly than disadvantaged by 13%. 7/8 (88%) pupils made progress on the SEND continuums. In maths there is a higher % at GD with the value added being from the non-disadvantaged group and therefore increasing the gap.</p> <p>In reading and writing there has been an increase in the number of disadvantaged pupils attaining ARE from AP1-AP3 and in maths there is an increase in the % attaining ARE and GD.</p>
Y2	<p>Target more able pupils in Reading and writing to close</p>		<p>Year 2 – increase Boys’ reading and writing at ARE/GD – Boys’</p>	<p>Interim Oct 18 AP1 Dec 2018, Interim Feb 19</p>	<p>Reading: ARE 81% dis vs 72% Non Dis (+9% gap) reduced by 1% since same point last year. GD 8/31 (25.8%) disadvantaged pupils are GD in reading</p>

	<i>the gap against national at GD. Target more able disadvantaged pupils in maths to close the gap against GD</i>		<i>maths at ARE. Focus on disadvantaged learners needed</i>	<i>AP2 March 2019, AP3 July 2019</i>	<i>Writing: ARE 81% dis vs 69% Non Dis (+12%) gap has increased by 1% since same point last year. GD 5/31 (16.1%) disadvantaged pupils are GD in writing Maths: ARE 84% dis vs 76% Non Dis (+5%) reduced by 7% since same point last year. GD 10/31 (32.3%) disadvantaged pupils are GD in maths</i>
<i>Y1</i>	<i>Targeted phonics intervention for 30 pupils 3 x 30mins. Targeted reading intervention for 25 pupils 2 x 30mins. Targeted language intervention for 30 pupils 3 x 30mins.</i>		<i>Increased % attaining the phonics threshold by the end of year 1. Increased % attaining reading ARE by the end of the year</i>	<i>June 2019</i>	<i>Phonic result at the end of year 1 is 83% attaining the pass mark threshold which is in-line with national.</i>
<i>Reception</i>	<i>To target more able disadvantaged pupils in early reading and writing development 30 pupils – 4x 30 mins weekly.</i>		<i>Increase the low number of disadvantaged pupils reaching GLD by the end of reception attaining ELG2+ in reading and writing.</i>	<i>AP1 Dec 2018, AP2 March 2019, AP3 July 2019</i>	<i>Teachers and Teaching Assistants have targeted pupils more effectively with planning more highly focused on pupil need. This has led to a rise in standards across the EYrs resulting in the highest number of pupils ever attaining a GLD. The gap between Disadvantaged pupils (71%) and Non Disadvantaged pupils (68%) is very small.</i>
<i>Nursery</i>	<i>To ensure more able pupils are identified for phonics (phase 2). Numicon intervention group for more able disadvantaged pupils.</i>		<i>Close the gap between disadvantaged and non-disadvantaged in phonics (reading and writing) and maths.</i>	<i>AP1 Dec 2018, AP2 March 2019, AP3 July 2019</i>	<i>A group of more able pupils were targeted for phonics phase 2 resulting in a group attaining more highly as they enter reception in September 2019.</i>
Target language acquisition in the EYFS and Lower Phase to ensure that pupils make accelerated progress					
<i>Improved oral language skills of pupils in lower phase</i>	<i>Extra TA in Nursery/extra teacher in reception (0.6) -1:1 and small group provision of Early Language Intervention – Wellcomm Assessments</i>	<i>£29,242 £33,192</i>	<i>Pupils attaining well and making accelerated progress in speaking and understanding. Increased % attaining ELG2+ in speaking and understanding.</i>	<i>Half termly monitoring</i>	<i>Focused targeting of language skills has led to a rise in standards. 65% of EAL pupils in Reception attained ELG2+ compared with 69% of Non EAL pupils - gap between the two groups is small. 43 pupils were targeted for Wellcomm interventions in speech and language. All pupils made progress.</i>
<i>To support pupils with speech and language delay</i>	<i>Employment of speech and language therapist (2 days a week) to work with 50 targeted pupils.</i>	<i>£11,200</i>	<i>Raised standards in speech, understanding, reading and writing. Improved progress through the Wellcomm Assessments</i>	<i>AP1 Dec 2018, AP2 March 2019, AP3 July 2019</i>	<i>100% of pupils made progress on the Wellcomm assessment in Nursery and Reception. 47 pupils seen over the year from direct therapy for speech and language. 67 pupils had indirect therapy (44 of those in the Early Years therapist supported TAs with Wellcomm interventions.</i>

Targeted support for most able pupils developing phonics skills to support reading and writing.	Daily phonics groups (COH) 30 pupils x 30 mins.	£4,495	Pupils attaining well and making good progress – Evidence of use of phonics in pupils’ writing - Book scrutiny, internal data Greater % attaining a GLD at ELG2+ by the end of reception and the phonics threshold by the end of year 1	AP1 Dec 2018, AP2 March 2019, AP3 July 2019	Effective targeting and accountability of all staff has ensured that a greater % of pupils has attained ELG2+ by the end of reception. 83% of Y1 pupils attained the phonics threshold, which is likely to be in line with national results (yet to be published). In year 2 90% of pupils attained the phonics re-take with all pupils attaining more highly than when in year 1.
Target EAL pupils ensuring they receive appropriate interventions to close raise their level of English					
To accelerate understanding and spoken English skills for pupils to access the full curriculum.	P/T Language support worker working with a targeted group of 20 new arrivals across yrs 2-6. Individualised intervention programme used to support basic English and subject specific pre-tutoring. (3x 30 mins)	£8,376	Improved oral language skills of new arrivals (new to English) across the school. Smooth integration into class. EAL pupils have a good understanding of survival English	EB/half termly	21 pupils worked directly with the Language Support Worker on a variety of strategies to support new arrivals and those requiring a short term intervention. Listening: 20/21 (95%) made progress, Speaking: 14/21 (67%) made progress, Reading: 16/21(76%), made progress, Writing: 16/21 (76%) made progress. 10/21 (48%) progress in all areas.
	Trial use of Flash Academy (on-line programme) to support language acquisition and vocabulary Development	Free trial £2,000	Pupils able to access suitable resources to support language acquisition.	EB monitor termly	Flash Academy was trialled during the Spring term. The pupils absolutely loved using the devices which increased their understanding and love of learning English. 10 Ipad and licences are to be purchased to support newly arrived pupils in September 2019.
To provide appropriate resources for new arrivals	Purchase reading resources to support the acquisition of language for pupils.	£2,000	Reading books appropriate to support the needs of pupils with EAL particularly in KS2.	EB	
Ensure parents know and understand their attainment and progress of their child.	Fund translators for 3 parents’ meetings through the year	£1,800	Ensure parents understand how they can best support them at home	EB	Eastern European translators have been used across the school at parents’ afternoon/evening meetings to ensure that parents understand their child’s attainment and progress and how they can best support them at home. Number of parents attending: Autumn 20/21 (95%) Spring 21/21 (100%) Summer 20/21% (95%)

<i>Raise attendance of pupils with persistent absence. Improve attendance across the whole school</i>					
<i>Improve attendance across the whole school</i>	<i>Fund an Early Intervention Lead (EIL) to target PA pupils. Work with pupils & parents – targets, home visits, attendance plans etc.</i>	<i>£34,287</i>	<i>Increase whole school attendance – vulnerable pupils targeted with a particular focus on PA pupils.</i>	<i>Termly by July 2019</i>	<p><i>The EIL has worked with parents from across the whole school targeting those as appropriate. Parents are better informed about the attendance policy and procedures due to a variety of strategies including: attendance figures included in the School's Newsletter, weekly monitoring of whole school attendance, parents emailed when their child's attendance drops below 96%, parents informed of improved attendance, attendance workshops for Early Years' parents.</i></p> <p><i>The EIL has worked with the Learning Mentors with targeted groups of pupils. Pupils are referred to a Mentor who works directly with them to improve attendance. Pupils are given targets and rewarded for improved attendance. Teachers are updated about class attendance figures every Friday. Weekly class attendance is displayed for pupils and parents.</i></p> <p><i>Attendance for years 1-6 is 95.58% compared with 95.73% at the same point last year.</i></p>
<i>Raise attendance of pupils with persistent absence.</i>	<i>Offer funded places at breakfast club with enhanced provision for vulnerable pupils (20 pupils x 39 weeks)</i>	<i>£7,800</i>	<i>Breakfast club to target vulnerable pupils and those with poor attendance. Increase in w/s attendance %. Improve attendance across the whole school</i>	<i>Termly by July 2019</i>	<p><i>10/27 pupils attend breakfast club on funded places. These are our most vulnerable with a % of places filled by pupils who had attendance below 90% and were subject to a SARM. 100% of vulnerable pupils attending Breakfast Club have improved their overall school attendance.</i></p> <p><i>The number of PA pupils fell significantly this year from 161 to 136.</i></p>
<i>Raised attendance of EYFS pupils</i>	<i>(EIL) to monitor attendance and work with targeted pupils and parents to increase attendance of EYFS pupils and reduce numbers of PA.</i>	<i>-</i>	<i>Improved poor attendance of pupils in reception to set the standard for good attendance through the school. Work with targeted groups of parents</i>	<i>Termly by July 2019</i>	<p><i>The EIL has worked with parents of EYrs children using a variety of strategies to improve relationships, communication and knowledge about procedures. These are also included in the Induction pack for new parents. Strategies to improve attendance include: parent workshops to deliver attendance Information, emails informing them when their child's attendance drops below 96% or is in danger of dropping into the PA zone below 90%, meetings with parents so that they are better informed about the attendance policy and procedures and better understanding of the laws and legislation around school attendance. Attendance of EYFS pupils rose in 2018/19 to 90.25% compared with 86.93% in 2017/18.</i></p>
<i>Reduce levels of persistent absence (PA)</i>	<i>EIL and LMs to work with pupils and parents to ensure that there is good understanding of the importance of attending school every day. Targeting pupils who are in danger of becoming PA as well as PA</i>	<i>-</i>	<i>EIL, Learning mentors to support good attendance by ensuring good communication with pupils, parents and staff. Reduced % of PA pupils.</i>	<i>Termly by July 2019</i>	<p><i>The EIL monitors PA regularly, meeting with parents of pupils with low attendance (92%) and informing parents when their child is at risk of falling below 90% and will become PA. Parents are informed about Local Authority School Attendance Policy. Parents of pupils who fall below 90% attend an initial meeting where they are informed about the impact on their child's learning and their child's wishes and feelings. A school attendance improvement plan is agreed and reviewed with the parent every half term until the child's attendance improves.</i></p>

	<i>pupils. (letters, 1-1 meetings, pupil attendance charts, half termly rewards, information on newsletters, Fast Track Strategy etc.</i>				<i>Due to the regular contact parents have a better understanding about the impact PA has on a child's outcomes and LA legislation. Parents and Pupils are supported in removing barriers to good school attendance and learning.</i> <i>As a result of all the strategies used Persistent Absence has reduced to 14.8% compared with 17.6% at the same period last year. Numbers of pupils have reduced from 161 in 2017/18 to 136 in 2018/19.</i>
Continue to support vulnerable families and those new to the country					
<i>Target vulnerable groups of pupils and their parents incl disadvantaged</i>	<i>2x Learning mentors working with targeted groups of pupils and their families (nurture groups, homework clubs etc) ELL to support and target vulnerable families</i>	<i>£7,100</i>	<i>Raised parental engagement from families of PP pupils. Increased opportunities for parents to gather first-hand information on how best to support their child. Greater home school links to increase parental support and engagement. Raised self-esteem, promoting confidence.</i>	<i>L.Fryer/ K.Foley</i>	<i>The Learning Mentors have worked with targeted groups of pupils and parents during the Autumn term but numbers were negatively affected by staff absence in the Spring and Summer terms. This reduced the number of parents that could be targeted but it remains a focus for the next academic year.</i>
<i>Widen opportunities for all pupils to learn a musical instrument</i>	<i>Use of external peripatetic staff to deliver weekly music lessons in a variety of instruments. Y4</i>	<i>£22,000</i>	<i>Increase in number of pupils learning a musical instrument and those taking music awards</i>	<i>July 2019</i>	<i>All pupils in year 4 (100%) have the opportunity to learn a musical instrument and to continue to learn into years 5 and 6, learning to read music and to undertake exams at the end of each year. In year 5, 42 pupils have been learning to play a variety of instruments, of which 16 are PP (38%). In year 6 there are 24 children who have been learning to play an instrument, of which 5 are PP (21%). All pupils in Nursery and reception also have the opportunity to learn singing with targeted groups of year 1 children.</i>
<i>Ensure all Y6 pupils have the opportunity to experience a residential.</i>	<i>Funding for 25 Y6 pupils to attend the y6 residential, Variety Club Christmas Party and funded trips through the year to support vulnerable families</i>	<i>£7,000</i>	<i>Opportunities for all</i>	<i>March 2019</i>	<i>17/48 disadvantaged pupils (35%) attended the residential heavily subsidised by the school. Numbers were less than hoped as fewer pupils attended overall. This was as a result of the previous year when the residential was opened to year 5 pupils. Fewer parents allowed their child to attend two years running. It is hoped that the up-take for next year's residential will be better.</i>
Total		£336,611			

Year 6 Comparison between disadvantaged and other pupils

Data, both internal across the school, and national, at end of key stages, shows that disadvantaged pupils do very well at Greet Primary School.

	MATHS			READING			GAPS		
	Non-Dis	Dis	% Difference	Non-Dis	Dis	% Difference	Non-Dis	Dis	% Difference
Total	72	48		72	48		72	48	
WT	19% (14)	11% (5)	-8%	19% (14)	13% (6)	-6%	11% (8)	6% (3)	5%
ARE	42% (30)	57% (26)	15%	45% (32)	50% (23)	5%	25% (18)	22% (10)	-3%
GD	39% (28)	32% (15)	-7%	36% (26)	37% (17)	1%	64% (46)	72% (33)	8%
ARE+	81% (58)	89% (41)	8%	81% (58)	87% (40)	6%	89% (64)	94% (43)	5%